



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



NOTICE OF MEETING
Special Education Advisory Committee
Wednesday, 6 March 2019
Trustees' Committee Room
7:00 pm

COMMITTEE MEMBERS

Trustee Members:

Christine Boothby
Trustee, Zone 2

Rob Campbell
Trustee, Zone 5

Lyra Evans
Trustee, Zone 9

Member Association Representatives:

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

Down Syndrome Association,
Mark Wylie, Member;

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

Easter Seals Ontario,
(Vacant)

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

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

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

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

Community Representatives:

Rob Kirwan

Susan Cowin

Sonia Nadon-Campbell

ASSOCIATION REPRESENTATIVES (NON-VOTING):

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

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

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

Council for Exceptional Children,
Vacant

Ottawa-Carleton Elementary Operations
Committee, Nancy Dlouhy

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

Student Senate, Anna Dahlgren

STAFF:

Peter Symmonds, Superintendent of Learning Support Services

DISTRIBUTION:

All Board Members

Senior Administration

Auditor

ABOUT SPECIAL EDUCATION ADVISORY COMMITTEE:

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

SPECIAL EDUCATION ADVISORY COMMITTEE WEBSITE:

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

ABOUT THE SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA:

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

HOW TO APPEAR AS A DELEGATION:

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



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, March 6, 2019, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Pages

1.	Call to Order	
2.	Approval of the Agenda	
3.	Delegations	
4.	Member Information	
4.1	Presentation from Learning Disabilities Association of Ottawa-Carleton (LDAOC)	
5.	Department Update	
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8.1	Advisory Committee on Equity	

8.2 Parent Involvement Committee

8.3 Board

8.4 Committee of the Whole

8.5 Committee of the Whole Budget

9. New Business

10. Adjournment

Equipment

Purpose of the Standard

To inform the Ministry, Board staff members and other professionals, and parent(s) about the provision of individualized equipment for some students with special needs

General Overview

Special Equipment Amount may originate from two sources:

- Special Equipment Amount Per Pupil Amount and;
- Non-Computer-Claims Based

Special Equipment Amount Per Pupil Amount (Computers)

component supports the purchase of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment, in accordance with this guideline.

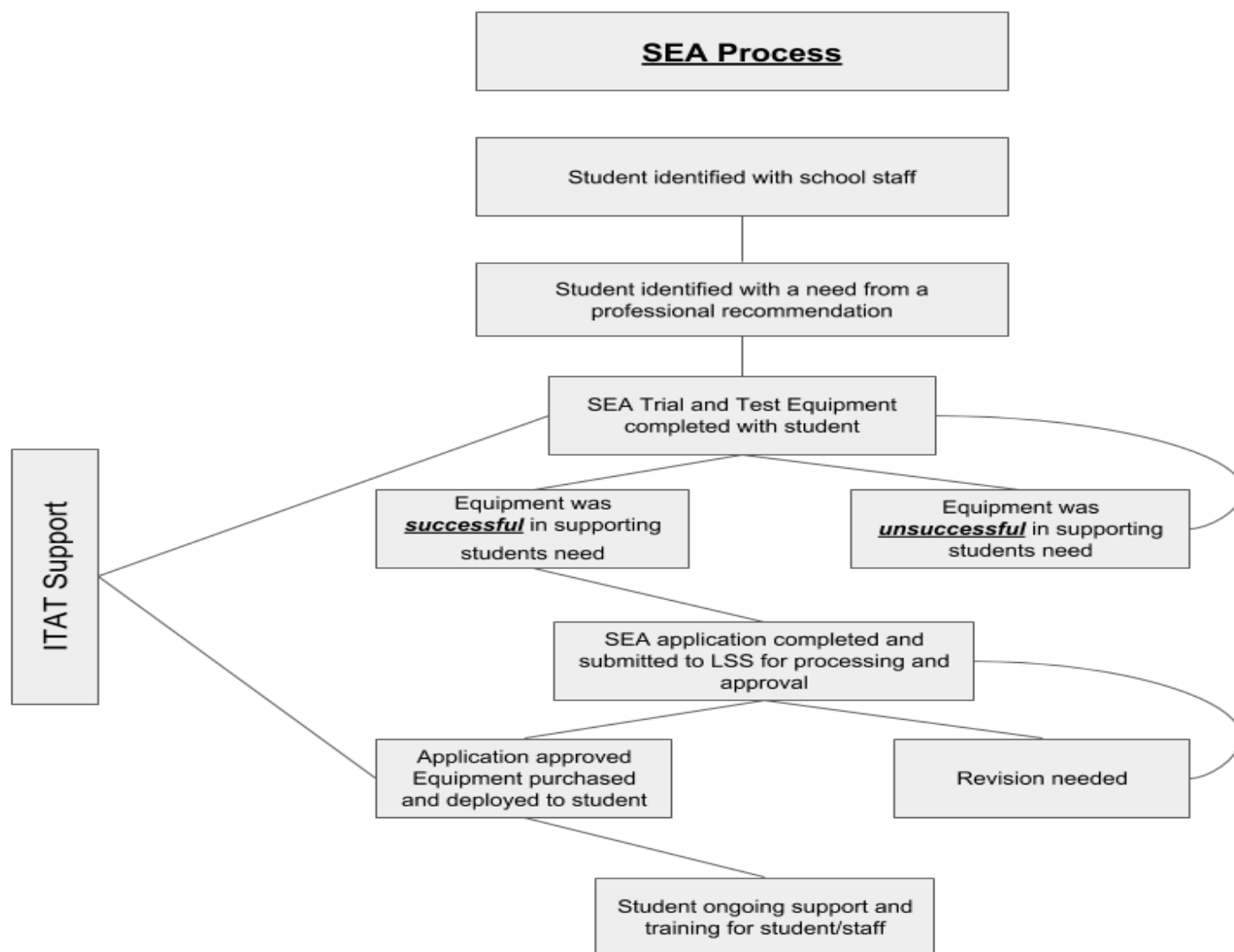
SEA Claims-Based funding (Non-computers) is accessed through a claims-based process and supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, vision, personal care and physical assist equipment. Boards are responsible for the first \$800 in costs for SEA Claims-Based funding per student per year.

