

For further information on this agenda or how the Committee of the Whole meeting works, please contact Amanda Rock, Committee Coordinator, at 596-8211 ext. 8363 or amanda.rock@ocdsb.ca

COMMITTEE MEMBERS:

All Trustees

STAFF:

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

ASSOCIATION REPRESENTATIVES (NON VOTING):

Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela

Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternates: Brent Smith and Andrew Nordman

Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,

Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC

Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Renald Cousineau, Alternates: Rupi Bergamin and Steven Spidell

Student Senate (OCSPC or STAC), TBC

Special Education Advisory Committee (SEAC), Mark Wylie, Alternate: Rob Kirwan

Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Stacey-Ann Morris

DISTRIBUTION:

All Board Members, Senior Administration

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

ABOUT THIS 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.
- 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 Amanda Rock, Committee Coordinator at 596-8211, ext. 8363 or amanda.rock@ocdsb.ca

IN CAMERA MEETINGS:

- Under provincial law, "*A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,*
 - (a) *the security of the property of the board;*
 - (b) *the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;*
 - (c) *the acquisition or disposal of a school site;*
 - (d) *decisions in respect of negotiations with employees of the board; or*
 - (e) *litigation affecting the board.*"

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 Amanda Rock on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Amanda Rock, Committee Coordinator at (613) 596-8211, ext. 8363, or amanda.rock@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.



COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, March 5, 2019, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

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To: Chair and Members
Committee of the Whole

DATE: 05 March 2019

RE: Cap on Trustee Carryforwards

Trustee Blackburn has given notice that she intends to move as follows at the Committee of the Whole meeting of 05 March 2019:

WHEREAS P.005.GOV permits individual trustees to carry forward their unspent trustee expense funds to the following fiscal year;

WHEREAS large carryforwards year-to-year may tie up funds unnecessarily;

WHEREAS trustees are accountable for the responsible stewardship of resources;

THEREFORE be it resolved:

THAT clause 2.13 of P.005.GOV Board Member Expenses and Support Services be amended to read:

The Board may authorize, before 31 August in any year, a carryforward of unspent funds, not to exceed \$2,500, in Board members' individual accounts under this policy upon submission of written requests from individual trustees outlining the rationale for such carryforward, save that, in an election year, any such funds carried forward must be used prior to the end of the Board's term of office.

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.



POLICY P.005.GOV
TITLE: BOARD MEMBER EXPENSES AND SUPPORT SERVICES
Date Issued: 30 January 1998
Last Revised: 10 March 2010
Authorization: Board: 16 December 1997

1.0 OBJECTIVE

- 1.1 To provide Board members with resources to enable them to fulfill their corporate and constituency responsibilities.
- 1.2 To enable Board members to claim reasonable expenses he/she incurred while carrying out his/her duties as a member of the Board for such items as professional development, communications, office supplies and services, hospitality and business travel.

2.0 POLICY

- 2.1 Board members shall be provided with reasonable levels of staff support through Board Services for handling correspondence; preparing notices of motions or recommendations to the Board and/or its committees; research into previous Board discussions, positions or resolutions; making arrangements for travel on Board business or for purposes of professional development; small-scale photocopying and postal services; and any other reasonable support to enable them to carry out their normal duties and responsibilities as Board members.
 - a) Staff research in support of proposed notices of motions or recommendations is limited to materials already on file, except as the Board may otherwise direct.
 - b) Surveys or communications to be distributed via students or staff shall only be undertaken under approved procedures, and not on behalf of individual Board members.
- 2.2 The Board shall set aside annually a budget allocation for each member of the Board to cover expenses incurred by the member while carrying out his/her duties as a member of the Board. This amount shall be equal for each member of the Board.
- 2.3 Each Board member shall have the discretion to use these funds to cover the reasonable costs of professional development, constituency communications, business

travel, office supplies, business services and hospitality expenses incurred by the member while carrying out his or her duties as an elected representative.

- 2.4 Costs incurred by a Board member for mileage, taxi, parking and for long distance shall be charged against a central account and not against the individual Board member allocation.
- 2.5 Board members who attend conferences, annual general meetings, meetings of other organizations, etc., as appointed representatives on behalf of the Board or representing the Board Chair shall have their expenses reimbursed centrally and not charged against individual Board member expense allocations.
- 2.6 Where a trustee sits as a Director of OPSBA, travel to a Director's meeting or to the Annual General Meeting of OPSBA will be considered as travel on official Board business and not charged to the individual Board member account.
- 2.7 Board members must submit an expense claim or original invoice in order to be reimbursed for any expenses incurred. Expense claims and original invoices must be submitted in the budget year the expense was incurred in accordance with the financial reporting requirements of the Board.
- 2.8 The Chair of the Board, or designate shall certify that the individual trustee and Director of Education's expense claims meet the requirements of board policy and authorize the payment of the claim.
- 2.9 If there is a dispute about the eligibility of an expense, a member may appeal the decision through a Notice of Motion to the Audit Committee, outlining the issue, reasons for the expense, and the basis for the appeal.
- 2.10 The Chief Financial Officer shall certify the Chair of the Board's expense claims meet the requirements of board policy to the Director of Education, and the Director of Education shall recommend for payment.
- 2.11 The Chair of the Board, or designate and the Director of Education, or designate shall certify all expenses incurred under the Board Development Fund.
- 2.12 With the approval of the Board, any deficits resulting from expenditures which exceed individual Board member allocation under this policy may be carried forward and deducted from the individual trustee budget of the following school year. Notwithstanding the above, in the last year of the term of office, the Board member shall repay any deficit that remains.
- 2.13 The Board may authorize, before 31 August in any year, the carryforward of unspent funds in Board members' individual accounts under this policy upon submission of written requests from individual trustees outlining the rationale for such carryforward, save that, in an election year, any such funds carried forward must be used prior to the end of the Board's term of office.

- 2.14 In the fall of each year, a report detailing the expenses charged against Board member accounts in the preceding fiscal year shall be filed with the Board in open public session for each member of the Board, and for the Board Development Fund. Such reports shall clearly identify the nature of the expenses and the total amount spent.
- 2.15 Board members shall be provided on request with such additional office equipment (computer, printer, fax machine) and office furnishings in accordance with Board standards as may reasonably be required to enable them to carry out their normal duties and responsibilities from a home office.
- 2.16 The costs of office equipment shall be funded centrally and not from the individual Board member account, except that where the equipment exceeds the standard board issue, the costs differential between the standard board issue and the equipment requested will be funded through the individual Board member allocation.
- 2.17 Board members shall be reimbursed at the approved mileage rate for travel within the area of jurisdiction of the Ottawa-Carleton District School Board to attend meetings of the Board or its committees or related activities, to visit schools and/or to attend meetings with school councils, or to attend to similar constituency affairs. Additional expenses associated with such travel shall also be reimbursed within approved levels and in accordance with the relevant Board policies.
- 2.18 For the fiscal year in which a municipal election occurs, funding available for individual Board members and for the Board Development Fund shall be pro-rated for the period from 1 September to the end of the Board's term of office, (30 November) and from the beginning of the new Board's term of office to 31 August of the following year (1 December).

3.0 SPECIFIC DIRECTIVES

- 3.1 Any furnishings and equipment provided under this policy remain the property of the Board, to be returned at the end of the member's term or terms of office. Board members wishing to purchase such furnishings and/or equipment would be charged the fair market value costs as determined by the Director of Education.
- 3.2 Board members shall not use their individual Board member allocations to cover expenses such as legal fees, accounting fees, insurance premiums or other administrative or professional fees or expenses for personal or business services related to the business of the Board.
- 3.3 Board members having specific accommodation needs to carry out their duties as a member of the Board will charge associated costs to meet those needs to the Board's central account.
- 3.4 No expenses related to a municipal election campaign or any electoral costs shall be charged to an individual Board member allocation or to any Board account.

- 3.5 Board members shall not donate funds or gifts from their individual Board member allocations to community groups, charities, schools, school councils, political campaigns or political parties.
- 3.6 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

4.0 REFERENCE DOCUMENTS

Education Act, R.S.O. 1998, § 191.2

Board Policy P.039.FIN: Travel, Meal, and Kilometrage Claims

Board Procedure PR.529.FIN: Travel, Meal, and Kilometrage Claims

Board Procedure PR.503.GOV: Trustee Expenses for Professional Development, Constituency

Communications and Support Services



MEMORANDUM

Memo No. 19-019

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michele Giroux, Executive Officer Corporate Services

DATE: 01 March 2019

RE: **Supplemental Information re Trustee Carryforwards**

As detailed in section 2.13 P.005.GOV Board Member Expenses and Support Services, unspent funds in Board members' individual accounts may be carried forward from one fiscal year to the next upon written request outlining the rationale for the carry forward. However, in the case of Board member re-election, unspent carry forward funds may not be carried forward from one term to the next.

Carry forward amounts for the past four fiscal years are as follows:

2014-2015	\$30,374
2015-2016	\$59,760
2016-2017	\$73,927
2017-2018	\$34,900

For further details, contact Katrine Mallan, Manager, Board Services at katrine.mallan@ocdsb.ca or x8381.

cc Senior Staff
Manager, Board Services
Corporate Records



To: Chair and Members
Committee of the Whole

DATE: 05 March 2019

RE: Ontario Autism Program

Trustee Blackburn has given notice that she intends to move as follows at the Committee of the Whole meeting of 05 March 2019:

WHEREAS the Ontario government has introduced changes to the Ontario Autism Program effective 01 April 2019;

WHEREAS the Ontario Public School Boards' Association (OPSBA) has expressed its concerns to Ministers Thompson and MacLeod in a letter dated 26 February 2019 about the planned changes to the Ontario Autism Program and the potential impact of those changes on the supports that school boards will be able to provide for students with autism; and

WHEREAS the planned changes to the Ontario Autism Program will not adequately meet the needs of students with autism and will put extra pressure on the limited resources of school boards;

THEREFORE be it resolved:

THAT the Chair of the Ottawa-Carleton District School Board write a letter to Ministers Thompson and MacLeod:

- A. To endorse the position of the OPSBA on the planned changes to the Ontario Autism Program as expressed to the Ministers in the letter dated 26 February 2019;**
- B. To request that the Ministers reconsider the planned changes to the Ontario Autism Program with respect to the impact that these changes will have on the ability of school boards to meet the needs of autistic students; and**
- C. To advocate that the Ministers meet with OPSBA representatives to discuss the needs of school boards with respect to providing service to students with autism.**

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.*



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

Ontario Public School Boards' Association

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Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

February 26, 2019

Minister Lisa Thompson
Minister of Education

Minister Lisa MacLeod
Minister of Children, Community and Social Services

Dear Ministers Thompson and MacLeod:

I am writing to you on behalf of the Ontario Public School Boards' Association (OPSBA) to express our concerns about the planned changes to the Ontario Autism Program (OAP) and the potential impact of those changes on the supports that school boards will be able to provide for autistic students.

This was a major discussion topic at our recent February Board of Director's meeting. Our members have questions as to the impact of the OAP reforms at the local school level. They have questions about how many students will now require additional supports in school who were previously off-site and receiving intensive therapy. There is concern regarding the impact of this transitional change for these children from a clinical service model to an integrated school setting, which does not provide this type of specialized service. For students, this type of change can be unsettling. Having sufficient numbers of qualified school staff to ensure safety and support for students is essential.

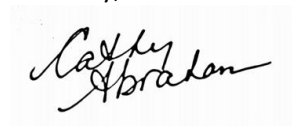
Special education continues to be an area in which boards request more supports and resources given the complexities of student needs. Year after year, most school boards exceed their Ministry allocated special education budget in an effort to try to provide the best possible learning experiences for students, regardless of exceptionality. We continue to advocate for sufficient funding to meet the needs of all of our students.

With the impending April 1 changes to the funding model, ensuring a shared understanding and clear expectations on the part of parents and school personnel will lead to better planning and outcomes for children and their families.

We recognize the shared commitment of the government to work toward supports for these students that are equitable and adequate and look forward to additional information for planning purposes, recognizing that in many cases this will be at the local school or Board level.

OPSBA extends the offer to collaborate with the government in an effort to ensure smooth transitions for all students in our care.

Sincerely,

A handwritten signature in black ink, reading "Cathy Abraham", is displayed on a light gray rectangular background.

Cathy Abraham
President



PARENT INVOLVEMENT COMMITTEE

Wednesday, February 20, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Members: Mostafizur Khan, John Marshall, Gita Nurlaila, Diana Mills, Susan Ingram (Community Representative), Susan Fullerton, Martyn Reid (OCASC Member), Amber Labelle (OCASC, Alternate)

Non-Voting Members: Brett Reynolds (Associate Director), Shannon Smith (Principal), Wendy Hough (Trustee)

Staff and Guests: Donna Blackburn (Trustee), Erica Braunovan (Trustee), Michele Giroux (Executive Officer), Sandy Owens (Interim Manager, Business and Learning Technologies), Rosemary Kitts (Project Manager, eSystems), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Board/Committee Coordinator)

1. Call to Order

Chair Khan called the meeting to order at 6:05 p.m.

2. Approval of Agenda

Moved by Martyn Reid,

THAT the agenda be approved.

Carried

3. Review of PIC Reports

3.a 21 November 2018 Report

Moved by Susan Fullerton,

THAT the report from the 21 November 2018 PIC meeting be received.

Chair Khan requested the following be added to the last paragraph on folio 6: "Chair Khan indicated that there was no intention to offend the speaker and his comments were offered respectfully."

Mr. Reid inquired whether Chair Khan's comments and apology occurred during or outside the meeting.

Ms. Fullerton and Ms. Mills recalled a broader discussion on the matter during the meeting and felt the proposed amendment would be an accurate reflection of the statements made.

Moved by Susan Fullerton

THAT the report from the 21 November 2018 PIC meeting be received, as amended.

Carried

3.b 9 January 2019 Report

Moved by Amber Labelle,

THAT the report from the 9 January 2019 PIC meeting be received.

Carried

4. Chair's Report

Chair Khan provided the committee with a brief overview of the PIC Bylaws.

Chair Khan noted that education is a partnership which involves students, parents, teachers, principals, trustees, administrative staff, the government, and its local communities. He thanked new Chair Lynn Scott, new Director Camille Williams-Taylor, new trustees and board staff as well as Mayor Jim Watson and City of Ottawa councillors for their role in public education.

Chair Khan noted the significant number of parent participants in the District's recent idea exchange and was encouraged by the attendance of fellow advisory committee members at the PIC focus group on 9 January 2019.

Chair Khan advised that he attended the farewell ceremony for former Director of Education, Jennifer Adams on 11 December 2018 and on behalf of PIC thanked her for her commitment to the Ottawa-Carleton District School Board.

5. Director's Report

Associate Director Reynolds noted that secondary report cards were sent home. He reminded parents that secondary students and those transitioning to grade nine will be completing course selections for the 2019-2020 school year. He added that the application deadline for cross-boundary transfers is 22 February 2019.

Associate Director Reynolds advised that all children attending school in Ontario between the ages of 4 and 17 are required to be vaccinated or have a valid exemption. Parents are required to report all immunizations to Ottawa Public Health (OPH), and OPH has the authority to suspend students from attending

school if they do not have a record of immunization. Parents were notified of the requirement and suspensions have begun. The suspensions will run for 20 days or until OPH provides notification to the school indicating the student can return. He added that questions can be directed to OPH and that they have offered support to families who require assistance with the process.

Associate Director Reynolds advised that the 2019-2023 Strategic Plan process is well underway and that trustees and staff are reviewing the data and refining the inputs. He noted that staff will continue to work on the draft plan in the coming months and the community will have an opportunity to review the draft plan in May 2019.

Associate Director Reynolds noted that Black History Month is being celebrated at schools across the District. This is the first celebration since the District adopted the motion endorsing the United Nations Declaration for the Decade for People of African Descent. Curriculum Services has provided schools with learning materials, posters, and guides. Many schools have undertaken their own initiatives and the events will continue until the end of the month.

Associate Director Reynolds reported that the Identity Based Data Collection project has commenced and that the District aims to capture information which will better identify the racial identity of students. The District will conduct several community meetings in April 2019 designed to gather qualitative, lived experiences. Quantitative data collection is expected to begin in November of 2019. He added that Report 19-019, Identity Based Data Collection, was shared at the 4 February 2019 Committee of the Whole (COW) and provides information on next steps and key dates.