Examples of Specialized Equipment for Use at School

The OCDSB strives to ensure that specialized equipment is provided for students who require such equipment in order to benefit from instruction. Specialized equipment for use at school include:

- Sensory equipment
- Hearing support equipment
- Vision support equipment
- Personal care support equipment
- Physical assists support equipment
- Computer and software related equipment





Funding Information and Allocation for Specialized Equipment

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school. All equipment purchased through SEA



funding is the property of OCDSB, who reserves the right to make the final decision in purchasing, and allocating equipment for students. The OCDSB consistently researches and purchases the most current equipment (i.e. technology) to assist students. The OCDSB reserves the right to reassign SEA purchased equipment.

Determination of Need

The determination of need is based upon a recommendation by a qualified practitioner, as listed in the Special Equipment Amount (SEA) guidelines, with input by school staff. The recommendation is based on equipment deemed essential to the student in order to access the curriculum as outlined in the IEP. Outside agencies may also assist with identifying equipment required by a student.

Required Documentation

Each SEA claim must include:

1. an assessment report from an appropriately qualified practitioner including a description of the condition the particular equipment is intended for, and a functional recommendation regarding the specific types of equipment essential for the student to access the curriculum
2. a copy of the quotes(s) and/or product identification of the equipment proof to be purchased (non-computer)
3. a current copy of the student's IEP signed by principal
4. an action plan from the school plan indicating the integration of the equipment into the student's program during a trial period
5. a consent form to release the report from the qualified practitioner
6. a copy of the student's report card (Per Pupil Amount only)

Eligible Specialized Equipment for Claims Based Funding

All equipment costs must be specialized equipment for individual or groups of students for use at school. Examples of such equipment are:

- Speech analyzers
- FM microphone systems for DHH students)
- Print enlargers (for low vision)
- Sound Amplification systems
- Computer hardware/software
- Individually modified desks or work tables
- Braille writers
- Symbol or letter voice translators
- Insulated booths and study carrels
- Communication aids (e.g., Boardmaker, speech synthesizers)
- Positioning devices



Portability

Equipment purchased by a school board with SEA funding is portable and may move with the student from school to school or from board to board within Ontario. If a student leaves the province, the equipment stays with the Board to be reallocated as needed.

Ministry Review

The Ministry of Education may conduct classroom, school and board visits of selected claims and reviews all required documentation in support of those selected SEA claims. The review ensures that the equipment is operational, in good repair and in regular use by the student. The Ministry also expects that the students and staff are able to operate the equipment properly and effectively

Itinerant Teachers of Assistive Technology (ITAT)

The Itinerant Teachers of Assistive Technology work with students and staff to support the integration of assistive devices. This support includes device/tool training as well as best implementation practices.

Ottawa-Carleton District School Board Special Education SEA claim – April 30, 2018

(School Year 2017-2018)

In the 2017-2018 SEA year (May 1, 2017 – April 30, 2018) the OCDSB processed the following number of applications.

Claim Types	Number of students	Dollar Amounts Spent
Computers and support components (PPA)	821	\$ 1,108,614.00
Training		\$ 731,017.04
Technician		\$ 140,751.24
Total		\$ 1,980,382.28



Non Computer (Claims)		\$ 0.00
Number of students Below 800\$	182	\$ 121,644.44
Number of students Above \$800	173	\$ 675,413.12
Other Expenses		\$ 7,591.86
Total Spent	355	\$ 804,649.42

Appendix

[Ministry Guidelines 2017-18](#)



Educational and Other Assessments

Purpose of the Standard

To provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs and the ways in which assessments are used.

Overview of Scheduled School and Board Assessment Practices

The assessment process in the Ottawa-Carleton District School Board is multifaceted and includes the following:

School-Level Assessments

- teacher-developed assessments, including observation
- educational assessments by appropriate staff to identify student needs
- curriculum services supported assessments

Board-Level Assessments

- assessments to facilitate consistency of grading across the system
- norm-referenced achievement and abilities testing to assist in identifying students with special program or placement needs
- professional assessment (psychological, social work, speech and language, behaviour) to identify students' strengths and needs for appropriate program and placement

Provincial Assessments

- assessments to determine if students have acquired sufficient skills to move toward graduation (at secondary)
- assessment to measure progress towards the attainment of curriculum expectations and standards
- reading, writing and numeracy assessment as prescribed by the Ministry of Education

National and International Assessments

- to provide context for achievement results of OCDSB students in relation to populations outside the limits of the board



Testing Schedule: 2018 – 2019

EQAO Assessments

Grade 3 & 6 Assessments	May 22 to June 4, 2018
Grade 9 Math	January 15- January 26, 2018 and June 5 to June 18, 2018
Grade 10	Literacy Test April 10, 2018

National and International Assessments with a 3 – 5 Year Administration Cycle

Grade	Source	Test/Assessment	Next Admin.
10	PISA	Programme for International Student Assessment	Spring 2018
4, 8	TIMSS	Trends in Mathematics and Science Study (sample of students in each grade)	Spring 2019

Notes:

Testing materials and costs related to moderation of student work will be provided at Board expense and results will be reported centrally for the District-wide Evaluations in English (4U, 4C) and Math (2P, 2D)

Optional Tests and Assessments

Ages	Test/Assessment	Admin. Time
Ages 7–18	Canadian Cognitive Abilities Test – CCAT 7 (levels 1 & 2)	Level 1 & 2: 120 min. Level A-H: 150 min
Ages 7–18	Canadian Achievement Test – CAT/4 (levels 10-22)	Level 10: 100 min. Level 11: 85 min. Level 12: 215 min. Level 13: 235 min. Level 14-18: 230 min. Level 19: 230 min. Level 20-22: 310 min.
Ages 5-18	Gates-MacGinitie (Reading Test)	PRE: 85-105 min. R: 55-70 min. Level A-F: 55 min.

Notes:

These optional tests are available upon request through Quality Assurance division.

Teachers must have special education qualifications in order to carry out educational assessments. Behavioural and psychological assessments are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario. Social work assessments are conducted by social workers who are registered with the Ontario College of Social Workers and Social Service



Workers. Speech/Language assessments are conducted by registered members of the College of Audiologists and Speech-Language Pathologists of Ontario.

To determine appropriate programming and/or placement the following assessments may be administered:

Educational Assessments

- are used to determine appropriate programming for students experiencing difficulty
- may include norm-referenced achievement testing to assess acquisition of basic academic skills
- may be required for a student to be referred for an individual assessment by Learning Support Services personnel
- are required for a student to be considered for an IPRC meeting
- include reports containing background information, current learning strengths and needs, a summary of recommendations (e.g. in-class program accommodation and/or modification, resource support, etc.)

Psychological Assessments

- are based on current and historical information
- include standardized psychological tests, observations, interviews with student, professional judgment, clinical skills, multi-disciplinary discussion and consultation with parent(s)/guardian(s) to gain insight into a student's overall functioning including behaviour, personality, intellectual profile, learning style and achievement
- are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario or psychoeducational consultants who are supervised by psychologists

The legislative underpinning supporting this service delivery model includes the *Regulated Health Professionals Act (RHPA), 1991, the Psychology Act, 1991 and the Health Care Consent Act, 1996*

Social Work Assessments

- are based on current and historical information
- focus on the social emotional development of the student
- include the student's functioning within the context of their family and environment
- involve a psycho-social analysis and the formation of a plan of intervention that looks at the student in the context of family, school and community
- are conducted by social workers who are members of the Ontario College of Social Workers and Social Service Workers

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



Speech/Language Assessments

- address the development of oral and written language skills as emphasized in the Ontario curriculum
- may be needed to augment educational assessment
- may include one or more of the following areas: receptive and expressive language skills, metalinguistic skills (e.g., phonemic awareness), social communication, and cognitive-communication. Screening for speech sound production, fluency as well as voice and resonance disorders may be conducted to evaluate the appropriateness for a referral to access additional services through Local Health Integration Network
- are conducted by speech-language pathologists who are members of the College of Audiologists and Speech-Language Pathologists of Ontario

As the Ontario curriculum emphasizes both oral and written language skills (e.g., listening, understanding, speaking, reading and writing) some students may require a speech-language pathology assessment.

The legislative underpinning supporting Speech-Language Pathology services includes the *Regulated Health Professionals Act (RHPA), 1991* and the *Audiology and Speech-Language Pathology Act, 1991*. The *Interministerial Guidelines for the Provision of Speech and Language Services, 1988* is also followed in determining type and level of service provided.