Associate Director Reynolds reminded PIC that some prom and grad activities are neither school sponsored nor supported. He noted that there are only 6 schools in the District that offer school supervised proms.

Ms. Labelle noted that Vimy Ridge Public School will celebrate International Mother Language Day on 21 February 2019. The school created a language tree with leaves that represent the languages the school community speaks.

Chair Khan commented that International Mother Language Day has been observed annually since 2000 to promote peace and multilingualism around the world and to protect all mother languages.

In response to a query from Ms. Labelle regarding the immunization policy, Associate Director Reynolds noted that the immunization policy is established in legislation and the District takes its direction from OPH. Students who are not immunized or whose records are incomplete are not suspended for disciplinary reasons, schools simply enforce the suspension order received from OPH.

In response to concerns raised by Ms. Labelle regarding a stricter immunization policy, Associate Director Reynolds advised that the Education Act establishes

the limits for authority with respect to immunization. The District has a regular relationship with OPH and has discussed opportunities for increased awareness and promotion of immunization.

In response to a query from Ms. Labelle regarding the percentage of unimmunized students, Executive Officer Giroux shared the 2014 immunization rates which indicate a high overall vaccination rate.

Mr. Reid expressed the view that the Identity Based Data collection should also include information on socio-economic status. He highlighted that income is generally a better indicator of student success than race. Executive Officer Giroux noted that Identity Based Data collection will feature a qualitative data collection process which will gather lived experiences and a quantitative data collection process which will include demographic data questions formulated based on the required data standards. Additional questions will focus on well-being and school experience. The data standards permit questions regarding family income but a decision on the questions has not yet been finalized.

Executive Officer Giroux noted that the District does have access to the socioeconomic index and analyzes achievement gaps based on the data.

6. Action Items

6.a Report 19-024, Recruitment of Community Representatives to the Parent Involvement Committee (PIC)

Your committee had before it Report 19-024, providing information on the process to select new community representatives to sit on the Parent Involvement Committee (PIC).

Ms. Ingram volunteered to sit on the membership sub-committee as the community representative.

Martyn Reid volunteered to sit on the membership sub-committee as a parent representative.

Moved by Susan Fullerton

THAT staff proceeds with seeking expressions of interest for the Community Representative position; and

THAT the following persons be appointed to the Membership Sub-Committee, to review applications, if required:

- **Mostafizur Khan (Chair);**
- **Carm Janneteau (Vice-Chair);**
- **Brett Reynolds, Director Designate;**
- **Parent Member Martyn Reid; and**
- **Community Representative Susan Ingram.**

Carried

7. Presentation and Discussion

7.a OCDSB Parent Portal Features and Functionality

Executive Officer Giroux introduced Sandy Owens and Rosemary Kitts who provided the committee with information on the District's parent portal.

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

- The parent portal currently provides parents with unauthenticated access to a variety of resources. Parents are not able to access information regarding their children without secure authentication. Other school districts are utilizing parent portals with authenticated access. Attendance, grades, school payments are options that are available through authenticated parent portals;
- Authentication for secure access is a technical challenge that currently impairs progress on the parent portal;
- Mr. Reid noted that the app is currently only available for download from the Canadian iTunes store. He advised that many newcomer families may continue to maintain iTunes accounts in their country of origin;
- The calendar is an important element that must be included in the parent portal. The calendar should include information on midterms, exams, class and school trips so that parents may use it for planning;
- Mr. Reid highlighted school cash online as a useful tool for both parents and school administrators and must be available in the parent portal;
- Ms. Nurlaila expressed the view that information related specifically to her children and their schools and activities would be valuable to her family. She would prefer the parent portal to be personalized rather than generic;
- Mr. Reid expressed concern over the possible duplication of effort and data. He added that it will be important to maintain continuity in messaging between the parent portal and the school website;
- Mr. Reid suggested the parent portal include potential parents. He noted that registration is the optimal time to create designated, authenticated users;
- Mr. Reid noted that many parents currently use Facebook groups as their primary source of information but an informal survey of parents revealed that emails and notes home from school were preferred as the primary methods of communication with the school;
- Ms. Labelle noted that direct emails from the school and teachers are also important and valued. She noted that she visits the District

website for information on the overall governance and policy related queries;

- Current traffic counts to the parent portal page would not provide meaningful statistics. Without authentication there is no way to know who the users are;
- Mr. Marshall expressed the view that the amount of information a parent needs depends on the grade level of their children. More information is required at the elementary level;
- Mr. Reid expressed the view that the app or parent portal should have a notification system as good as the Facebook notification system;
- Ms. Nurlaila noted that she receives information regarding her children's school work and information from teachers through Google Classroom alerts;
- Ms. Mills expressed her appreciation for those principals who proactively provide families with information via an email and post regularly to the school webpage;
- The District has created a platform and template for all school websites and the principal is responsible for the content of their school site. District links, available on every school site, provide parents with common and consistent messages;
- The District is currently in the process of hiring a school website content coordinator. The coordinator will be responsible for auditing and organizing the school sites and investigating target areas for building and enhancing content;
- Trustee Hough commented that the parent portal should provide access to attendance information;
- The long range plan for the District includes an upgrade to the current student information system, the upgrade would permit parental access of student report cards via the portal;
- In response to a query from Ms. Mills, Executive Officer Giroux noted that teachers are not required to use a particular platform;
- Principal Smith expressed the view that feedback from parents regarding their desire for more communication and positive feedback on applications like Google Classroom is helpful to her as an administrator;
- The District is exploring plugins such as the eLearning solution currently being used by other school districts in the province; and
- Chair Khan requested that a list of the PIC membership be added as a link from the PIC page of the District website.

7.b Memo 18-104, 2017-2018 School Climate Parent Survey - District Report

Your committee had before it Memo 18-104 highlighting the results of the school climate parent survey conducted in the spring of 2018.

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

- In response to a query from Ms. Nurlaila regarding staff training, Principal Smith advised that the results of the data for her school indicated a need to improve attachments. School staff undertook internal training on the subject with Learning Support Services. Her staff were also able to identify measures for success and will utilize suspension and attendance rates as well as other markers to determine if the actions implemented are having an impact;
- Groups of schools in a superintendency receive support from the Research, Evaluation and Analytics Division (READ). The team reviews the results of their own school and is able to make comparisons to other schools in their area as well as schools from across the District;
- Ms. Mills expressed the view that peer to peer transitioning and character development programs have been successful in her child's school. Principal Smith noted that character development programs are a part of the pedagogy for deep learning framework within the District and Curriculum Services utilizes a variety of evidence-based programs to promote self-advocacy and resilience. All programs have a direct link to the well-being objectives of the school and the District;
- Strategies to increase engagement were discussed and proposed by PIC after the 2016 survey but did not result in an increase. The timing of the administration of the survey as well as the distribution of notice may have been contributing factors to the lower than anticipated participation;
- The "OurSCHOOL" survey was developed by The Learning Bar and is anonymous, voluntary, and confidential. All Ontario school boards are required by the Ministry to conduct school climate surveys of students, school staff and parents at least once every two years. Use of The Learning Bar survey allows the District to compare its results to Canadian norms;
- The District is currently exploring the possible acquisition of a new survey tool for a wide range of uses which would allow for the generation of District specific questions;
- Mr. Reid expressed the view that comparisons to other districts in the City of Ottawa may offer a better frame of reference to make improvements and that a District specific survey tool would enable the District to collect more quantitative data which could be mapped directly to the strategic plan; and
- Ms. Labelle expressed the view that the ability to cross-reference identity based data collection results may be more important than a comparison against Canadian norms. Principal Smith advised that

principals do compare their schools to Canadian norms and appreciate the reference to other schools and districts of similar size.

8. Member Information

8.a Report 19-015, Report on the 2019-2023 Strategic Plan Consultations

Executive Officer Giroux noted that Report 19-015, Report on the Strategic Planning Consultations, provides an update on the feedback received to date on the strategic plan consultation. She noted that the session hosted by the PIC on 9 January 2019 was helpful for staff in their preparation for additional focus group sessions and presentation to the Board. The powerpoint presentation referenced in the report was based on the feedback provided by the committee.

Executive Officer Giroux advised that the Board and senior staff also evaluated and discussed the Thoughtexchange data as well as the environmental scan data at their retreat on 8 February 2019. She noted that staff anticipates the draft plan will be presented to the Committee of the Whole on 7 May 2019. The timeline will be communicated in the School Council Newsletter. She added that between 8 May 2019 and 18 June 2019 parents can provide their feedback on the draft plan. The draft will be finalized by the Board by the end of June 2019 and will come into effect in September 2019.

8.b OCASC Report

Mr. Reid advised that 17 January 2019 meeting of OCASC featured a roundtable discussion on the Health and Physical Education curriculum changes. He noted that three motions were put forward and will be voted on at the 21 February 2019 meeting.

Mr. Reid expressed the view that many OCASC representatives are disappointed that results of the provincial consultation on education will not be released until the end of the year and are concerned about the impact of the lack of clear direction with respect to programming.

Executive Officer Giroux noted that the OCASC motions are directed at PIC as opposed to the Board of Trustees. Many of the matters may be of interest to parents but are not directly related to parent involvement nor the mandate of the committee and OCASC might want to consider directing them to the Board as the Board may be better positioned to respond.

Mr. Reid expressed the view that School Councils supplement the curriculum with various events such as math nights or science in schools utilizing school council funding. OCASC seeks clarification on whether or not funding could be used similarly to fill the gaps in the Health and Physical Education curriculum.

Ms. Mills expressed concern with the suggestion that school councils are properly positioned to identify curricular gaps.

Mr. Reid responded that the primary goal with the motion is to alleviate the pressure felt by principals and teachers who may be wary of answering specific student queries for fear of being reported to the Ministry.

Associate Director Reynolds advised that although the Health and Physical Education curriculum at the K-8 level has changed, there is much the school and school council can do to improve the school climate to ensure inclusivity.

Trustee Blackburn noted that she is proud of the District and its continued leadership in the support of LGBTQ students. She noted that the support will continue, despite changes in government.

Mr. Reid noted that the Arts Advisory Committee is seeking new members and encouraged PIC members to help in engagement.

Mr. Reid advised that the 21 February 2019 meeting will feature a presentation by My Life Online, a program designed to teach students to be safe, smart and kind online. Associate Director Reynold noted that Canadian Centre for Child Protection offers a number of free online resources for parents on the subject of online safety.

8.c PIC Long Range Agenda

The PIC Long Range Agenda was provided for information. Executive Officer Giroux noted that the committee may wish to consider the addition of nominations for the Community Recognition Awards to the 17 April 2019 meeting.

9. New Business

There was no new business.

10. Adjournment

The meeting adjourned at 8:19 p.m.

The next meeting of PIC will be held on 17 April 2019.

Mostafizur Khan, Chair, Parent Involvement Committee



INDIGENOUS EDUCATION ADVISORY COUNCIL REPORT

Thursday, February 21, 2019, 6:00 pm
 Trustees' Lounge
 133 Greenbank Road
 Ottawa, Ontario

Attendees Present	Monique Manatch, Sytukie Joamie, Jo VanHooser, Raiglee Alorut, Sylvie Lajoie, Maija Robillard, Scarlett Diamantopoulos, Jesse Kavanaugh, and Jordyn Hendricks.
Staff Present	Superintendent Dorothy Baker, Executive Officer Michèle Giroux, Chief Financial Officer Mike Carson, Vice-Principal Jody Alexander, Instructional Coaches Nancy Henry and Kris Meawasige, Educational Assistant Lili Miller, and Committee Coordinator Amanda Rock.
Non-Voting Representatives Present	Trustee Wendy Hough.

1. Opening

The meeting was called to order at 6:15 p.m.

Monique Manatch acknowledged that the meeting was taking place on unceded Algonquin territory and thanked the Algonquin Nation for hosting the meeting on their land.

Monique Manatch shared the Algonquin Creation story. The story spoke to how the Creator consulted with every member of creation to bring humans into existence. Each member put a sacred gift in the fire such as patience, love, and family. A man and a woman stepped out of the fire. The woman and the man thanked every creature for what they had given to them. Ms. Manatch explained that it is the IEAC's responsibility to bring out gifts and positive attributes in others. As an advisory council it is important to have insight and see gifts in the younger generation.

Monique said a prayer of thanks.

2. Approval of the 17 January 2019 IEAC Minutes

Sytukie Joamie mentioned that there was a long-list of First Nations (FN) people who had a desire to be a parent/agency representative on the Council. He requested clarification with regard to how the FN representatives were determined. Superintendent Baker reminded the IEAC that a consensus was reached that anyone who is a part of the circle at meetings is part of the decision-making. Instructional Coach Henry added that the FN representatives were confirmed at the 17 January 2019 meeting.

The 17 January 2019 IEAC report was approved with minor amendments to Jordyn Hendricks comment on page three of the minutes and Albert Dumont's comments about Ovide Mecredi.

3. Identity Based Data

3.1 Supplemental Information: Report 19-019 Identity-Based Data

Executive Officer Giroux advised that the Report 19-019 provides information on the identity-based data collection project at the Ottawa-Carleton District School Board (OCDSB).

She highlighted the following regarding the collection of identity-based data from the Indigenous community:

- The collection of identity-based data is human rights focused;
- The collection of identity-based data helps to inform the District's work to build capacity in supporting student learning and student needs;
- The *Anti-Racism Act* gives legislative authority for the data collection;
- The Ontario Standards for Race-Based Data Collection will govern the District's work;
- There is an increase in school districts conducting identity-based data collection;
- The Ontario Standards for Race-Based Data Collection require compliance from all Ontario agencies; and
- The *Act* focuses on anti-black racism, antisemitism, Islamophobia, and the experiences of the Indigenous community.

Executive Officer Giroux noted that patterns of student achievement and outcomes from the Indigenous community will be reviewed relative to students on the whole. Topics such as students' program selection, disciplinary issues, and credit accumulation are examples of possible areas of focus. She explained that understanding intersectionalities of certain groups is important to inform the District's work on an on-going basis.

Executive Officer Giroux identified the following areas that visible minority students may be over represented:

- Suspensions;
- Applied stream courses; and
- The high school dropout rate.

Executive Officer Giroux advised that the next steps in the identity-based data collection include the following:

- The qualitative data collection (focus groups) during the spring 2019; and
- The data collection in the fall 2019.

Qualitative data collection will focus on conversations with the community regarding lived experiences and how data collection can address some of the Indigenous community's issues. The data collection in the fall will be a survey sent to students and parents. The questions have not been finalized but may be similar to the questions asked in the 2011 Student Survey.

The IEAC noted their concerns and ideas as follows:

- The Indigenous community does not always trust non-Indigenous people with the collection of their personal information given the historical impact of research on Indigenous people;
- The methodology being used to conduct this research needs to be clear;
- The way that surveys are conducted in some communities may not work for the Indigenous community;
- There are a significant number of First Nations, Métis, and Indigenous students dropping out of high school;
- Different Indigenous communities may have varying opinions on what is accepted protocol for conducting this type of research;
- Some Indigenous families only feel comfortable speaking with an Indigenous worker/respected community member;
- There needs to be an acknowledgement from the District that racism does occur;
- Cultural sensitivity and expertise is needed for the focus group sessions;
- Collaboration with the community is crucial to drafting appropriate questions;
- Relationship building between the District and the Indigenous community may be difficult due to time constraints;
- The categorization of the different Indigenous people in a survey format may be challenging;
- The District needs to respect the First Nations Principles of Ownership, Control, Access, and Possession (OCAP);
- Identity questions must allow Indigenous people to identify more specifically and with cross-sectionality taken into consideration;

- The OCDSB should share the data they collect with the Indigenous community as they should have ownership over the research; and
- There needs to be reciprocity between the OCDSB and the Indigenous community.

Student representative Jordyn Hendricks noted that some students do not feel comfortable speaking in a classroom setting. She expressed concern over how they will speak about racism in a focus group. It is important for the community to know where the solutions are being implemented because they are baring emotional wounds and lived experiences with no insight in to what change will happen.