It is the Ottawa-Carleton District School Board practice to accept assessments accompanying students from other jurisdictions and apply them to the Ottawa-Carleton District School Board criteria when a student is being considered for a specialized program or service. The assessments must be conducted by a qualified assessor (according to the standards set by each profession in Ontario). Medical information pertinent to accommodation of the student is directed to the school principal. Parent(s)/guardian(s) sign a release form to permit the exchange of information between outside agencies/authorities and OCDSB personnel

Confidentiality and Rights to Privacy

- Written and informed parental/guardian consent must be obtained for the Canadian Cognitive Abilities Test, psychological, social work, behavioural and speech-language pathology assessments for students under the age of 18.
- Informed consent is obtained for educational assessments for students under 18 years of age.
- Information can only be shared with outside agencies and other professionals with written parental consent or with written consent from the student if he/she is 18 years of age or older.
- Third party confidential reports are the responsibility of the professional to whom they are released.
- Third party confidential reports are filed in the OSR, or with Learning Support Services, according to parental consent.



- Learning Support Services staff will obtain parental consent to communicate third party report information to the schools.

Assessment Results

Assessment results are provided to parent(s)/guardian(s) through:

- meetings with parent(s)/guardian(s) and appropriate school and/or board personnel as required
- written reports

Assessment information is collected under the authority of the Education Act, and will only be used to plan and evaluate a student's program. The information is confidential and access will be limited to those employees who have an administrative need, the student, and parent(s)/guardian(s) of a student who is under 18 years of age.

Wait List for Learning Support Services

- The OCDSB utilizes a multi-disciplinary team approach to prioritize students on the wait list. "Wait Lists" are established to indicate the number of students waiting for educational, psychological, behavioural, speech-language and social work assessments
- Students are prioritized for assessments on the basis of need
- These data are collected annually.

*****This data is currently being collected, therefore, this section will be updated and included when the data collection process is complete.***



Educational, Speech Language and Psychological testing materials used in the Ottawa-Carleton District School Board may include, but are not limited to, the following:

- Adaptive Behavior Evaluation Scale (ABES)
- Achenbach Child Behaviour Checklist
- Adaptive Functioning Index
- Adolescent Mental Health Questionnaire (APS)
- Adolescent Personality Questionnaire (APQ-16PF)
- Asperger's Syndrome Diagnostic Scale (ASDS)
- Assessing Semantic Skills Through Everyday Themes (ASSET) (000207) 1988
- Attendance Review Template
- Autism & POD Basic Reading Comprehension (000690) 2003
- Battelle Developmental Inventory
- Beck Depression Inventory (BDI-II)
- Beck Youth Inventories
- Behavior Assessment for Children (BASC and BASC-2)
- Behavior Rating Inventory of Executive Function (BRIEF)
- Bender-Gestalt II - Test of Visual Motor Integration
- Bracken Basic Concept Scale (BBCS) (000118) 1984
- Bracken Basic Concept Scale Third Edition Receptive (000611) 2006
- Bracken Concept Development Program (000788) 1986
- Brigance Comprehensive Inventory of Basic Skills
- Brown Attention Deficit Disorder Scales (Brown ADD Scales)
- California Verbal Learning Test – Children's Version (CVLT-C)
- Carolina Picture Vocabulary Test (CPVT) (001686) 1985
- Canadian Test of Basic Skills (CTBS)
- Childhood Autism Rating Scale (CARS)
- Childhood Trauma Questionnaire (CTQ)
- Children's Academic Intrinsic Motivation Inventory (CAIMI)
- Children's Inventory of Anger – Autoscore Form (ChIA)
- Children's Memory Scale (CMS)
- Children's Depression Inventory (CDI)
- CELF 4 Scoring and Report Assistant (000902) 2004
- CELF 4 Screening Test (000692) 2004
- CELF – 5
- CELF – 5 Digital
- CELF - Metalinguistics
- CELF Preschool 2 (000013) K 2004
- CELF-R screening test (000076) KPJI 1989
- Comprehensive Executive Function Inventory (CEFI)
- Comprehensive Test of Phonological Processing (CTOPP) (000068) 1999
- Conners 3, Parent/Teacher/Self Report
- Conners' Adult ADHD Rating Scales (CAARS)
- Conners' Behavioural Rating Scale (CBRS)
- Continuous Visual Memory Test (CVMT)