In response to the IEAC's queries, Executive Officer Giroux and Superintendent Baker provided the following information:

- The logistics and locations of the focus groups have not been finalized;
- The focus groups will not be public town hall meetings;
- The District would welcome feedback from the IEAC regarding which locations may be safe spaces to hold focus group sessions;
- The Ontario Standards for Race-Based Data Collection do not replace the self-identification process;
- The Children's Aid Society (CAS) is an identified partner with the District to build capacity with regard to this project;
- The province will be creating sample questions for many school boards to use as a template for their own identity-based data collection;
- The District is open to feedback from the IEAC on how Indigenous students and their families may express their identities;
- The data collection survey will be available online;
- In the past, students in grade 7-12 have answered the student survey while it was completed by the parents of students in kindergarten to grade 6;
- Training plans for the District's leaders and staff such as guidance counsellors, psychologists, and social workers are part of the District's preparation to conduct the data collection;
- There is specificity and an order that the data collection questions must follow;
- The ongoing timing and frequency of the identity-based data collection has not yet been established;
- The Ontario Standards for Race-Based Data Collection advise that data should be collected at the first point of contact (registration);
- The collection of data may need to be collected separately from students and parents and as a group;
- Building relationships with the community through the OCDSB's Indigenous team and the IEAC are important to gain the community's trust;

- The identity-based data collection project is an OCDSB project;
- The data collection will be confidential;
- The data sets will be anonymous;
- Other school boards must follow the Ontario Standards for Race-Based Collection when conducting similar work;
- Districts in the Greater Toronto Area (GTA) have been conducting this research and working with their respective communities for many years; and
- In 2017, The Ottawa Local Immigration Partnership (OLIP) and the City for All Women Initiative (CAWI) drafted the Anti-Black Racism Forum Report that had four recommendations in the following areas: social services (health), education and employment, policing and justice, and media representation.

Superintendent Baker stressed that the identity-based data collection project will inform the District's work to improve student outcomes. She added that the District will strive to conduct the project in a respectful manner.

Executive Officer Giroux agreed to consult with the Research, Evaluation, and Analytics Department (READ) as well as legal counsel to determine if the identity-based data collection adheres to the First Nations Principles of OCAP. She thanked the IEAC for their feedback.

Trustee Hough noted that the goal of the identity-based data collection is to inform practice and make changes at the classroom level. The District cannot know what they need to improve until they know who the students are in their classrooms. She added that once students are identified their needs can be met more appropriately. The data collection is only one portion of the project.

4. Standing Recommendations

4.1 Respectful language and communication

This item was not discussed and will be dealt with at a later date.

4.2 Safe spaces for Indigenous students in all four areas of Ottawa

Vice-Principal Alexander shared that she met with the Indigenous Education Learning Team to discuss creating more safe spaces for Indigenous students within the District.

Sytukie Joamie noted that Gloucester High School is fortunate to have a lodge in their school.

Lili Miller explained her passion for allowing students to smudge in elementary and secondary schools. She queried whether future safe spaces could allow for students to smudge. She explained that smudging can be healing for students.

Vice-Principal Alexander responded by stating that several Districts in the province are currently discussing smudge protocols. She added that this topic can be discussed further at a future meeting with facilities management.

Mr. Joamie noted that some Inuit students do not smudge because their parents do not allow them to participate in smudging.

4.3 Leverage data from community partners

Superintendent Baker explained that the District will continue to work with Tungasuvvingat Inuit (TI), the Wabano Centre for Aboriginal Health, and the Ottawa Inuit Children's Centre (OICC) to collaborate on data collection.

4.4 Leverage technology to connect Indigenous youth

Vice-Principal Alexander recalled that streaming into The Lodge at Gloucester High School is an idea that will be explored for students to have access to events.

4.5 Conduct supported student-led presentations at schools across the District

Instructional Coach Henry suggested that the week after March Break may be a suitable time to have a face-to-face discussion with students about student-led Indigenous presentations in schools across the District. Vice-Principal Alexander added that there was a short list of students who expressed interest in conducting these presentations.

Student representative Jordyn Hendricks noted that there were presentations/workshops scheduled earlier in February at Gloucester High School; however, they were cancelled due to inclement weather.

Instructional Coach Henry explained that the logistics, format, content, and audience of these presentations will be discussed in detail to ensure that the OCDSB Indigenous education team is fully supporting its students.

Student representative Jordyn Hendricks suggested 22 March 2019 in The Lodge at Gloucester High School as a meeting date and location to discuss the student-led presentations in detail. She noted that time is of the essence for Indigenous students to be positively impacted by these presentations.

Jesse Kavanaugh told a story about being reprimanded for walking in the hall while the national anthem was being played during the morning assembly. She expressed concern for the way this makes Indigenous students feel.

Mr. Joamie suggested that students who are conducting the presentations should meet with their Indigenous peers within the schools prior to presenting to their entire student body.

4.6 Intentional hiring practices to ensure Indigenous representation

This item was not discussed and will be dealt with at a later date.

5. Board Action Plan Update

Superintendent Baker and Vice-Principal Alexander provided a hard copy of the Board Action Plan on Indigenous Education. They requested that the IEAC review the document and provide feedback by email or phone call. They noted that this document is mandated by the Ministry of Education and is an interim report.

Vice Principal Alexander reminded the IEAC that the following are the areas of focus:

- *Using data to support student achievement;*
- *Supporting students;*
- *Supporting educators; and*
- *Community engagement.*

Superintendent Baker added that the Board Action Plan is a working document with a set budget. She explained that the IEAC's standing recommendations should be incorporated into the Board Action Plan going forward.

6. Closing Prayer

Vice-Principal Alexander advised that there is no IEAC meeting in the month of March. The next IEAC meeting is 18 April 2019.

Sytukie Joamie stressed that the IEAC members and meeting participants should not be engaging with their electronic devices during the meeting. He explained that it is disrespectful to all in the circle.

Jo VanHooser reminded the students that the work that they are doing now will have an impact on future generations.

Ms. Manatch said a closing prayer and thanked the creator for discussing the issues to educate and support younger generations.

The meeting adjourned at 8:21 p.m.



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Monday, February 25, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

- Members:** Rob Kirwan (Community Representative), Christine Boothby (Trustee), Rob Campbell (Trustee), Lyra Evans (Trustee), Cathy Miedema (Association for Bright Children), 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), 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 Gardner (Ottawa-Carleton Elementary Teachers' Federation), Jean Trant (Ontario Secondary School Teachers' Federation, SSP)
- Staff and Guests:** Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (System Principal of Learning Support Services), Christine Kessler (System Principal of Learning Support Services), Nicole Guthrie (Board/Committee Coordinator), Sean Popal (OAFCCD), Joyce Mortimer (OAFCCD)

1. Call to Order

Chair Kirwan called the meeting to order at 7:01 p.m.

2. Approval of the Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Trustee Boothby requested that item 7 be moved to item 6.

Moved by Trustee Boothby

THAT the agenda be approved, as amended

Carried

3. Delegations

There were no delegations.

4. Member Information

4.1 OAFCCD Presentation

Ian Morris, Sean Popal and Joyce Mortimer provided the members of SEAC with information on the Ontario Association for Families of Children with Communication Disorders (OAFCCD).

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

- The OAFCCD is a small organization with local chapters distributed across the province;
- The OAFCCD vision is that all children will have access to a continuum of speech and language services to support their successful participation at home, in school and in the community;
- The OCDSB provides support ranging from Learning Language Disability (LLD) classes (Tier 3) to regular classroom support provided by the Learning Resource Teacher (LRT) to teachers (Tier 1);
- The OAFCCD works to increase public awareness on the need and benefit of speech-language services through the provision of support and information;
- The OAFCCD works with community partners to enhance speech and language services, and advocates with government and provincial organizations for adequate public funding;
- A communication disorder is a persistent difficulty in the understanding and use of spoken or written language;
- Communication disorders fall into two categories: speech impairment and language impairment;
- A speech impairment includes impairment in the area of articulation, voice, stuttering and Apraxia;
- Language impairment is characterized by a deficit in acquiring, using or understanding any aspect of language;
- Communication disorders are the most common handicapping condition for school age children, with up to 30 percent of children in junior kindergarten to grade 1 having this disorder to some level of severity;
- Six to ten percent of the overall school population are affected with a language impairment;

- Speech and language impairments are commonly part of many other exceptionalities;
- Students with communication disorders frequently have difficulty with social skills, are at risk being bullied and often have problems with organizational and study skills;
- Speech language pathologists (SLPs) in the District play a key role in the provision of social and academic strategies;
- Language disorders are life long and can result in poor life outcomes. Early intervention is critical for student success and improves social and learning outcomes;
- Speech and language services in the schools contribute to higher scores, gains in reading skills and vocabulary use, improvements in reading accuracy, improved problem solving and the reduction of the drop-out rate at the secondary level;
- The District's Special Education Plan permits parents and staff with the opportunity to request up to four SLP Intervention Demonstration therapy sessions per year. The sessions are important opportunities for parents and staff to share information and receive insight on effective strategies;
- The provincial advocacy efforts of OAFCCD are concerned with recent announcements regarding possible changes to class size, funding for speech and language services and caseloads, the importance of school based SLP services and a single coordinated window of access;
- In response to a query from Trustee Lyra Evans regarding the relationship with the Local Integrated Health Networks (LHIN) and the impact their removal by the province might have, Manager Kay confirmed that the services from the LHIN have been transferred to the Children's Hospital of Eastern Ontario (CHEO) and any changes will have no impact on the school support program;
- Manager Kay noted that many intervention demonstration sessions are requested annually and it is an integral part of the SLP delivery model. Any student receiving the support of an SLP qualifies for an intervention demonstration as a form of follow-up. As indicated in the District's Special Education Plan, SLPs provide assessment, consultation and programming/demonstration sessions for students from year two kindergarten through Grade 12, who may present with a wide range of speech-related disorders. SLPs also provide training to support teachers and parent(s)/guardian(s) in their work with children who have speech disorders; and
- Superintendent Symmonds noted that staff often work with families directly depending on the nature of the challenge and support required but there is no formal opportunity for parents to request a demonstration.

5. Department Update

Superintendent Symmonds welcomed System Principal Christine Kessler to the Learning Support Services (LSS) team. He noted that the position of System Vice Principal of Learning Support Services has been reclassified to System Principal.

Superintendent Symmonds confirmed that Chief Financial Officer, Michael Carson will be in attendance at the 6 March 2019 SEAC meeting to provide further information on the provincial memorandum regarding changes to special education funding.

Superintendent Symmonds noted that he has received no news or direction from the Ministry regarding recent announcements to possible funding changes to the Autism program. He indicated that he would share information as it becomes available.

5.1 Special Education Plan (Standards)

a. Early Identification Procedures and Intervention Strategies

Principal Hannah advised that the Early Identification Procedures and Intervention Strategies standard will be undergoing revisions for clarity of language and will include updates and departmental changes.

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

- Reference to the Special Needs Strategy will be removed and the IEP form will not be included;
- Trustee Lyra Evans expressed the view that a timeframe should be added to the tiered intervention overview flowchart;
- System Principal Hannah advised that it would be difficult to suggest or recommend a timeline as the process differs for each student and is dependent on the nature of their concerns;
- Superintendent Symmonds clarified that there are a range of special education programs and services and tiered approach to intervention is not intended to funnel students to a particular specialized class;
- Superintendent Symmonds advised that the use of the word “tiering” causes confusion. The language should be altered to “a tiered approach to intervention” to better reflect the intention;
- Ms. Owen noted that the description of the tiered approach to intervention on folios 2 and 3 imply the approach is linear which may be a source of confusion to parents;
- Ms. Owen queried whether or not the revised standard should include a reference to the early, literacy and numeracy

observation tool. System Principal Hannah noted that Curriculum Services and the Research, Evaluation and Analytics Division (READ) are working to implement the pilot and that it will be included;

- In response to a query from Trustee Boothby regarding the removal of the Development Indicators for the Assessment of Learning, fourth edition (DIAL-4) and Reaching In...Reaching Out (RIRO), Manager Kay noted that DIAL-4 is now a standard assessment tool that is available in all schools with a kindergarten program and is included in the list of assessment tools utilized by the District. RIRO is now under the direction of Dr. Petra Dushner and a part of the District's mental health initiatives;
- Trustee Boothby expressed the view that it would be helpful if the standard include examples of how the District reviews the needs of all students;
- Trustee Boothby expressed the view that the tiered intervention overview flowchart should acknowledge parental input;
- Mr. Morris emphasized the importance of parents in the process as well as the ongoing need for capacity building of teachers in the regular classroom;
- Chair Kirwan encouraged staff to revise the text to ensure a broader comprehension of the subject of the tiered approach to intervention by parents;
- Trustee Lyra Evans expressed concern about not recording general strategies in the IEP. She noted the importance of the record of successful strategies following the student into subsequent years;
- Superintendent Symmonds noted that if the strategy is particular to the student it is recorded;
- Ms. Nadon-Campbell expressed the view that all tier one strategies that are effective be documented in a student's IEP to ensure they follow the student. She added that the IEP should also reflect conversations with parents; and
- Superintendent Symmonds advised that teachers utilize a variety of strategies in the regular classroom to meet the needs of struggling students and those strategies are not necessarily documented. Once a particular student has reached a level of concern which warrants discussion with the school team, those meetings are documented at the school and, if appropriate, included in the IEP.

6. Action/Discussion/Information Items

6.1 Memo 19-025, Learning Support Services Operational Review of the Process for Identification, Needs Assessment and Placement

The committee worked in small, independent groups to formulate key questions and goals and deliverables with respect to the process of identification, needs assessment and placement.

Process of Identification

Key questions

- Are teachers provided the necessary training and tools to be able to screen and assess common exceptionalities or initiate the escalation of a formal assessment;
- Can parents understand the language used in the process;
- What is the fundamental purpose of identification and why does the District identify students;
- Apart from legislation, what are the functional differences, if any, the District would like to see between Identification, Placement and Review Committee (IPRC) and non IPRC on a spectrum of service;
- How is special education progress measured;
- What about families that cannot afford private assessments;
- What types of messages are provided to staff regarding IPRC;
- How does the District build teacher capacity and provide continual support to teachers;
- What tracking and other data is provided at a system level of the discouragement of IPRCs and IEPs, and how does the District fill this gap; and
- Who communicates the option and value of an IPRC.

Key goals and deliverables:

- Staff and parents understand the purpose of identification;
- Early identification; and
- Easily understood communication and information provided to parents that convey an IPRC is an option.

Tiered Intervention Process

Key questions:

- How is need being defined and how are the needs met;
- Are tiered interventions used, what is the evidence of their application and are they applied consistently;

- Can a teacher/parent refer back to the tiered interventions attempted and review results;
- How is the effectiveness of an intervention monitored and measured;
- Are the interventions being documented and if so where;
- Are the results of the interventions being documented; and
- Are there important service level inequities between English and French Immersion programs and schools.

Needs Assessment

Key questions:

- How do we reach all families to help them understand the available resources and process;
- What is the feedback loop to parents:
- Is a professional assessment required to access services; and
- Are we assessing too soon.

Key Goals and deliverable:

- Validation of the effectiveness of assessments against outcomes;
- System breakdowns identified; and
- Specify average wait times and costs.

Placement

Key questions:

- How does the District arrive at the placement decision;
- What is the role of the parent in the placement decision and how much weight is given to parental preference;
- Is there accurate and consistent information regarding the various placements available across the District;
- Are placements restricted by resources (e.g. budget, staff, school structures and system structures);
- Is placement support available in both English and French;
- Do parents understand the range of placement offers and the available options:
- Are placement decisions consistent, equitable and transparent; and
- How are decisions to have a less restrictive placement made:

Key goals and deliverables:

- Identification of what is known about the connection between placement and outcome and what is not, with a plan to fill gaps;
- Equitable outcomes for students with special education needs in the regular classroom; and
- Identification of appropriate and available cohort data by exceptionality to evaluate placement effectiveness.

The 10:30 vote obtained the required 2/3 majority to continue the meeting.

7. Review of Special Education Advisory Committee Reports

7.1 5 December 2018

Moved by Trustee Lyra Evans,

THAT the report from the 5 December 2019 SEAC meeting be received.

Trustee Boothby requested the following corrections:

- The last sentence of paragraph 2 on folio 13 be revised to read "Legally, a conflict of interest is pecuniary; however people often disclose an interest based on the perception of bias."; and
- The spelling of the word "Health" in the first bullet on folio 19 be corrected.

Moved by Trustee Lyra Evans,

THAT the report from the 5 December 2019 SEAC meeting be received, as amended.

Carried

7.2 16 January 2019

Moved by Cathy Miedema,

That the report from the 16 January 2019 SEAC meeting be received.

Carried

7.3 Review of Long Range Agenda

Trustee Lyra Evans requested that an update of the Ontario Autism program be added to the long range agenda.

Mr. Harris requested that item 5 be removed from the long range agenda.

Ms. Barbetta requested that an update on the Empower reading program be added to the long range agenda.

7.4 Motion/Action Tracking Report, Business Arising

In reference to the fifth bullet on folio 16, Trustee Boothby requested that Manager Kay investigate the possible use of Communication Disorder Assistants (CDAs) to provide initial support to students.

8. Adjournment

The meeting adjourned at 10:37.

Rob Kirwan, Chair, Special Education Advisory Committee



COMMITTEE OF THE WHOLE (PUBLIC) 05 March 2019
Report No. 19-028

Academic Staffing for 2019-2020

Key Contact: Janice McCoy, Superintendent of Human Resources
613-596-8207

PURPOSE:

1. To provide to Committee of the Whole (COW) for discussion, information with respect to the required and discretionary academic staffing levels for the 2019-2020 school year and to highlight areas being considered for recommended changes.

CONTEXT:

2. The collective agreement with each of the unions representing elementary teachers, Ottawa Carleton Elementary Teachers' Federation of Ontario (OCETFO) and secondary teachers, Ontario Secondary School Teachers' Federation (OSSTF) sets out the timelines by which academic staffing must be approved and completed. In order to meet the respective timeline obligations, staff brings forward a discussion report each year in early March to outline preliminary thinking with regard to potential changes to discretionary staffing allocations. Recommendations include those being considered to accommodate changing program needs and/or in anticipation of overall budget requirements. The discussion report is followed by an action report later in March seeking approval of the academic staffing positions for the following school year.

Academic staffing represents approximately 59.6% (\$539.9 million) of the annual budget. An additional \$173.4 million is allocated to administrative and support staff in the budget process. Academic staffing allocations must be considered in the context of the multitude of needs and budget pressures that impact the District's total annual budget.

Because academic staffing is tied to the funding formula, it is generally understood that basic academic staffing requirements will be fully funded, unless the Ministry changes the funding formula. This year, there is increased

uncertainty about possible provincial changes, specifically in relation to changes to the current class size regulations or funding in general and the potential impact on staffing levels. Staff is monitoring this closely to ensure that appropriate action can be taken as required. The 22 January 2019 COW Budget report provided additional information about the current forecasts for the 2019-2020 budget, the revised estimates for this year and possible areas where changes might be expected next year.

KEY CONSIDERATIONS:

3. Current Class Size Regulations

Regulation 132/12 Class Size, sets out the class size requirements that apply to elementary and secondary grades/divisions, as provided below. School districts are required to staff such that these class size requirements are being met in accordance with the Regulation. It should be noted that class sizes for specialized program classes are subject to distinct regulatory caps, differentiated by exceptionality, as set out in a separate regulation (Regulation 298 – Operation of Schools – General).

Division	Summary of Regulatory Requirements (Ontario Reg 132/12)		Funding
Kindergarten <i>does not include ECE allocation</i>	26.0	maximum board-wide average class size	25.57
	29.0	class size limit for all school boards - hard cap	
	32.0	up to 10% of classes may exceed the hard cap, under certain conditions*	
Grades 1 - 3	20.0	at least 90% of classes must have this limit or fewer students	19.8
	23.0	class size limit for all school boards - hard cap	
	23.0	class size limit for mixed grade classes - hard cap (primary and junior students, eg. grade 3-4)	
Grades 4 - 8	24.5	maximum board wide average class size	23.84
Grades 9 - 12	22.0	maximum board-wide average class size	22.00

* For Kindergarten programs, conditions which allow for increases to class size may include lack of purpose-built accommodation, where a program will be negatively impacted (e.g. French Immersion), and/or where compliance will increase Kindergarten/Grade 1 combined classes.

Further discussion of potential changes in government policy affecting class sizes is set out below.

4. Academic Staffing Levels – Overview

Appendices A and B outline elementary and secondary staffing respectively, and include a summary of the approved staffing for 2018-2019, actual current year FTE allocations, and proposed FTE for 2019-2020. The appendices also identify which positions are required by legislation or collective agreement and which positions are subject to some level of Board decision or discretion.

The basic classroom allocation makes up the largest number of contractual positions within each panel. Generally, these are teachers allocated to regular classroom teaching assignments. The number of basic classroom positions required is a function of enrolment, collective agreement provisions and Ministry class size regulations. Additional elementary and secondary teaching positions are required to support English Language Learners (ELL), students receiving special education supports and to fill central roles, including instructional coaches. For 2019-2020, Appendix A identifies a total of **2604.49 FTE** elementary teaching positions which are required by contract or legislation, and a further **588.88 FTE** elementary teaching positions which are discretionary and subject to Board decision. Appendix B identifies a total of **1522.83 FTE** secondary teaching positions which are required by contract or legislation, and a further **200.33 FTE** secondary teaching positions which are discretionary and subject to Board decision.

5. Enrolment Projections Inform Staffing

The classroom allocations are generated by applying the current class size regulations and any applicable collective agreement formulae. The projected staffing numbers are based on preliminary enrolment projections and budget estimates for 2019-2020. Enrolment projections are regularly monitored and updated through the early spring and actual enrolments are confirmed in September. Specific staffing levels are adjusted in September to reflect shifts in actual vs. projected enrolment at both the school and District level.

Enrolment projections have historically been within 1% to 2% of actual enrolments at the system level; however, there can be larger fluctuations on a school-by-school basis and this can impact class sizes and overall staffing levels. The last few years have seen larger than normal increases in actual vs. projected enrolment at the elementary level, resulting in more classes being added in the fall. Classroom staffing levels are adjusted, as required, to reflect changes in actual enrolment and to meet regulated class sizes, without seeking further Board approval. It is important to note that the requirement to meet the regulated class size requirements does not extend through the school year, but rather is tied to a particular date on which actual enrolment is used to reconcile staffing.

6. Basic Elementary Classroom Allocation

The elementary classroom allocation for 2019-2020 is **2,568.99 FTE**, which includes the positions required to meet current Ministry class size requirements and the collective agreement mandated preparation time for classroom teachers. In addition, 31.0 FTE positions are allocated to address a multitude of unique staffing issues that can arise through the staffing process; 14.0 FTE of

these positions are used to ensure the mandated preparation time under the collective agreement can be met.

7. Basic Secondary Classroom Allocation

The classroom allocation for 2019-2020 is 1,329.33 FTE, which represents the basic allocation generated by the collective agreement formula and the projected ADE. An additional 20.0 FTE is allocated to ensure that all staffing requirements under the collective agreement will be met.

8. Other Secondary Staffing

There are several additional contractual school based positions allocated using formulae in the collective agreement that are expressly tied to average daily enrolment (ADE), as follows.

Secondary - Required by Collective Agreement	FTE
Library	24.0
Guidance	62.5
Student Success includes credit rescue, credit recovery and student re-engagement	30.0
Program Enhancements	22.33
Total	138.83

9. Program Overlays are school based discretionary positions which may be added as a result of specific sweated funding, or as an initial investment in a new program to allow it to become established. 'Sweated' funding refers to funding that is provided for and required to be spent in a specific way. Appendix B provides a list of current program overlays, totalling 13.67 FTE. Included among these are the coordinator positions (currently a total of 2.17 FTE) supporting each of the specialized Arts, High Performance Athletes and International Baccalaureate (IB) programs. With the introduction of a new IB program at Merivale High School beginning September 2019, an increase in the current IB coordinator complement will be required.

An increase of 0.50 FTE International Baccalaureate (IB) Coordinator is recommended to support the introduction and continued planning of the IB program at Merivale High School.

10. Adult High School enrolment is divided between students who are under and over the age of 21, for staffing purposes, to align with the different funding provided for these students. Students under 21 attending Adult High School are counted for the purpose of generating the basic classroom complement, since they are funded in the same way. Additional staffing of **30.83 FTE** is generated for students over the age of 21 based on a discretionary formula (currently 30:1) that is tied to projected enrolment for this group of students.

11. Factors of Influence for 2019-2020

Looking ahead, there are several factors which may impact decisions related to academic staffing. These include potential changes in provincial policy and/or funding, enrolment, system needs/pressures, and decisions related to discretionary staffing. Some of these factors have more direct effect on academic staffing and the impacts and possible staffing adjustments are detailed below in relation to:

- Extension agreement Local Priorities funding;
- Changes in provincial policy/funding;
- English as a Second Language classes;
- Specialized program classes;
- Principals and vice-principals; and
- Centrally assigned staff positions.

12. Collective Agreement Extensions and Local Priorities Funding

In 2017, the province authorized “extension agreements” which provided additional funding, referred to as Local Priorities funding, for each of the Ontario Secondary School Teachers’ Federation (OSSTF - Teachers), Education Workers (OSSTF) and Elementary Teachers’ Federation of Ontario (ETFO). These extension agreements will end on 31 August 2019. Local Priorities funding was required to be used to fund additional positions in each of the bargaining units, based on discussions between local bargaining agents and school boards. There is no commitment to continue the funding after the current agreements expire in August 2019.

In total, the additional Local Priorities funding provided 87.67 FTE positions across various employee groups within the OCDSB; 32.67 of those were teaching positions (20.50 FTE additional elementary positions, and 12.17 FTE additional secondary positions) as outlined below.

Extension Agreement Positions	FTE	
	Elementary	Secondary
English as a Second Language (ESL) Itinerant ESL Teachers	4.0	
Special Education Learning Support Teachers (LST) Learning Resource Teachers (LRT) Learning Support Consultant (LSC) Social Emotional Learning Teachers (SELT) <i>also known as Itinerant Behaviour Teachers</i>	2.5 9.0 1.0 3.0	5.0
Curriculum Services Itinerant Indigenous Education Teacher	1.0	
Program Program Enhancement Sections		7.17
TOTAL	20.5	12.17

These additional positions were specifically created with the additional Local Priorities funding and with the end of the funding, the positions should also end. However, as set out more specifically below, consideration is being given to retaining some positions next year as part of the regular discretionary complement.

13. Changes in Provincial Policy and/or Funding

In previous years, determining school-based classroom staffing based on the regulatory class size requirements has been relatively straightforward. However, this year there is added uncertainty as a result of possible reductions in provincial grants, and policy changes in areas such as class size, Autism services, and full-day Kindergarten. Using class size as an example, increases to class size formulae would reduce the number of elementary classroom positions that are required. For example, an increase of 1.0 student in the average class size at junior-intermediate would result in a reduction of at least 40 FTE classroom teacher positions based on current enrolment.

At the secondary level, staffing levels are tied to formulas set out in the collective agreement; therefore, the number of basic classroom positions generated may not be directly impacted by a government decision to change the average class size.

Regardless of whether changes are made to the class size regulation, staff is still anticipating some level of reduction in the funding provided to school districts for next year. In the event there are no changes to regulatory class sizes, reductions in other discretionary areas of staffing may need to be considered. Senior staff has reviewed other areas of academic staffing and at this point have not identified any areas where significant reductions are feasible.

Approval of academic staffing is required by the 26 March 2019 Board meeting to meet staffing timelines in the collective agreements. In the event changes in class size regulations are announced following that date, appropriate steps would be taken to adjust staffing levels accordingly. Staff is continuing to monitor the situation closely and will bring forward any additional relevant information as part of the final staffing approval.

14. English Second Language (ESL) Staffing

The District allocates discretionary teaching positions each year to support ELL in elementary and secondary. There are no contractual or regulatory requirements dictating the number of teaching positions in this area. The staffing is based on the number of ELL students, and this has been increasing in recent years, particularly in the elementary panel.

The Family Reception Centre has identified a potential increased need for up to two (2) English Language Development (ELD) classes for next year. Locations for these classes are currently being confirmed in consultation with the Family Reception Centre and the Planning department.

Annually the Ottawa-Carleton Education Network (OCENET) provides discretionary funding for positions to support international students and investments in ESL at both the elementary and secondary levels. This funding is expected to continue for 2019-2020.

- a) Elementary – There are currently a total of **91.25 FTE** ESL positions allocated, which includes 82.25 FTE school positions, 5.0 FTE itinerant positions and 4.0 FTE itinerant ESL teachers funded through Local Priorities funding, which ends in August 2019. In 2018-2019, 0.5 FTE ESL elementary positions were attributed to funding received from OCENET.

To support ELL needs, staff is recommending:

- ***the addition of 4.0 FTE Itinerant ESL positions to the current complement, to replace those positions previously funded using Local Priorities funding, leaving the current total investment of 91.25 FTE; and***
- ***an increase of 2 FTE teachers to support two (2) new elementary ELD classes for next year.***

- b) Secondary – There are currently **33.17 FTE** ESL positions allocated, which includes positions assigned to support ESL/ELD students and 2.0 FTE ESL Central Orientation Class positions. An additional 5.67 FTE positions funded through OCENET are allocated for schools that host international students who come to Canada to attend at the OCDSB for one or more semesters. For 2019-2020, OCENET has indicated that funding support for the 5.67 FTE positions will remain in place.

15. Special Education Program Classes

The District allocates a number of resources and positions to support special education students, either in specialized program classes or through supports for students in regular classrooms. Staff supports include teaching positions, educational assistants and various professional student services positions assigned to schools or central departments. Please note that this report includes teaching positions only; decisions relating to social workers, psychologists, speech and language pathologists and educational assistants are made during the budget process.

According to the grant regulations, all of the funding provided within the special education envelope must be allocated to support special education programs and students through staffing and other resources. The OCDSB has consistently budgeted and spent more to support special education than the funding envelope provides; in 2018-2019, the District budgeted to spend approximately \$5.9 million or 5.3% more than the funding provided through the Grants for Student Needs (GSNs). Staff does not anticipate this pattern changing next year. However, there are a total of 20.5 FTE positions in special education (elementary and secondary) funded through Local Priorities funding. The anticipated end of that funding will require position reductions. Wherever possible, recommendations have been made to mitigate these reductions, recognizing that the funding will need to be found elsewhere.

- a) Elementary – In 2018-2019 there are a total of **449.0 FTE** teachers assigned to special education, including the 15.5 FTE positions funded with Local Priorities funding. The number of elementary special education teachers is, in general, subject to Board discretion, as there are no specific regulatory or collective agreement formulae.

The largest pool of special education teacher supports are the Learning Support Teachers (LSTs) and Learning Resource Teachers (LRTs), which are allocated to all elementary schools based on consideration of various factors including total school enrolment, programs offered, grade configurations and needs. The role of these teachers is primarily to support students identified with special education needs in the regular classrooms. This year there are 232.5 FTE LSTs and LRTs. This does not include the 11.5 FTE additional positions added through the extension agreement funding, which ends in August 2019. In order to mitigate the full impact of the reduction of these additional LSTs and LRTs, a recommendation will be coming forward to add 2.5 LST positions to the complement for at least one more year.

Staff is recommending 2.5 FTE LST positions be added to the current complement for next year to mitigate the impact of the end of the extension agreement positions.

3.0 FTE itinerant social emotional learning teachers (SELTs) were also added using the extension agreement funding, which ends in August 2019. These positions provide additional support to schools experiencing challenges related to exceptional students' behaviours, including developing strategies and building capacity at the school level. These positions have had a positive impact over the last two years.

Staff is recommending that 3.0 FTE positions be added as part of the Learning Support Services itinerant behaviour supports for at least one year to mitigate the impact of the end of the extension agreement positions.

The Learning Disability Specialized Integration Program (LD SIP) model introduced two years ago was designed to integrate students in regular classes for approximately half of the day; however, they are not included in the average daily enrolment (ADE) calculations for the school. As a result, additional staff may be required to support integration of the students from the LD SIP into regular classrooms in the event the regular classes do not have adequate spaces. As such, the 4.76 FTE contingency allocation approved in the 2018-2019 budget is being maintained for next year to support LD SIP integration, as required.

Additional changes to specialized program staffing are outlined in the table below (c).

- b) Secondary - There are currently a total of **130.5 FTE** special education teaching positions, which can be broken down as follows.
- (i) Required by Collective Agreement – 34.0 FTE LST
 - (ii) Discretionary Positions - 83.5 FTE positions assigned to specialized program classes, 5.0 FTE LSC positions and 3.33 FTE discretionary LST positions.
 - (iii) Local Priorities funding positions - 5.0 FTE LST extension agreement positions were added for 2017-2018 and 2018-2019.