- Coping Inventory for Stressful Situations (CISS)
- Crystal Bay Early Developmental Milestones (000599) 2004
- Crystal Bay Inch Interaction Checklist (000603) 1991
- Culture-Free Self-Esteem Inventories – Third Edition (CFSEI-3)
- Draw a Person – A Quantitative Scoring System (DAP and DAP:QSS)
- Delis-Kaplan Executive Function System (D-KEFS)
- Detroit Tests of Learning Aptitudes (DTLA-2) (000289) 1985
- Developmental Profile – Version 3 (DP-3)
- Developmental Test of Visual Motor Integration (VMI Beery)
- Devereaux Elementary School Behavior Rating Scale
- Diagnostic Assessment for Reading and Writing (I PAL-I1) (001337) 2007
- Differential Screening Test for Processing with CD (000390) 2006 SEK
- Dissociative Index (DES)
- Emotional Quotient-Inventory: Youth Version (BarOn EQ-i: YV)
- The Expressive Language Test (000182) 1998
- Expressive One Word Picture Vocabulary Test –Revised (EOWPVT-R) (000210) KPJ 1990
- Expressive One Word Picture Vocabulary Test (EOWPVT Upper-Extension) (000072) 1983
- Expressive One Word Picture Vocabulary Test (4th Edition)
- Fisher-Logemann Test of Articulation Competence (000143)
- The Fisher-Logemann Test of Articulation Competence (000410) 1971
- French Immersion Achievement Test (FIAT)
- Funnel Towards Phonics! Language and Reading Skills (PSU) (000634) 2004
- Gilliam Autism Rating Scale (GARS)
- Gifted Rating Scales (GRS)
- Goldman Fristoe 2 Test of Articulation (Jr LLD) (000685) 2000
- Goldman Fristoe – 3
- Goldman Fristoe – Test of Articulation (3rd Edition)
- Group Techniques with Materials
- Hare Psychopathology checklist Youth (HARE PCL:YV)
- Hodson Assessment of Phonological Patterns Third Edition (HAPP 3) 2004
- How I Think Questionnaire (HIT)
- The Intermediate Phonological Awareness Profile (000543) 2001
- Jesness Inventory – Revised
- Khan-Lewis Phonological Analysis (3rd Edition)
- Language Links Syntax Assessment & Intervention + CD (C SK LLD) (001329) 2007
- Language Processing Test Elementary (LPT 3) (000176) 2005
- Language Processing Test Revised (000024) PJ 1995
- Language Use Inventory
- Learning Disabilities Diagnostic Inventory (LDDI)
- Leiter-R Performance International Scale-revised
- Let's Talk Inventory for Children (000297) 1987
- The Lindamood Phoneme Sequencing (Jr LLD) (000286) 1998
- The Listening Comprehension Test 2 (000693) 2006



- The Listening Test (000209) PJ 1992
- MacArthur-Bates Communicative Development Inventories (001713) 2007
- Metropolitan Readiness Test - sixth edition
- Million Adolescent Clinical Inventory (MACI)
- Million Adolescent Personality Inventory (MAPI)
- Mini-Battery of Achievement (MBA)
- Minnesota Multiphasic Personality Inventory for Adolescents (MMPI-A)
- Mullen Scales of Early Learning – AGS Edition – Record Form (MULLEN)
- Multidimensional Anxiety Scale for Children – 10 items (MASC-10)
- Multidimensional Anxiety Scale for Children – 39 questions (MASC)
- Naglieri Nonverbal Ability Test (NNAT)
- Nelson-Denny Reading Test – Vocabulary Comprehension Reading Rate
- Neuropsychological Development in Children (NEPSY)
- Neuropsychological Development in Children – Second Edition (NEPSY-II)
- Nipissing District Developmental Screen
- Oral/Written Language Lab (000901) 1980
- PAC The Listening Comprehension Test 2 (001121) 2006
- Parenting Relationship Questionnaire (PRQ)
- Peabody Individual Achievement Test (PIAT-R)
- Peabody Picture Vocabulary Test 3rd Edition (PPVT-III) (000070) 1997
- Peabody Picture Vocabulary Test 4th Edition – Forms A & B (PPVT4)
- Pervasive Developmental Disorders Behavior Inventory (PDDBI)
- Piers-Harris 2
- Phonological Awareness Test (000022) 1997
- The Phonological Awareness Test and Profile (000276) 1997
- Pre-Reading Inventory of Phonological Awareness (PIPA) (000999) 2003
- Preschool Language Assessment Instrument
- Preschool Language Assessment Instrument Second Edition (Pr LLD) (PLAI 2) (001122) 2003
- Preschool Language Scale 3 (PLS 3) (000228) K 1992
- Preschool Language Scale (PLS 4) (000035) KP 2002
- Process Assessment of the Learner (PAL and PAL II, second edition)
- Rapid Automatic Naming Charts (REF) (000405) 1998
- The Renfrew Language Scales – Word Finding Vocabulary Test (001271) 2006
- Revised Children's Manifest Anxiety Scale: Second Edition (RCMAS-2)
- Revised Token Test (RYE) (000287) 1978
- Rey Complex Figure Test and Recognition Trial (RCFT)
- Reynolds Adolescent Depression Scale – 2nd Edition (RADs-2)
- Reynolds Child Depression Scale (RCDS)
- Roberts Apperception Test for Children
- Rotter Incomplete Sentences Blank-II (RISB-II)
- Scales of Independent Behaviour – revised (SIB-R)
- Sentence Completion Series (SCS)
- Slosson Oral Reading Test
- Social Emotional Evaluation Kit