The number of collective agreement generated LSTs increases to 39.83 FTE next year based on the projected increase in enrolment.

Staff is recommending that 2.83 FTE discretionary LST positions be added to the regular LST complement for at least one year to mitigate the impact of the end of the extension agreement positions.

Additional changes to specialized program staffing are outlined below in paragraph (c).

- c) Specialized Program Classes - As indicated above, there are currently 138 FTE elementary positions and 83.5 FTE secondary positions assigned to specialized program classes. Based on an assessment of current and anticipated future needs, Learning Support Services staff has identified potential changes to specialized program classes for next year. These changes are summarized in the following chart.

Recommended Changes to Specialized Program Classes	FTE	
	Elementary	Secondary
Autism Spectrum Disorders (ASD)	3.57	5.32
ASD Secondary Credit Support Program (SCSP)		1.33
Behaviour Integration Program (BIP)	1.19	1.33
Semi-Integrated Developmental Disabilities (DD)	1.19	-1.33
General Learning Program (GLP)	1.19	
Learning Disabilities Specialized Integration Program (LD SIP) – Junior	0.89	
Primary Special Needs (PSN)	1.19	
Gifted	-4.76	
TOTAL	4.46	6.65

Staff is recommending an overall increase of 4.5 FTE elementary positions, which includes preparation time, for specialized program classes.

Staff is recommending an overall increase of 6.67 FTE secondary positions, which includes preparation time, for specialized program classes.

16. Centrally Assigned Staff

- a) Elementary – There are currently a total of **47.5 FTE** centrally assigned teaching positions, including 25 FTE discretionary teaching positions supporting Business and Learning Technologies (B<), Curriculum Services, and Early Learning. As part of the extension agreement funding, 1.0 FTE Indigenous Education position was added as of 2017-2018. Consideration is being given to continuing this position, notwithstanding the end of the funding.

Staff recommends the 1.0 FTE Itinerant Indigenous Education Teacher position become part of the regular complement.

- b) Secondary – There are currently **16.67 FTE** centrally assigned discretionary teaching positions supporting B< and Curriculum Services. No changes are recommended to the number of central positions for next year.

17. Administration (Principals and Vice-Principals)

The Board is not required to approve staffing levels for principals and vice-principals prior to the budget process; however, this information is included as many vice-principals have teaching responsibilities and it is difficult to implement reductions in administrative time for vice-principals once staffing has occurred, due to the impact on teaching assignments. As a result, the Board normally approves staffing levels for principals and vice-principals as part of the decision-making for academic staffing. Appendix C sets out a summary of staffing levels for principals and vice-principals.

In general, the number of school administrators, particularly principals, is driven by the number of schools in the District. The number of vice-principals assigned to a school is based on consideration of a number of factors associated with the school profile, including student enrolment, program and grade configuration, RAISE index and the number and nature of specialized program classes.

Principal and vice-principal workload continues to be a concern, especially considering the increasing pressures in all schools associated with managing replacements behind staff absences, increasingly complex student behaviours and other demands.

Administration	FTE	
	Elementary	Secondary
Principals		
Schools	113.0	26.0
Centrally Assigned	3.0	5.0
Vice-Principals		
Schools	51.25	47.5
Centrally Assigned	2.0	1.0
TOTAL	169.25	79.5

Staff is recommending an increase of up to 4.0 FTE elementary vice-principal positions next year.

At secondary, a minimum of 1.00 FTE vice-principals is assigned to each secondary school. For 2019-2020, staff is not recommending any changes in the total number of secondary vice-principals. A review of the additional vice-principal support at Gloucester High School, which was put in place for a two year period following the closure of Rideau High School, may provide an opportunity to redistribute vice-principal support to other secondary schools.

18. Potential Changes in other Staffing Areas

In previous years, the Board has asked staff to identify other areas of the budget where changes in staffing levels are being contemplated, and to bring those forward as part of the academic staffing discussion, so that trustees have this preliminary information available. Based on the uncertainty in relation to funding this year, early discussions in this area have been focused on the impact of the extension agreement funding ending and the potential impact. For example, extension agreement or Local Priorities funding was used to fund 28.5 FTE educational assistant positions. Based on an assessment of current needs, a reduction of this magnitude would likely not be sustainable in one year.

Centrally, there are several areas where additional resources may be needed to support the work identified through the new strategic plan and these needs will be further clarified as the Board moves closer to approving the new plan. There are a number of important areas that will need to be considered relative to the available funding provided through the GSN and other revenue sources.

19. Summary

In summary, the total number of academic staffing positions projected for next year will increase slightly, largely as a result of increases in enrolment. Although the anticipated end of the Local Priorities funding will mean that some positions will be eliminated, staff has attempted to mitigate the impact by recommending that the regular complement be increased, at least for one year,

in several priority areas such as ESL, Special Education and Indigenous Education. These supports align with the District's current focus on promoting positive student behaviour and improving student achievement and wellbeing. Staff is continuing to monitor the provincial situation and potential changes impacting staffing, and will be prepared to respond appropriately as more information becomes available.

RESOURCE IMPLICATIONS:

20. A more detailed analysis of the financial implications associated with increased staffing levels will be provided as part of the action report which will be presented at the 19 March 2019 Committee of the Whole meeting. The proposed changes should be considered in the context of how they align with the District's current and future priorities and competing budget and other pressures, including anticipated changes in funding.

COMMUNICATION/CONSULTATION ISSUES:

21. The recommended changes to academic staffing positions are the result of discussions among senior staff and based on feedback and input received directly and indirectly from principals, central managers and others. In addition, staff has attempted to consider the priorities articulated by Board members during COW and Board meetings, as well as the comments made at previous Committee of the Whole (Budget) meetings, and input received to date as part of the strategic plan consultation. The discussion generated by this report will be considered when staff makes its final recommendations for next year's staffing levels to be considered at the 19 March 2019 Committee of the Whole meeting.

STRATEGIC LINKS:

22. The Board is currently in the process of developing a new strategic plan which will guide the District's priorities over the next four years. Consultations and discussions have taken place and have provided some insights into the new strategic plan and what the priorities should be. Decisions related to the 2019-2020 budget, including those related to academic staffing, should be guided by the priorities articulated through the strategic plan development process and elsewhere. This means ensuring, to the extent reasonably possible, that appropriate resources, including staffing supports, are in place to achieve the District's priorities.

This report provides staff's opinion of where resources should be directed in order to have the greatest impact and benefit across the District. The academic staffing allocations directly support the District's priorities, particularly in the areas of learning and well-being. The priority areas identified for the purposes of academic staffing include ensuring sufficient supports for ELL and students with special needs.

GUIDING QUESTIONS:

23. The following guiding questions are provided to support the discussion at Committee of the Whole:
- Do the potential changes in academic staffing for next year align with current and future priorities?
 - Are the additional investments aligned with the District's commitment to maintain a fiscally responsible and sustainable budget?

SUBMITTED FOR DISCUSSION

Janice McCoy
Superintendent of Human Resources

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

APPENDICES

Appendix A – Proposed Elementary Staff Staffing Chart 2019-2020
 Appendix B – Proposed Secondary Staffing Chart 2019-2020
 Appendix C – Proposed Administration Chart 2019-2020

Revised 02.28.19
Elem Sys Proj Retention

Appendix A - Report 19-028 Academic Staffing for 2019-2020

Proposed Elementary Staff Staffing Chart for 2019-2020

	Approved for 2018-2019	2018-2019 October Actual	Proposed 2019-2020	change Oct to Proj	Proposed 2019-2020	
					Required by Contract or Legislation	Subject to Board Decision
Enrolment						
Enrolment (no Congregated Spec. Ed.)	47833.00	48242.00	48812.00	570.00		
Enrolment Congregated Spec. Ed.	1374.00	1294.00	1295.00	1.00		
Total FTE	49207.00	49536.00	50107.00	571.00		
Basic staff						
Basic Total Staff	2115.00	2123.00	2157.00	34.00 (1)	2157.00	
Preparation time for basic	403.97	405.49	411.99	6.49	411.99	
Round Prep up to reduce needs requirement	14.00	14.00	14.00	0.00 (2)	14.00	
Needs Allocation	17.00	17.00	17.00	0.00 (3)		17.00
LD SIP Contingency with prep	4.76	1.69	4.76	3.07 (4)		4.76
	2554.73	2561.18	2604.75	43.56		
ESL						
In school and 5 itinerant. (0.5 OCENET funded)	87.25	87.25	89.25	2.00 (5)		89.25
Itinerant ESL	0.00	0.00	4.00	4.00		4.00
Itinerant ESL (ext. agrmt. expires Aug. '19)	4.00	4.00	0.00	-4.00 *	0.00	
	91.25	91.25	93.25	2.00		
Special Education						
System Classes	138.00	138.00	141.75	3.75 (6)		141.75
Prep. For System Classes	26.36	26.36	27.07	0.72		27.07
LST	111.50	111.50	114.00	2.50		114.00
LST (ext. agrmt expires Aug. '19)	2.50	2.50	0.00	-2.50 *	0.00	
LRT	121.00	121.00	121.00	0.00		121.00
LRT (ext. agrmt expires Aug. '19)	9.00	9.00	0.00	-9.00 *	0.00	
SELT Social Emotional Learning Teachers	0.00	0.00	3.00	3.00		3.00
Hearing and Visual	20.05	20.05	20.05	0.00		20.05
Learning Support Consultants	17.00	17.00	17.00	0.00 (7)		17.00
LSC (ext. agrmt expires Aug. '19)	1.00	1.00	0.00	-1.00 *	0.00	
Itinerant Pr. Spe. Behaviour Specialist (ext. expire)	3.00	3.00	0.00	-3.00 *	0.00	
	449.41	449.41	443.87	-5.53		
Inclusive, Safe and Caring						
Reality Check	2.00	2.00	2.00	0.00		2.00
First Place	2.00	2.00	2.00	0.00		2.00
	4.00	4.00	4.00	0.00		
Curriculum Services & Other (Central)						
BLT Consultant	1.00	1.00	1.00	0.00		1.00
Instructional Coaches	24.00	24.00	24.00	0.00		24.00
Itinerant Indigenous Ed. (ext. agrmt expire Aug'19)	1.00	1.00	0.00	-1.00 *	0.00	
Itinerant Indigenous Education Teacher	0.00	0.00	1.00	1.00		1.00
Staffing Committee Resource (OCETF/OCDSB)	1.00	1.00	1.00	0.00	1.00	
Health and Safety Resource (OCETF/OCDSB)	0.50	0.50	0.50	0.00	0.50	
Preparing for Success in High School (in school)	20.00	20.00	20.00	0.00	20.00	
	47.50	47.50	47.50	0.00		
Total Staff	3146.88	3153.34	3193.37	40.03	2604.49	588.88

Notes:

- Projected Basic Classroom Allocation: 2157 JK to Grade 8 classroom positions. This includes 732 Primary Grades 1-3 (18.99:1 average), 361 Kindergarten (25.57:1 average) and 1064 Junior/Intermediate (24.17:1 average). Kindergarten includes 1 FTE for the Inuit Children's Centre, funded from Aboriginal funding allocation.
 - 14 FTE have been estimated for rounding up. This will decrease the number of schools requiring needs to meet contractual obligations with regards to preparation time.
 - Needs are used to minimize disruption caused by surplus declaration, organizational difficulties, to assist Intermediate schools in providing some specialized programs and to address other potential implementation issues. Total of rounding up and needs is capped at 31
 - LD SIP Contingency. Integrated LD SIP students can trigger the need for an additional class. These positions will be used as needed. 1.69 was used in 2018/19 school year.
 - ESL increase of 2.0 FTE for two new ELD classes.
 - LSS proposed changes: - add 3 ASD, 1 BIP, 1 DD, 1 GLP, .75 LD SIP, 1 PSN (total additions of 7.75), reduce 4 Gifted for net increase of 3.75
 - Autism LSC position approved for 2018/19 subject to funding.
- * Extension Agreements End August 2019 with a total reduction of 20.5: 1 LSC, 3 Itinerant Primary Special Education Behaviour Specialists, 1 Itinerant Indigenous Education, 4 Itinerant ESL positions, 2.5 LST, 9 LRT.

as of Feb 22, 2019

Appendix B - Report 19-028 Academic Staffing for 2019-2020

Secondary Staff Staffing Chart 2019-2020					Required by Contract or Legislation	Subject to Board Decision
	Approved March 2018 for 2018/2019	Final 2018/2019	Projected 2019/2020	change		
Average Daily Enrolment						
Total Projected ADE (over and under 21)	24,496.63	24,842.36	25,090.12	247.83		
Basic staff						
Basic staff allocated for classrooms	1303.50	1303.50	1329.33	25.83	1329.33	
September 30 adjustment	14.00	13.50	14.00	0.50	14.00	
Needs Allocation	6.00	1.33	6.00	4.67	6.00	
	1323.50	1318.33	1349.33	31.00 1		
Other in school staff						
ESL/ELD	33.17	33.17	33.17			33.17
OCENET funded	5.67	5.67	5.67			5.67
Tchr Librarians	24.00	24.00	24.00		24.00	
Guidance	61.33	62.00	62.50	0.50 2	62.50	
Program Enhancements	22.33	22.33	22.33		22.33	
Prog.Enhanc.(Extension Agreement*)	7.17	7.17		-7.17 3		
Student Success	30.00	30.00	30.00		30.00	
Program Overlays	13.17	13.17	13.67	0.50 4		13.67
First Place	1.00	1.00	1.00			
YSB (Pfaff)	0.50	0.50	0.50			
Winning Attitudes	2.00	2.00	2.00			
Safe Schools (Suspensions Program)	2.00	2.00	2.00			
SHSM/Focus Programs	1.17	1.17	1.17			
Native Studies	3.67	3.67	3.67			
Urban Aboriginal	0.67	0.67	0.67			
Arts/IB/Athletes co-ordinators	2.17	2.17	2.67			
Adult over 21	30.83	30.67	30.83	0.16 5		30.83
	227.67	228.17	222.16	-6.00		
Special Education						
LST	36.67	37.00	39.83	2.83 6	34.00	5.83
LST (Extension Agreement*)	5.00	5.00		-5.00 7		
System Classes/Programs	87.17	83.50	90.17	6.67 8		90.17
Learning Support	5.00	5.00	5.00			5.00
	133.83	130.50	135.00	4.50		
Curriculum Services & Other						
BLT Consultant	1.00	1.00	1.00			1.00
Instructional Coaches	15.00	15.00	15.00			15.00
Secondary Staffing Resource	0.67	0.67	0.67		0.67	
	16.67	16.67	16.67			
TOTAL STAFF ALLOCATED TO DATE	1701.67	1693.67	1723.17	29.50	1522.83	200.33

- 1 Basic staff allocated for classrooms: 31.00 increase based on the change in projected ADE and historical increase in enrolment over the summer. The Sept. 30 adjustment and Needs positions are used to address difficult staffing issues and to avoid disruptions due to the number of small schools and small programs and to meet the 22 to 1 Ministry average class size and the collective agreement
- 2 Guidance 0.50 increase due to collective agreement enrolment changes
- 3 Program Enhancement extension agreement ends
- 4 Increase in IB coordinator of 0.5 FTE to support introduction of IB program at Merivale next year. 0.67 Arts, 1.50 IB, 0.50 Athletes
- 5 Adult over 21. enrolment based projection
- 6 LST increase by 2.5 FTE - increase in discretionary LST. LST 0.33 increased due to enrolment - Collective agreement
- 7 LST extension agreement ends
- 8 System Classes +5.33 (4 units) ASD, +1.33 (1 unit) each ASDSCSP, BIP and -1.33 (1 unit) DD.

02.28.19

Appendix C - Report 19-028 Academic Staffing for 2019-2020

Proposed Secondary Administration

In School Staffing Chart 2019-20

In Schools	Actual 2018-2019	Proposed	change
Principals	26	26	0.00
Vice Principals	47.50	47.50	0.00
Total in school allocation	73.50	73.50	0.00

Proposed Elementary Administration

In School Staffing Chart 2019-20

In Schools	Actual 2018-2019	Proposed	change
Principals	113	113	0.00
Vice-Principals	51.25	55.25	4.00
Total in school allocation	164.25	168.25	4.00 (1)

Proposed Central Administration Staffing 2019-2020

Central	Actual 2018-2019	Proposed 2018-2019	change
Principals	8 *	8	0.00 (2)
Vice-Principals	3	3	0.00
	11	11	0.00
Total Administration	248.75	252.75	4.00

Notes:

Secondary

P. Safe Schools
 P. Curriculum Services -Student Success
 P. Curriculum Services -Secondary Program and Equity
 P. Continuing Education
 P. Learning Support Services
 V.P. B<

Elementary

P. Learning Support Services
 P. Curriculum Services -Elementary Program
 P. Curriculum Services -School Effectiveness and Early Years
 V.P. Indigenous Education
 V.P. English Language Learning

Notes:

1. Elem. VP increased by 4.0 (includes increase to VPs at Clifford Bowey and Crystal Bay from 0.25 to 0.5 each)
2. V.P. Learning Support Services changed to create second P. Learning Support Services as of 02.19.19

From: **Jennifer McIntyre** <JMclntyre@opsba.org>

Date: Fri, Mar 1, 2019 at 12:36 PM

Subject: OPSBA Legislative Update – Friday, March 1, 2019 (XXX)

To: Jennifer McIntyre <JMclntyre@opsba.org>

To: All Trustees, Directors of Education, Senior HR and Finance Officials and Communications Officers

The Legislative Assembly of Ontario resumed on Tuesday, February 19, 2019 and members will have a Constituency Week that aligns with March Break. Please see below for an update on recent items...

Memo B6 – Budget Planning Information for 2019-20

Yesterday the Ministry of Education issued Memo B6 to all school boards via Directors of Education. The memo (attached) refers to a further update to the sector on or before March 15, 2019. In other budget related news, Ontario Finance Minister Vic Fedeli will be delivering a luncheon speech at the [Empire Club](#) on March 28, 2019. The topic for his remarks is, “Restoring Trust, Transparency and Accountability.” There is speculation that the provincial budget may follow two weeks later on Thursday, April 11, 2019. Canada’s Finance Minister Bill Morneau will deliver the federal budget on Tuesday, March 19, 2019.

Bill 48, Safe and Supportive Classrooms Act

On February 25, OPSBA President Cathy Abraham and Executive Director Rusty Hick presented to the Standing Committee on Social Policy regarding Bill 48, Safe and Supportive Classrooms Act. Both the speaking remarks and our submission can be found on our website under [Advocacy and Action](#). Other presenters to the Committee included: the Ontario Secondary School Teachers’ Federation (OSSTF), Ontario English Catholic Teachers' Association (OECTA), Ontario Institute for Studies in Education (OISE), University of Ontario Institute of Technology (UOIT), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario College of Teachers (OCT), the Ontario Catholic School Trustees' Association (OCSTA), and Brock University. Next week the bill will have clause-by-clause review to consider any amendments and it is to return to the House no later than Wednesday, March 6, 2019. The legislation, if passed, would require teachers to pass a math test before getting licensed and would revoke teaching certificates from teachers disciplined by the profession’s regulatory body for committing sexual abuse against a student or child. The bill also proposes an amendment regarding the use of service animals in schools and classrooms. OPSBA is to be part of any stakeholder discussion regarding a standard policy on service animals.

Bill 66, Restoring Ontario’s Competitiveness Act

On December 6, Economic Development Minister Todd Smith introduced Bill 66, Restoring Ontario’s Competitiveness Act. The omnibus bill includes changes to 12 different ministries and proposes to change business regulations relating to toxic chemicals, employment standards, child care caps, safety in assembly plants, pawnbrokers, food safety testing, wireless cellphone

contracts, agriculture, water extraction permits, wastewater treatment, private career colleges and more. OPSBA is reviewing the proposed changes to the *Education Act* and the *Child Care and Early Years Act* and has sent a survey to member boards via their Early Learning Leads. Current Status: Second Reading.

Ontario Autism Program (OAP)

Earlier this week OPSBA sent a letter to Lisa Thompson, Minister of Education and Lisa MacLeod, Minister of Children, Community and Social Services regarding the recently announced changes to the OAP. Our [letter](#) addresses the concerns and outstanding questions expressed by member boards. OPSBA will continue to follow up with the Ministry of Education about the impacts to schools and classrooms. The Ministry of Children, Community and Social Services has updated its [website](#) with the latest information concerning the April 1, 2019 effective date.

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**2019: SB01**

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

FROM: Claudine Munroe
Director
Special Education / Success for All Branch

DATE: February 20, 2019

SUBJECT: Update: Special Education Funding in 2018-19

This updated memorandum provides a summary of Special Education Grant funding changes for the 2018-19 school year, including details regarding the Differentiated Special Education Needs Amount (DSENA) allocation.

The following is a list of the key changes to special education funding that are summarized in this memorandum:

- DSENA: New Investment and Allocation Details
- Special Education Per-Pupil Amount (SEPPA): New Investment and Allocation Details (*Summer 2018*)
- Special Incidence Portion (SIP): An increase to the Maximum Amount Per Eligible Claim (*Revised Summer 2018*)
- Behaviour Expertise Amount (BEA): Transition of Applied Behaviour Analysis (ABA) Training funding from Education Programs-Other funding into the BEA
- Care, Treatment, Custody and Correctional (CTCC) Amount: Name change and update to guidelines

DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) ALLOCATION

New for 2018-19

The 2018-19 DSENA allocation includes a new \$50.8 million¹ Multi-Disciplinary Supports Amount, which supports increased special education programs and services.

The new Multi-Disciplinary Supports Amount will support all students with special education needs, including some subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs.

The 2018-19 DSENA Allocation will be made up of four components:

- Special Education Statistical Prediction Model (SESPM): This component is projected to be \$773.4 million;
- Measures of Variability (MOV): This component is projected to be \$273.0 million; and
- Base Amount for Collaboration and Integration: This component is projected to be \$32.8 million, which represents approximately \$456,017 per board.
- Multi-Disciplinary Supports Amount: this component is projected to be \$50.8 million
 - Multi-Disciplinary Team component (approximately \$28.4 million) and
 - Other Staffing Resources component (approximately \$22.5 million)

Further details regarding these DSENA allocation components can be found below. In addition, a copy of the projected DSENA MOV, SESPM and Other Staffing Resources Table Amounts for each school board, as found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, can also be found below.

Special Education Statistical Prediction Model (SESPM)

The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for the 2018-19 school year. It draws from 2015-16 Ontario Ministry of Education anonymized student data (most recent available), merged with University of New Brunswick – Canadian Research Institute for Social Policy Census indicators from the 2006 Canadian Census data, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards. The ministry determined that some GSN funding allocations, especially those that use data at lower levels of geography, could not be reliably updated with the 2011 National Household Survey data. This includes the SESPM. Ministry staff are presently examining 2016 census data to determine its reliability for updating funding components of the GSN that use Census data, such as the SESPM.

¹ The Multi-Disciplinary Supports Amount investment totals \$52 million, which includes funding for school authorities and the benefits trusts costs of this investment. Of this \$52 million investment, \$50.8 million is provided to Ontario's 72 District School Boards through the Multi-Disciplinary Supports Amount.

The board-specific prediction value for each school board reflects the relationship between the actual percent of students reported to be receiving special education programs and/or services in the school board and the average level of socioeconomic status of all students enrolled in the school board.

The following demographic factors were used:

- Occupational structure,
- Median income,
- Parent level of education,
- Percent families below Statistic Canada's low-income cut-off occupational structure,
- Percent unemployed,
- Percent Aboriginal families,
- Percent recent immigrants,
- Percent moved in previous year, and
- Metropolitan influence zone.

The likelihood that a student will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a student being designated as reported to be receiving special education programs and/or services (e.g., $Y_1 = 1$ if reported; $Y_1 = 0$ if not reported) as a function of a set of n covariates or predictors.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 definitions within the ministry's categories of exceptionalities², one for students 'non-identified with an Individual Education Plan (IEP),' and one for students 'non-identified without an IEP.'

For each school board, the prediction formulae for these 14 models were used to predict the total number of students in each category, given the demographic characteristics of all the students served by the school board, and then summed to achieve an estimate of the predicted number of students who could be expected to receive special education programs and/or services.

² There are five categories and twelve definitions of exceptionalities as follows:
 BEHAVIOUR – Behaviour;
 INTELLECTUAL – Giftedness, Mild Intellectual Disability, Developmental Disability;
 COMMUNICATION – Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability;
 PHYSICAL – Physical Disability, Blind and Low Vision; and
 MULTIPLE – Multiple Exceptionalities

The functional form of the model is:

$$\text{Probability} \left(\begin{array}{l} Y_1 = 1, \text{ given a student's} \\ \text{set of background} \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n)}]}$$

where Y_1 denotes whether or not a student was reported as receiving special education programs and/or services; and $x_1 \dots x_n$ are the student's grade, gender and 2006 Census-derived demographic characteristics.

The regression coefficients, $\beta_0, \beta_1, \dots, \beta_n$ are estimated from the anonymized data for all Ontario students in 2015-16. With these estimates, the model estimates the probability that a student with a particular set of background characteristics would receive special education programs and/or services.

Therefore, in a school board with 10,000 students, where each student's age, grade, and census-derived demographic characteristics are known, the prediction model can be used to estimate the probability that each student would receive special education programs and/or services. The sum of these probabilities for the 10,000 students provides an estimate of the total number of students that are likely to receive special education programs and/or services in that board.

The board-by-board predicted value is then multiplied by the board's average daily enrolment (ADE) to determine each board's proportion of this allocation.

Measures of Variability (MOV)

The Measures of Variability use six categories of data to reflect differences in each school board's population of students with special education needs and in the school board's ability to respond to these needs.

Overall, the provincial MOV amount will be distributed among all school boards based on six categories of data where each category has an assigned percentage of the total MOV amount. Each category has one or more factors, and each factor has an assigned percentage of the category total.

The percent of MOV funding available for each category/subcategory (see Table 1 below) multiplied by the provincial MOV amount, determines the provincial funding for that factor.

Table 1: Provincial Funding for Each Factor of MOV

Category		Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
1	Students reported as receiving special education programs and/or services	2015-16 data as reported by boards (one factor)	30.2%	
2	Participation and achievement in EQAO assessments by students with special education needs	2016-17 data for:	30.2%	
		Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		10.4%
		Sub-Category 2B: Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		10.4%
		Sub-Category 2C: Grade 3 and Grade 6 students with special education needs (including gifted) with three or more accommodations (two factors)		9.4%
3	Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs	2015-16 data for:	15.1%	
		Sub-Category 3A: Students with special education needs earned 5 or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)		12.3%
		Sub-Category 3B: Grade 9 and Grade 10 Students with special education needs enrolled in Locally Developed Courses (two factors)		1.3%
		Sub-Category 3C: Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)		1.5%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
4 Remote and Rural Adjustment	2018-19 Projected allocations for:	12.8%	
	Sub-Category 4A: Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6.4%
	Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres, and recognizes that French-language school boards operating in minority language context face higher costs in obtaining goods and services (one factor)		1.4%
	Sub-Category 4C: School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		5.0%
5 Indigenous Education Grant Adjustment	Indigenous Education Grant's Per-Pupil Amount Allocation (one factor)	7.6%	
6 French-language School Board Adjustment	Recognition of school boards operating in an official language minority context and their size.	4.1%	
	Sub-Category 6A: Base amount of \$456,016.80 per board (one factor).		2.0%
	Sub-Category 6B: Board Enrolment, (one factor).		2.1%

The six MOV categories and its twenty-seven factors are described below.

MOV Categories 1 to 3:

The first three categories of MOV use data to develop a school board profile of special education needs. These categories compare each school board to the provincial average on each of the factors, to determine its special education needs profile. This is done by attributing each school board with a weight derived from their data point in relation to the provincial average. The MOV weights for categories 1 to 3 are calculated as follows:

Weight	Data ranges (DSB vs. Provincial Average)
0.8	<-30%
0.9	-30% to < -10%
1	-10% to < +10% (of Provincial Average)
1.1	+10% to < +30%
1.2	≥ +30%

The calculation for these three categories is as follows:

- a) The board's data for each factor determines its weight, using the ranges described above. Specific ranges for each data point can be found below.
- b) The board's weight for the factor multiplied by the board's ADE determines the board's factor number. The board's factor number is divided by the total of all 72 boards' factor numbers combined for that factor. This ratio is then multiplied by the amount of funding available for that factor to determine the board's funding for that factor.

The following tables summarize the proportion of the MOV total that is allocated to each category and its factors, as well as, the ranges for each category or factor.

Category 1: Prevalence of students reported as receiving special education programs and services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and services divided by total enrolment. (one factor)

Prevalence of students reported as receiving special education programs and services: 30.2% of MOV	
Weight	Range
0.8	< 12.09%
0.9	12.09% to < 15.55%
1.0	15.55% to < 19%
1.1	19% to < 22.46%
1.2	≥ 22.46%

Category 2: Participation and achievement in EQAO assessments by students with special education needs who were eligible to take that EQAO assessment (Elementary enrolment counts only).

Sub-Category 2A: Prevalence of participation and achievement in Grade 3 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2A – EQAO Achievement – Grade 3; 10.4% of MOV						
Weight	Males Reading (20% of 2A)	Females Reading (15% of 2A)	Males Writing (20% of 2A)	Females Writing (15% of 2A)	Males Math (15% of 2A)	Females Math (15% of 2A)
0.8	< 13.2%	< 12.03%	< 8.42%	< 6.53%	< 16.09%	< 19.22%
0.9	13.2% to < 16.97%	12.03% to < 15.47%	8.42% to < 10.82%	6.53% to < 8.39%	16.09% to < 20.68%	19.22% to < 24.71%
1	16.97% to < 20.75%	15.47% to < 18.9%	10.82% to < 13.23%	8.39% to < 10.26%	20.68% to < 25.28%	24.71% to < 30.2%
1.1	20.75% to < 24.52%	18.9% to < 22.34%	13.23% to < 15.63%	10.26% to < 12.12%	25.28% to < 29.88%	30.2% to < 35.69%
1.2	≥ 24.52%	≥ 22.34%	≥ 15.63%	≥ 12.12%	≥ 29.88%	≥ 35.69%

Sub-Category 2B: Prevalence of participation and achievement in Grade 6 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2B – EQAO Achievement – Grade 6; 10.4% of MOV						
Weight	Males Reading (20% of 2B)	Females Reading (15% of 2B)	Males Writing (20% of 2B)	Females Writing (15% of 2B)	Males Math (15% of 2B)	Females Math (15% of 2B)
0.8	< 7.1%	< 5.6%	< 7.11%	< 5.54%	< 30.27%	< 33.74%
0.9	7.1% to < 9.13%	5.6% to < 7.2%	7.11% to < 9.15%	5.54% to < 7.13%	30.27% to < 38.92%	33.74% to < 43.38%
1	9.13% to < 11.16%	7.2% to < 8.8%	9.15% to < 11.18%	7.13% to < 8.71%	38.92% to < 47.57%	43.38% to < 53.02%
1.1	11.16% to < 13.19%	8.8% to < 10.4%	11.18% to < 13.21%	8.71% to < 10.29%	47.57% to < 56.22%	53.02% to < 62.66%
1.2	≥ 13.19%	≥ 10.4%	≥ 13.21%	≥ 10.29%	≥ 56.22%	≥ 62.66%

Sub-Category 2C: Prevalence of students with special education needs, including gifted, who required 3 or more accommodations (e.g., extra time, coloured paper, SEA equipment use, etc.) for EQAO Grade 3 and Grade 6 assessments (two factors).

2C – EQAO accommodations; 9.4% of MOV		
Weight	Grade 3 (50% of 2C)	Grade 6 (50% of 2C)
0.8	< 48.95%	< 38.54%
0.9	48.95% to < 62.93%	38.54% to < 49.55%
1	62.93% to < 76.92%	49.55% to < 60.56%
1.1	76.92% to < 90.9%	60.56% to < 71.57%
1.2	≥ 90.9%	≥ 71.57%

Category 3: Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs (Secondary enrolment counts only).

Sub-Category 3A: Prevalence of Grade 9 and 10 credit accumulation for students with special education needs. Prevalence for Grade 9 is that of those who earned 5 or less credits; and prevalence for Grade 10 is that of those who earned 13 or less credits (two factors).