- Social Language Development Test Elementary (001672) 2008
- Social Work Assessment Template
- SQ Write Teacher Kit
- Staic How I feel Questionnaire (STAIC)
- Stanford Binet Intelligence Scale - fifth edition
- State-Trait Anger Expression Inventory – 2nd Edition (STAXI-2)
- Strong Narative Assessment Procedure (000208) KPJ 1998
- Structured and Exploratory/Counselling Interviews
- Structured Photographic Articulation Test 2 Dudsbe (SPAT-D 2) (000155) 2001
- Structured Photographic Expressive Language Test (SPELT-3) (000025) KPJ 2003
- (SPELT-II) (000026)
- (SPELT-P) (000027)
- Stuttering Severity Instrument for Children and Adults (UTh SSI-3) (001724) 1994
- Suicide Probability Scale (SPS)
- Teaching Resources Corporation Fokes Sentence Builder
- Test of Adolescent and Adult Language (TOAL-3) (000295) 1994
- Test of Adolescent/Adult Word Finding (TAWF) (000949) 1990
- Test of Adolescent Language A Multidimensional Approach (TOAL) 1984
- Test of Aided-Communication Symbol Performance & CD (TASP) (001007) 2006
- Test for Auditory Comprehension of Language (TACL-3) (000038) KP
- (TALC-R) (000300) 1985
- Test of Auditory Processing Skills – 3rd Edition (TAPS-3) (000127) KPJIHS 2005
- Tests de Langage (French) (TLDD) (000206) 1980
- Test of Language Competence – Expanded Edition (TLC-E) 1989
- Test of Language Development-2 Primary (TOLD-2) (000288) 1988
- Test of Language Development (Intermediate) (TOLD-I:4) (001607) 2008
- Test of Language Development (Intermediate) (TOLD-13) (000039) 1997
- Test of Language Development (Primary) Second edition (TOLD-F:2) (000290) 1988
- Test of Language Development (Primary) (TOLD-P:3) 1997
- Test of Language Development (Primary) (TOLD-P:4)
- Test of Memory and Learning (TOMAL) (000205) 1994
- Test of Narative Language (TNL) (000152) 2004
- Test on Nonverbal Intelligence – third edition (TONI-3)
- Test of Pragmatic Language (TOPL) (000203) 1992
- Test of Pragmatic Language (Jr LLD TOPL) (000688) 1992
- Test of Problem Solving Adolescent (TOPS 2) (001018)
- Test of Problem Solving 3 Elementary (TOPS 3) (000140) 2005
- Test of Reading Comprehension (Jr LLD TORC-3) (000175) 1995
- Test of Semantic Skills- Intermediate (TOSS-I) (000156) 2004
- Test of Semantic Skills- Primary (TOSS-P) (000029) KP 2002
- Test of Word Finding Second Edition (Pr LLD) (TWF-2) (001120) 2000
- Test of Written Language 3rd Edition (TOWL-3) (000686) 1996
- Test of Written Spelling fourth edition (TWS-4)
- Test of Word Finding (TWF) (000294) 1986
- Test of Word Finding Second Edition (TWF-2) (000154) 2000



- The Renfrew Language Scales – Bus Story Test (Revised)
- The Token Test for Children (000016) 1978
- Trauma Symptom Checklist for Young Children (TSCYC)
- Universal Non-verbal Intelligence Test (UNIT)
- Utah Test of Language Development-3 (UTLD) (000283) 1989
- Vineland-II Adaptive Behaviour Scales
- Visual Aural Digit Span Test (VADS) – Test Scoring Sheet
- VMI – Beery VMI-5th Edition – Developmental Test of Visual-Motor Integration
- Wechsler Adult Intelligence Scale-Fourth Edition, English or French (WAIS-IV)
- Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
- Wechsler Fundamentals: Academic Skills – Canadian (WF:AS)
- Wechsler Individual Achievement Test – 3rd Edition, English or French (WIAT-III)
- Wechsler Intelligence Scale for Children – 5th Edition, English (WISC-5)
- Wechsler Memory Scale – Third Edition (WMS-III)
- Wechsler Non Verbal Scale of Ability: Canadian (WNV)
- Wechsler Preschool and Primary Scale of Intelligence – Forth Edition (WPPSI IV)
- Wide Range Assessment of Memory and Learning – Second Edition (WRAML2)
- Wide Range Achievement Test – Revision 4 (WRAT4)
- Woodcock Johnson III – Test of Cognitive Abilities (WJ III)
- The Word-R Test (Elementary)
- Youth Level of Service/Case Management Inventory (YLS/CMI)