3A – Credit accumulation; 12.3% of MOV		
Weight	Earned 5 or less credits in Grade 9 (40% of 3A)	Earned 13 or less credits in Grade 10 (60% of 3A)
0.8	< 9.24%	< 14.79%
0.9	9.24% to < 11.89%	14.79% to < 19.01%
1	11.89% to < 14.53%	19.01% to < 23.24%
1.1	14.53% to < 17.17%	23.24% to < 27.47%
1.2	≥ 17.17%	≥ 27.47%

Sub-Category 3B: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in locally developed courses (two factors).

3B – Enrolled in LD Courses; 1.3% of MOV		
Weight	Enrolled in LD Courses Grade 9 (40% of 3B)	Enrolled in LD Courses Grade 10 (60% of 3B)
0.8	< 16.15%	< 16.66%
0.9	16.15% to < 20.77%	16.66% to < 21.42%
1	20.77% to < 25.38%	21.42% to < 26.18%
1.1	25.38% to < 30%	26.18% to < 30.94%
1.2	≥ 30%	≥ 30.94%

Sub-Category 3C: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in alternative non-credit courses (K-courses) (two factors).

3C – Enrolled in alternative non-credit courses (K Courses); 1.5% of MOV		
Weight	Enrolled in K-Courses Grade 9 (40% of 3C)	Enrolled in K-Courses Grade 10 (60% of 3C)
0.8	< 4.89%	< 4.29%
0.9	4.89% to < 6.29%	4.29% to < 5.52%
1	6.29% to < 7.69%	5.52% to < 6.75%
1.1	7.69% to < 9.09%	6.75% to < 7.97%
1.2	≥ 9.09%	≥ 7.97%

MOV Categories 4 to 6

Categories 4 to 6 address each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs. These three categories are: Remote and Rural Adjustment, Indigenous Education Grant Adjustment and French-language School Board Adjustment.

Category 4: Remote and Rural Adjustment

The MOV's Remote and Rural Adjustment will provide school boards with funding based on 3 sub-categories/factors that align with the Remote and Rural allocation of the Geographic Circumstances Grant of the GSN – they are:

- Sub-Category 4A: Board enrolment, which recognizes that school boards with fewer pupils often have higher per-pupil costs for goods and services (one factor);
- Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence, which takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres. This component also recognizes that, much like remote school boards, French-Language school boards operating in minority language context face higher costs in obtaining goods and services (one factor); and
- Sub-Category 4C: School Dispersion, which recognizes the higher costs of providing goods and services to students in schools that are widely dispersed over the school board's geographic area (one factor).

Category 5: Indigenous Education Grant Adjustment

Each school board will receive a percentage of their Indigenous Education Grant's Per-Pupil Amount Allocation. This allocation estimates the percentage of Indigenous population in a school board, while guaranteeing a minimum funding amount to each school board (please refer to *2018-19 Technical Paper* for more details regarding the Indigenous Education Grant's Per-Pupil Amount Allocation). This complements the ministry's effort to better reflect each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs (one factor).

Category 6: French-Language School Board Adjustment

This category recognizes that boards operating in a minority language context have unique challenges supporting students with special education needs; while also recognizing board size. There are two factors in this category.

- Sub-Category 6A: Base amount of \$456,016.80 per board in a minority language context (one factor).
- Sub-Category 6B: Board enrolment, (one factor).

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$456,016.80. Its purpose is to enable boards to explore collaborative and integrated approaches to serving students with special education needs.

Multi-Disciplinary Supports Amount

The new Multi-Disciplinary Supports Amount will allow school boards to hire specialists, including registered social workers, psychologists, behavioural specialists and speech-language pathologists. This amount will support all students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs. There are two components in this amount:

a. Multi-Disciplinary Team Component

Funding will be provided for a Multi-Disciplinary Team for all boards (funding will be provided for up to four additional FTEs per school board), to build board capacity, support special education assessments and help teachers, educational assistants, and other staff better understand and respond to the unique needs of their students. The Multi-Disciplinary Team members should reflect local need, and could include any combination of a psychologist, behavioural specialist, speech-language pathologist, registered social worker, or a person in a position that requires similar qualifications.

Boards will generate funding for the Multi-Disciplinary Team component based on the number of new multi-disciplinary team members hired. Each new multi-disciplinary team member hired, up to a maximum of four, will generate \$98,575.63 for the school board.

If the cost of these new multi-disciplinary team members is less than the amount of funding generated, this unspent funding will be made available for other special education expenditures (broader special education envelope). Any eligible spending in excess of the funding for new multi-disciplinary team members will be included in the special education spending that will be measured against the broader special education envelope.

b. Other Staffing Resources Component

Funding will be provided to all school boards for other staffing to support students with special education needs. School boards have flexibility to use this funding for special education staffing that will address their local needs. This component will be allocated to school boards as per the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2018-2019 School Board Fiscal Year*, which is also included at the end of this memorandum.

SPECIAL EDUCATION PER-PUPIL AMOUNT (SEPPA) ALLOCATION *(Revised Summer 2018)*

For 2018-19, the ministry is investing a projected \$28 million in the Special Education Per-Pupil Amount Allocation. Funding will be provided to all school boards to assist with the costs of providing additional support to students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health needs. Funding will be allocated to school boards by increasing all three Special Education Per-Pupil Amount Allocation benchmarks to the following:

- \$1,007.08 per JK to Grade 3 student,
- \$773.57 per Grade 4 to 8 student, and
- \$510.73 per Grade 9 to 12 student.

All 72 school boards will see an increase in their Special Education Per-Pupil Amount Allocation funding for 2018–19 as a result of this new investment.

SPECIAL INCIDENCE PORTION (SIP) ALLOCATION *(Revised Summer 2018)*

The ministry is investing a projected \$2 million in the Special Incidence Portion for the 2018-19 school year through an increase in the maximum SIP amount per eligible claim. This investment is intended to support students with extraordinarily high needs to be successful in school, and it will support the staffing costs associated with addressing the health and safety needs of these students and others in their school. The maximum SIP amount per eligible claim will increase by 1.5 per cent over 2017-18 to \$27,405.

BEHAVIOUR EXPERTISE AMOUNT (BEA) ALLOCATION

In 2018–19, the Behaviour Expertise Amount (BEA) Allocation will have a new component: the Applied Behaviour Analysis (ABA) Training Amount (\$3 million). This funding was previously provided to school boards through the Autism Supports and Training Allocation in Education Programs – Other funding. Beginning in 2018–19 the BEA Allocation will have two components:

- ABA Expertise Professionals Amount (\$12.2 million); and
- ABA Training Amount (\$3 million)

ABA Expertise Professionals Amount

The use of ABA instructional approaches can support students with Autism Spectrum Disorder and other students with special education needs. The ABA Expertise Professionals Amount provides funding for school boards to hire board-level ABA expertise professionals.

The ABA Expertise Professionals Amount will support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating school boards' collaboration with community service providers, parents and schools; and support the transitions, collaboration and information sharing between community-based autism service providers, school staff and families.

ABA Training Amount

The ABA Training Amount will provide funding for training opportunities to build school board capacity in ABA. Since 2007, funding provided by the ministry has supported the successful implementation of Policy/Program Memorandum (PPM) 140, which provides direction to school boards to support their use of ABA as an effective instructional approach to support students with Autism Spectrum Disorder.

School boards are required to use the ABA Training Amount for the purpose of ABA training. The ministry expects school boards to:

- Strengthen capacity to deliver ABA instructional methods to students with Autism Spectrum Disorder and other students with special education needs;
- Strengthen capacity of ABA expertise professionals in coaching on ABA-based teaching strategies, coordinating ABA training and resources and facilitating collaboration between community partners and schools; and,
- Facilitate information sharing opportunities and contribute to professional learning communities at the board, region and provincial levels.

The ministry expects school boards to use the ABA Training Amount for:

- Professional development;
- Procurement or development of resources/programs; and
- Release time/supply costs for staff on training (Educational Assistants/Educators/school teams)

School boards should align their ABA training and other relevant activities with a list of training requirements communicated by the ministry to school boards in the memorandum from April 30, 2014 titled [Applied Behaviour Analysis \(ABA\) Training Requirements to support students with Autism Spectrum Disorder](#). The formal or informal training opportunities and/or mentoring on ABA should be practical and oriented at developing classroom educators' skills to apply and individualize ABA and should cover the following content:

- Behaviour;
- Functions of behaviour;
- Assessments and data collection to inform ABA instructional methods;
- Development, implementation and monitoring of effective Individual Education Plans and Transition Plans that incorporate ABA methods in a variety of educational settings; and
- Principles of ABA, with a focus on ABA instructional methods to support students with Autism Spectrum Disorder and other students who may benefit from it.

ABA Training Amount funding can only be used by boards for the purpose of ABA training. Any unspent ABA Training Amount funding must be reported in a deferred revenue account to be used for ABA training in future years.

CARE, TREATMENT, CUSTODY AND CORRECTIONAL AMOUNT

Beginning in 2018-19 this allocation, which was previously named the Facilities Amount, has been renamed the Care, Treatment, Custody and Correctional (CTCC) Amount. The CTCC Amount is provided to support approved education programs provided by boards in Care, Treatment, Custody, and Correctional Facilities. This funding amount was renamed to more accurately reflect the intention of the funds, and to make the naming consistent with ministry program documentation as well as district school board language.

CTCC Guidelines 2018-19

The Guidelines for the Care, Treatment, Custody and Correctional (CTCC) programs are reviewed and updated on an annual basis. Guidelines for 2018-19 have been released on the Ministry of Education's Financial Analysis and Accountability Branch website at the following link: [Guidelines for Approval and Provision of Care, Treatment, Custody and Correctional \(CTCC\) Programs 2018-19](#). The 2018-19 Guidelines set out program requirements and ministry expectations, roles and responsibilities as well as criteria for approval and funding and overall program delivery.

This funding supports school boards' provision of education programs to school aged children and youth in care, treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these education programs under a written agreement (Memorandum of Understanding) between the school board and the facility. The funding, which must be approved by the ministry, is used for recognized costs that include teachers, educational assistants, liaison administrative positions and classroom supplies.

Funding is reduced when the projected amount approved and paid to a school board is greater than the actual final expenditure incurred.

Additional funding is provided to school boards to help offset the accommodation costs of classrooms in care and/or treatment, and custody settings that operate in school board space. This funding is included in the School Operations Allocation.

Sincerely,

Original signed by

Claudine Munroe
Director
Special Education / Success for All Branch

cc. Special Education Advisory Committees

2018-19 DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
1.	Algoma District School Board	3,151,176	4,266,824	159,207
2.	Algonquin and Lakeshore Catholic District School Board	2,283,980	4,857,411	153,270
3.	Avon Maitland District School Board	1,807,387	6,950,979	187,974
4.	Bluewater District School Board	2,179,095	7,463,652	206,955
5.	Brant Haldimand Norfolk Catholic District School Board	1,853,101	4,262,110	131,246
6.	Bruce-Grey Catholic District School Board	1,174,680	2,060,488	69,434
7.	Catholic District School Board of Eastern Ontario	2,366,513	5,690,995	172,932
8.	Conseil des écoles publiques de l'Est de l'Ontario	3,648,217	5,860,673	204,082
9.	Conseil scolaire catholique MonAvenir	3,968,498	5,721,925	207,978
10.	Conseil scolaire catholique Providence	3,427,387	3,559,610	149,956
11.	Conseil scolaire de district catholique de l'Est ontarien	3,006,344	4,175,070	154,129
12.	Conseil scolaire de district catholique des Aurores boréales	1,143,031	321,705	31,436
13.	Conseil scolaire de district catholique des Grandes Rivières	3,080,593	2,678,592	123,605
14.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	4,830,765	8,441,990	284,863
15.	Conseil scolaire de district catholique du Nouvel-Ontario	3,402,075	2,678,692	130,507
16.	Conseil scolaire de district catholique Franco-Nord	1,589,490	1,280,861	61,604
17.	Conseil scolaire de district du Nord-Est de l'Ontario	1,865,376	958,680	60,611
18.	Conseil scolaire public du Grand Nord de l'Ontario	1,854,210	1,006,344	61,394
19.	Conseil scolaire Viamonde	3,731,990	4,046,432	166,942
20.	District School Board of Niagara	4,318,968	15,253,618	420,071
21.	District School Board Ontario North East	2,744,678	3,172,831	127,003
22.	Dufferin-Peel Catholic District School Board	8,052,564	28,685,298	788,476
23.	Durham Catholic District School Board	2,110,108	7,749,179	211,602
24.	Durham District School Board	7,590,810	26,440,750	730,393
25.	Grand Erie District School Board	3,298,953	11,278,136	312,857
26.	Greater Essex County District School Board	4,029,409	14,185,453	390,931
27.	Halton Catholic District School Board	3,234,842	12,070,668	328,490
28.	Halton District School Board	6,508,789	22,180,630	615,739
29.	Hamilton-Wentworth Catholic District School Board	3,099,987	11,733,666	318,363
30.	Hamilton-Wentworth District School Board	5,925,058	20,178,511	560,241
31.	Hastings and Prince Edward District School Board	2,494,736	6,781,225	199,083
32.	Huron Perth Catholic District School Board	1,144,066	1,985,445	67,166
33.	Huron-Superior Catholic District School Board	1,967,894	1,988,068	84,904
34.	Kawartha Pine Ridge District School Board	3,765,275	13,304,095	366,347
35.	Keewatin-Patricia District School Board	3,263,844	2,574,255	125,299
36.	Kenora Catholic District School Board	751,562	582,611	28,634
37.	Lakehead District School Board	2,737,757	3,688,137	137,914
38.	Lambton Kent District School Board	2,578,023	9,496,469	259,145
39.	Limestone District School Board	2,679,532	8,170,458	232,865
40.	London District Catholic School Board	2,174,888	8,006,005	218,505
41.	Near North District School Board	2,466,433	4,616,089	152,007
42.	Niagara Catholic District School Board	2,171,710	8,586,299	230,891
43.	Nipissing-Parry Sound Catholic District School Board	829,388	1,159,431	42,684
44.	Northeastern Catholic District School Board	990,012	1,010,559	42,937
45.	Northwest Catholic District School Board	903,938	543,911	31,074
46.	Ottawa Catholic District School Board	4,497,324	15,714,033	433,781
47.	Ottawa-Carleton District School Board	8,077,151	26,961,451	752,006
48.	Peel District School Board	16,705,478	53,291,210	1,502,284

Item	Column 1 Name of board	Column 2 Projected measures of variability amount, in dollars	Column 3 Projected special education statistical prediction model amount, in dollars	Column 4 Other staffing resources, in dollars
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,884,841	6,159,547	172,650
50.	Rainbow District School Board	3,355,599	5,520,170	190,494
51.	Rainy River District School Board	1,096,939	1,163,359	48,511
52.	Renfrew County Catholic District School Board	1,373,105	2,171,194	76,069
53.	Renfrew County District School Board	2,082,784	4,255,095	136,025
54.	Simcoe County District School Board	7,062,206	21,383,365	610,505
55.	Simcoe Muskoka Catholic District School Board	3,181,125	8,877,786	258,811
56.	St. Clair Catholic District School Board	1,789,542	3,694,560	117,701
57.	Sudbury Catholic District School Board	1,795,859	2,523,985	92,713
58.	Superior North Catholic District School Board	387,120	267,126	14,042
59.	Superior-Greenstone District School Board	656,788	630,630	27,631
60.	Thames Valley District School Board	8,834,899	31,477,791	865,200
61.	Thunder Bay Catholic District School Board	2,240,199	3,153,753	115,766
62.	Toronto Catholic District School Board	9,164,835	35,152,967	951,158
63.	Toronto District School Board	25,832,728	90,443,894	2,495,555
64.	Trillium Lakelands District School Board	2,325,200	7,695,507	215,067
65.	Upper Canada District School Board	4,104,970	11,945,352	344,476
66.	Upper Grand District School Board	3,720,531	13,215,739	363,490
67.	Waterloo Catholic District School Board	2,359,590	8,626,327	235,782
68.	Waterloo Region District School Board	7,487,413	23,850,067	672,572
69.	Wellington Catholic District School Board	1,542,235	2,925,720	95,892
70.	Windsor-Essex Catholic District School Board	2,227,074	7,891,650	217,170
71.	York Catholic District School Board	4,911,154	18,753,808	507,903
72.	York Region District School Board	12,108,241	43,953,579	1,203,211



MEMORANDUM

TO: The Honourable Lisa Thompson, Minister of Education

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board

DATE: 22 February 2019

RE: Engagement on Class Size

Thank you for the opportunity to provide input on class sizes in Ontario.