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



SPECIAL EDUCATION ADVISORY COMMITTEE

Long Range Agenda **2018-2019**

1. LD Program Review and Update (ongoing)
2. Pilot Project for Elementary Gifted Program Delivery (May)
3. Implementation of the Exit Outcomes (Ongoing)
4. The role of the Early Childhood Educator (TBD)
5. LDAO-C presentation (March)
6. Storefront Update (TBD)
7. 2019-2020 Budget (March)
8. Funding Extended Day Program (EDP) Special Education students (April)
9. Restorative Communication Exercise (April)
10. External Consultation Qualifications (April)
11. Ontario Autism Program Update (TBD)
12. Empower Reading Update (May)

MOTION/ACTION TRACKING REPORT

	Meeting Date	Motion/Action	Action Agents	Requester	Reference/Date	Completed
1	09 March 2016	Monitoring data from the LD program be shared with SEAC, when available	P. Symmonds, A. Hannah	C. Ellis	Ongoing	
2	18 May 2016	Share Special Needs Strategy program guidelines when available, for an opportunity to provide formal support, at the will of the Committee	P. Symmonds	C. Ellis	Manager Kay to provide an update at an upcoming meeting.	No
3	15 November 2017	Amend the SEAC page of the website to include links to minutes, agendas and committee member information.	Board Services	D. Owen	Update after the 3 December 2018 Board meeting.	Yes
4	15 November 2017 16 January 2019	ASAR to utilize and highlight locally developed statistics	READ and Curriculum Services	C. Houlden	ASAR and BIPSAW will be discussed at an upcoming meeting of SEAC.	No
5	09 May 2018	EQAO Data on Gifted Students	READ and LSS	Mr. Popa (ABC)	Superintendent Symmonds to approach the READ team with a request for EQAO data for gifted students.	No
6	25 February 2019	Investigate the possible use of Communication Disorder Assistants (CDAs) to provide initial support to students.	S.Kay	C.Boothby	Manager Kay to provide an update at an upcoming meeting	



COMMITTEE OF THE WHOLE (PUBLIC)

Report No. 19-028

05 March 2019

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	
Itinrnt. 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
Itinrnt. 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:

1. 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.
 2. 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.
 3. 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
 4. 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.
 5. ESL increase of 2.0 FTE for two new ELD classes.
 6. 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
 7. 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



MEMORANDUM

Memo No. 19-036

TO: Trustees
Student Trustees

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

DATE: 1 March 2019

RE: **2019-2020 Specialized Program Classes**

This memorandum provides information regarding 2019-2020 projected needs for specialized program classes to inform the Academic Staffing Report and the budget planning process.

Annually, need and capacity for all specialized program classes are analyzed. In an effort to better align with academic staffing timelines, Learning Support Services (LSS) requests school teams to provide an 'estimate' of referrals to specialized program classes in late January. This process was used for the first time last year and, in many cases, the estimate provided by the schools was an overestimate of the number of referrals finally submitted. The estimate did assist with identifying pressure points prior to the specialized program class referral review process.

Using the estimate information, Learning Support Consultants (LSCs) with responsibility for each specialized program class were tasked with the analysis of projected students entering the specialized program class as well as movement of current students placed in these classes (e.g., students moving from a junior to intermediate specialized program class). Analysis of class configurations and geographic locations was also undertaken. This information was considered at a system level by the LSS leadership team and senior staff to inform the recommendations in the academic staffing report.

Specialized program classes referrals are due to LSS by 22 March 2019. Referral Review Committees are scheduled to meet between 1 April and 12 April 2019 with a target date of 25 April 2019 to have placement recommendations to school teams to support the Identification, Placement and Review Committee (IPRC) process.

Further analysis will be required at the end of spring IPRC process. As in previous years, revisions to the projected number of specialized program class may be necessary and will be reflected in the staff-recommended budget. In addition, LSS continues to collaborate

with the Planning department to determine appropriate site locations using the Geographic Model.

The proposed plan of class additions and reductions would minimize wait lists and maximize resources where significant vacancies are projected. Annual fluctuations in student need are expected across the District. Each year LSS strives to maximize the staffing allocation to specialized program classes while balancing distribution to the system caused by class openings and closings.

Elementary

Autism Spectrum Disorders (ASD)

- *Addition of up to three classes*

The District currently operates 31 elementary ASD specialized program classes with Kindergarten/primary, junior and intermediate configurations. Classes are located in all five geographic zones. Each class has a maximum of six students and is staffed with one teacher and two Educational Assistants (EAs).

Based on projected referrals, student need may exceed placement availability with the current number of classes. In addition, the provincial government recently announced significant changes to the Ontario Autism Program. While no additional information has been provided by the Ministry of Education, LSS will continue to monitor the impact of those changes as the District may experience higher than traditional numbers of school-age children attending school as opposed to participating in therapy as a result of the change in funding available to parents/guardians.