The Ottawa-Carleton District School Board is the largest school board in Eastern Ontario, with 148 schools serving over 70,000 students. The OCDSB is also one of the largest employers in the region.

The OCDSB has had the opportunity to review the submissions of both the Ontario Public School Boards' Association (OPSBA) and the Council of Ontario Directors of Education (CODE) with respect to the class size engagement. The OCDSB is in support of the positions made in those submissions and encourages the Ministry to incorporate these principles into any legislative amendments or policy changes.

The OCDSB's longstanding view has been that hard caps on individual class sizes do not provide the needed flexibility for schools to create the most effective learning environments for students. The District believes that the replacement of hard caps with board-wide averages more effectively allows schools to create learning environments that best meet student needs. This would permit principals to organize classes and class sizes based, in part, on the needs and characteristics of the students. This is difficult to achieve where hard caps are imposed.



MEMORANDUM

TO: The Honourable Lisa Thompson, Minister of Education

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board

DATE: 22 February 2019

RE: Engagement on Teacher Hiring Practices

Thank you for the opportunity to provide input on Ontario's teacher hiring practices.

The Ottawa-Carleton District School Board is the largest school board in Eastern Ontario, with 148 schools serving over 70,000 students. The OCDSB is also one of the largest employers in the region.

The OCDSB has had the opportunity to review the submissions of both the Ontario Public School Boards' Association (OPSBA) and the Council of Ontario Directors of Education (CODE) with respect to teacher hiring practice engagement. The OCDSB is pleased to support and adopt those submissions.

The OCDSB acknowledges that any hiring process for teachers should be transparent, fair and impartial. However, the overriding consideration of school boards when hiring teachers should be, as is set out in s.1(2) of Regulation 274/12, "the provision of the best possible program and the safety and well-being of the pupils." Using seniority as the overriding factor in hiring decisions is inconsistent with the spirit of that statement.

Beyond the concern with the reliance on seniority as the overriding factor in hiring decisions, Regulation 274/12 created operational challenges, including the need for multiple postings, increased movement of occasional teachers in and out of classrooms, and limitations on a principal's ability to select a teacher most suitable to a particular classroom need.

The OCDSB is of the view that Regulation 274/12 ought to be repealed, and all school boards should commit to implementing transparent, fair and equitable hiring practices, as outlined in OPSBA's submission.



MEMORANDUM

Memo No. 19-037

TO: Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board

DATE: 1 March 2019

RE: **Ministry Memorandum B06: Budget Planning Information for 2019-2020 Quoted in the Media**

I have attached a copy of Memorandum 2019: B06, which has been highlighted in various media today. Although dated February 28, 2019, we have only obtained a copy this morning.

You will note the memorandum indicates that further information will be provided "to the sector on or before March 15, 2019". In the meantime the memorandum advises school boards "to defer the annual processes of filling vacancies for retirements and other leaves....." and goes on to suggest that boards consider instituting a hiring freeze.

Staff is reaching out to others in the sector to consider the impact this might have on our own timelines. We will have further information to share before the Committee of the Whole meeting on Tuesday, March 5, 2019.

cc Senior Staff
Manager of Board Services
Corporate Records

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2**Ministère de l'Éducation**

Sous-ministre

Édifice Mowat
Queen's Park
Toronto (Ontario) M7A 1L2**2019: B06**

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Nancy Naylor
Deputy Minister

DATE: **February 28, 2019**

SUBJECT: **Budget Planning Information for 2019–20**

The ministry recognizes that school boards are beginning to prepare for the 2019-20 school year.

I am writing to you today to recommend that school boards exercise prudence in making hiring decisions in light of the upcoming Ontario Budget and the recent consultation on class size and hiring practices.

The government will be carefully reviewing the feedback received in the coming weeks and will continue to engage boards and labour partners on any plans and next steps.

School boards are advised to defer the annual processes of filling vacancies for retirements and other leaves related to teachers and other staff until the Minister of Education provides an update to the sector on or before March 15th.

As you are aware, in June 2018 the Ontario government implemented a hiring freeze. School boards may wish to institute similar measures.

The Ministry looks forward to working closely with you to facilitate planning for the next school year once further details are available.

Original signed by

Nancy Naylor
Deputy Minister

c: Chairs of Ontario District School Boards and Isolate Boards
School business officials

**Ottawa Student Transportation Authority (OSTA)
Meeting of the Board of Directors**

**Held on
Monday January 28th, 2019, 5:30 p.m.
Ottawa Student Transportation Authority
1645 Woodroffe Avenue, Ottawa (Nepean) – 1st Floor, Room 100/Teleconference**

REGULAR SESSION MINUTES

ATTENDANCE

President/Chairperson: John Curry

Directors: Camille Williams-Taylor
Lynn Scott (teleconference)
Jeremy Wittet
Lisa Schimmens
Denise Andre
Michael Carson (teleconference)

Absent: Donna Blackburn.

General Manager/C.A.O.: Vicky Kyriaco

Other: Joanne Glaser, Cornerstones.

Recording: Jeff Redmond, Controller

1. **Call to Order**

The meeting was called to order at 5:41 p.m. with John Curry in the Chair.

2. **Acknowledgement of First Nations**

The Ottawa Student Transportation Authority respectfully acknowledges that we are located on the ancestral, traditional and unceded Indigenous territory of the Algonquin Peoples, on whose territory we learn, play and work.

3. Declarations of Conflict of Interest

None.

4. Approval of Regular Session Agenda

Moved by: Denise Andre
Seconded by: Jeremy Wittet

THAT the Regular Session agenda be approved, as amended.

Carried

5. Resolve In Camera

Moved by: Lynn Scott
Seconded by: Jeremy Wittet

THAT the committee resolves In Camera.

Carried

Return to Regular Session at 6:40 p.m.

Regular Session Action Items

6. (a) Confirmation of Regular Session Minutes, December 10th., 2018

Moved by: Denise Andre
Seconded by: Lynn Scott

THAT the Regular Session minutes of December 10th, 2018 be approved.

Carried

(b) Business Arising from the Regular Session Minutes, December 10th., 2018

None.

7. Policy F15 Expense Reimbursement – Appendix A Update

Vicky Kyriaco presented a report requesting an update to current reimbursement rates for employee expenditures of meals and mileage rates, which have remained unchanged since 2011. Rates of both member Boards were reviewed along with Canada Revenue Agency mileage guidelines. Questions and answers were provided to the Board.

Moved by: Jeremy Wittet
Seconded by: Camille Williams-Taylor

THAT the OSTA Board of Directors approve to change OSTA's Expenditure Guideline Appendix A relating to reimbursement of mileage and meal expenses to reflect OCSB's current rates for these items, effective January 1, 2019.

Carried

Regular Session Information Items

8. Board Orientation

Vicky Kyriaco did a powerpoint presentation to provide an orientation for new OSTA directors. An organizational chart was provided for staff and responsibilities were outlined. Currently OSTA has approximately 70,000 students transported, which is the largest in Ontario. Procurement strategies were reviewed, along with budgetary and financial reporting and timelines. The strategic planning process was reviewed, along with communications and current issues. There were no questions.

9. Inclement Weather Protocol

Vicky Kyriaco presented a report on inclement weather protocol and issues. On January 21, 2019, air temperature was -27C with a wind chill over -37C. Ottawa Public Health issued a frostbite warning, and there were multiple media complaints that OSTA should have cancelled transportation services. OSTA's inclement weather protocol does not have any temperature threshold for cancellation of services. The weather protocol was reviewed in detail, along with delays and complaints that occurred on that particular day. Given recent feedback and level of interest in temperature thresholds, OSTA is conducting a policy and procedure review for cancelling services. A report would come back to the February board meeting. Questions and answers were provided.

The GM/CAO noted the time was now 7:00 pm, which is the threshold for the Board meeting length. There was unanimous consensus to continue the meeting.

10. School Bus Seat Belts

As a result of a recent highway coach tragedy, along with a media story from W5 on bus seat belts and safety, there is an independent bill currently being table by a Member of Parliament requiring school buses travelling on major highways to have seat belts for all occupants. Bill 56, Keeping Students Safe on School Buses has passed its second reading and has been referred to the Standing Committee on Social Policy. On January 21, 2019, the Transport Minister announced a task force to look into the many issues related to use of seat belts on buses. OSTA will monitor ongoing actions and will report back when more information is available. There were no questions.

11. School Bus Safety

As part of its school bus safety program, OSTA monitors and encourages schools to run school bus evacuation drills with bus operators and book busing safety presentations through Intertrain. A report was provided outlining year to date figures for bus evacuations and the school safety training sessions. The cost for sessions provided by Intertrain are reimbursed to the Boards from the Ministry, capped at 50% of the student body for each of 2 years. OSTA continues to follow up with schools on these activities.

12. Draft AGM Minutes December 10, 2018

The OSTA Board approves minutes from the prior year Annual General Meeting as part of the current year Annual General Meeting. Due to the length of time between these meetings (one year), the draft minutes are prepared for review in order to highlight any errors or omissions. After review, no errors or omissions were noted and these draft minutes will now move forward to the 2019 AGM for approval.

13. OSTA Update for January 2019

Vicky Kyriaco reviewed the January update. Questions and answers were provided for the Board. She noted that the staff PD day for staff had been successful.

14. Long Range Agenda

The long range agenda was presented. Explanation was provided on Traffic Management, seeking approval at the OCSB to deputize a safety officer on school sites. Discussion on insurance and a new Tornado policy occurred, along with clarification that eligibility and bell time reviews would be premature at this time. The GM/CAO suggested bringing the consultation policy forward in the near future.

15. New Business, Regular Session

None.

16. Meeting Schedule

Future Board meeting Dates:

February 25, 2019
March 25, 2019
April 29, 2019 – Public Meeting
May 27, 2019
June 26, 2019*
August 26, 2019

Nb: - * indicates optional meeting dates, dependant on agenda requirements.

17. Adjournment

Moved by: Denise Andre
Seconded by: Jeremy Wittet

THAT the Regular Session meeting adjourn at 7:16 p.m.

Carried

Signature

Title

Signature

Title

LONG RANGE AGENDA

March 2019

Board Professional Development Session 05 March	Committee of the Whole 05 March	Committee of the Whole 19 March	Board 26 March	Statutory Committees
Action Items: <ul style="list-style-type: none"> Academic Staffing 	Action Items: <ul style="list-style-type: none"> Notice of Motion, Trustee Blackburn Re: Cap on Trustee Carryforwards Notice of Motion, Trustee Blackburn Re: Letters to Minister/OPSBA re: Service to Students with Autism 	Action Items: <ul style="list-style-type: none"> 2019-2020 Academic Staffing OPSBA Policy Resolutions 	Action Items: <ul style="list-style-type: none"> Reports from COW 05 and 19 March 2019 OPSBA Policy Resolutions Adoption of EDC By-Law Charges (deferred from 26 February) 	<p><u>Parent Involvement Committee</u> No Scheduled Meeting</p> <p><u>Special Education Advisory Committee</u> 06 March</p> <ul style="list-style-type: none"> 2019-2020 Budget LDAO-C Presentation Academic Staffing <p><u>Audit Committee</u> 27 March</p> <ul style="list-style-type: none"> Strategic Enterprise Risk Management Framework
	Discussion Items: <ul style="list-style-type: none"> 2019-2020 Academic Staffing 	Discussion Items: <ul style="list-style-type: none"> Multi-Year Energy Management Plan 	Discussion Items: <ul style="list-style-type: none"> Report from OPSBA Representatives (if required) 	
	Reports from Statutory Committees <ul style="list-style-type: none"> PIC, 20 February IEAC, 21 February SEAC, 25 February 	Reports from Statutory Committees	Monitoring Items: <ul style="list-style-type: none"> Board Work Plan 	

Weekly Information Memos: <ul style="list-style-type: none"> Play Structure & Playground Funding Allocation 2019 Call for OPSBA Policy Resolution Grants for Student Needs 	Weekly Information Memos Cont'd: <ul style="list-style-type: none"> 2018 Statistical Report to Information and Privacy Commissioner Staffing Memo Pilot Project for Interest Academy/Guide to Supporting Gifted Students in the Regular Classroom
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LONG RANGE AGENDA

April 2019

Committee of the Whole 02 April	Trustee PD Session 11 April 2019	Committee of the Whole Budget 16 April (tbc)	Committee of the Whole 16 April	Board 23 April	Trustee PD Session 30 April (tbc)	Statutory Committees
Action Items: <ul style="list-style-type: none"> Base Rates for Third-Party Providers (tbc) Operational Review for Identification, Placement and Assessment of Special Education Students 	Action Items:	Action Items:	Action Items: <ul style="list-style-type: none"> Notice of Motion, Trustee Scott Re: Establishment of Advocacy Committee as a Special Purpose Committee Board Member Code of Conduct P.073.GOV 	Action Items: <ul style="list-style-type: none"> Reports from COW 02 and 16 April 		<u>Parent Involvement Committee</u> 17 April <ul style="list-style-type: none"> Strategic Plan PRO Grant Application Parent Conference Planning <u>Special Education Advisory Committee</u> 10 April <ul style="list-style-type: none"> SEAC and the Budget Operational Review for Identification, Placement and Assessment of Special Education Students (TBC) Pilot Project for Elementary Gifted Program Delivery <u>Audit Committee</u> 25 April
Discussion Items: <ul style="list-style-type: none"> Employee Well-Being: Promoting a Healthy Workplace (SBCI Data) 	Discussion Items: <ul style="list-style-type: none"> Strategic Plan 	Discussion Items: <ul style="list-style-type: none"> Budget Update 		Discussion Items: <ul style="list-style-type: none"> Report from OPSBA Representatives (if required) 	Discussion Items: <ul style="list-style-type: none"> Strategic Plan 	
Reports from Statutory Committees <ul style="list-style-type: none"> SEAC, 06 March 			Reports from Statutory Committees <ul style="list-style-type: none"> ACE, 28 March Audit, 27 March 	Monitoring Items: <ul style="list-style-type: none"> Board Work Plan 		

Weekly Information Memos:

- P/V/P Transfers
- Summer Work in School Buildings

Weekly Information Memos Cont'd:

- Grants for Student Needs
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LONG RANGE AGENDA

May 2019

Committee of the Whole 07 May	Committee of the Whole Budget 13 May	Committee of the Whole 21 May	Board 28 May	Committee of the Whole Budget 29 May	Statutory Committees
Action Items: <ul style="list-style-type: none"> 	Action Items: <ul style="list-style-type: none"> Presentation of Staff Recommended Budget 	Action Items: <ul style="list-style-type: none"> 	Action Items: <ul style="list-style-type: none"> Reports from COW 07 and 13 May 	Action Items: <ul style="list-style-type: none"> Delegations Meeting 	<u>Parent Involvement Committee</u> 17 April <ul style="list-style-type: none"> Draft PIC Annual Report Finalize PIC Regional PRO Grant Application Planning for 2019-2020 School Year <u>Special Education Advisory Committee</u> 15 May <u>Audit Committee</u> 22 May <ul style="list-style-type: none"> Student/Visitor Incidents Reported to OSBIE
Discussion Items: <ul style="list-style-type: none"> Indigenous Education Report Update on Relocation of Rideau HS Students to Gloucester HS Strategic Plan (Draft) 	Discussion Items: <ul style="list-style-type: none"> Budget Update 	Discussion Items: <ul style="list-style-type: none"> Capital Priorities 2019 	Discussion Items: <ul style="list-style-type: none"> Report from OPSBA Representatives (if required) 	Discussion Items: <ul style="list-style-type: none"> 	
Reports from Statutory Committees <ul style="list-style-type: none"> SEAC, 10 April 		Reports from Statutory Committees <ul style="list-style-type: none"> ACE, 25 April IEAC, 18 April PIC, 17 April 	Monitoring Items: <ul style="list-style-type: none"> Board Work Plan 		

Weekly Information Memos:

- Student Suspension Memo
- Budget Questions and Answers

Weekly Information Memos Cont'd:

- Student Trustee Election Results for 2019-2020
- Student Transfer Memo