Behaviour Intervention Program (BIP)

- *Addition of up to one class*

The District has 10 elementary BIP specialized program classes with primary, junior and intermediate configurations. Classes are located in all five geographic zones. Each class has a maximum of eight students and is staffed with one teacher and an average of 2 EAs (note, EA allocation is determined based on student needs). Based on projected referrals, student needs may exceed placement availability. Referrals include students returning from Care and Treatment Programs. Placement pressure is expected at the primary/junior panel.

General Learning Program (GLP)

- *Addition of up to one junior class*

The District currently operates 11 elementary GLP specialized program classes (six junior and five intermediate classes). Each class can accommodate up to 16 students and is

staffed with one teacher and one EA. An intermediate class in the Far West zone was closed last year due to low enrolment. Referrals are expected to exceed available placements in junior classes for 2019-2020. As many students in a junior GLP transition to an intermediate GLP, this addition of a junior class will likely necessitate an additional intermediate class in the future.

Learning Disabilities Specialized Intervention Program (LD SIP)

- *Addition of up to one junior class*

The District has six LD SIP sites each offering a half-time junior and intermediate program. Each site is staffed with a 1.0 LD SIP teacher and 0.5 Learning Resource Teacher (LRT) to assist with integration. LD SIP sites are located in all five geographic zones. Due to low enrolment, one site in the Far West zone was closed for the 2018-2019 school year. Referral projections are indicating a higher number of referrals for the 2019-2020 school year. Specifically, based on projected referrals, student need may exceed placement availability for junior classes.

The LD SIP model has led to unique staffing challenges in that students are integrated in regular classes approximately half the day but, are not included in regular student average daily enrolment for the site (i.e., for homeroom teacher allocation). In addition, specific grade enrolment for LD SIP students is not known prior to the spring staffing process. In order to address the issue, 4.76 FTE of contingency staffing was provided for in the 2018-2019 budget to account for additional regular classes required at LD SIP sites to accommodate the integration model. This will be maintained for the 2019-2020 budget.

Primary Special Needs

- *Addition of up to one class*

The District currently has nine PSN specialized program classes. Each class has a maximum of 10 students and is staffed with one teacher and one EA. Classes are located in all five geographic zones. Three classes were closed for 2015-2016 due to significant vacancies. A class was added to address student need for the current school year. Based on projected referrals, student need may exceed placement availability for 2019-2020.

Semi-Integrated Developmental Disabilities

- *Addition of up to one class*

The District has nine semi-integrated DD specialized program classes with a range of primary, junior and intermediate configurations. Continued changes are required to have better geographic distribution (e.g., no classes in the South zone) and to reduce unnecessary transitions for students (e.g., primary to junior). A class was closed in the Far East zone for the 2017-2018 school year due to significant vacancies. The phase out

of the junior/intermediate class at Carleton Heights Public School as a part of the Western Area Accommodation Review and the intermediate class at Bell High School has resulted in some placement inefficiencies. Opening a primary/junior class in the South zone for 2019-2020 would accommodate projected student needs, increase alignment to the Geographic Model and may facilitate future class consolidations.

Gifted

- *Reduction of two English Gifted specialized program classes; and*
- *Reduction of two French Immersion Gifted specialized program classes*

The District currently operates 20 Gifted specialized program classes at the elementary panel with English and French Immersion options. Classes at the primary level can accommodate 20 students. Junior and intermediate classes can accommodate up to 25 students.

Based on current student enrolment and projected new referrals for elementary Gifted specialized program classes the following class reductions are required due to zero enrolment:

- One intermediate English Gifted class at Hawthorne Public School;
- One junior English Gifted class at Jockvale Elementary School;
- One intermediate French Immersion class at Broadview Public School; and
- One intermediate French Immersion class at Henry Larsen Elementary School.

There is sufficient capacity for new admissions to Gifted specialized program classes with the remaining classes. The planned class reductions will not result in any additional student transitions.

Secondary

Autism Spectrum Disorder (ASD)

- *Addition of up to four ASD specialized program classes required to place current elementary students moving to secondary*

The District currently has 12 secondary ASD specialized program classes. Each class has a maximum of six students and is staffed with one teacher and two EAs. There is increasing demand for secondary ASD specialized program classes as students move from the elementary to the secondary panel.

Based on movement of current students in ASD specialized program classes from the elementary to secondary panel two classes of pupil spaces are required next year. Another two classes may be required in order to accommodate students within reasonable proximity of their community.

ASD Secondary Credit Support Program (ASDSCSP)

- *Addition of up to one class*

The District has three ASDSCSP. Each class can accommodate a maximum of 10 students and is staffed with one teacher and one EA. Currently all classes are located in the East zone. Students placed in the ASDSCSP are working towards an Ontario Secondary School Diploma (OSSD) and are integrated into regular classes with access to a resource room and EA support. Projected student need is expected to exceed available placements.

Behaviour Intervention Program (BIP)

- *Addition of up to one class*

The District has six secondary BIP specialized program classes (four at the Adaptive sites, two at community high schools). Each class has a maximum of eight students and is staffed with one teacher and a minimum of 1 EA (allocation fluctuates based on student needs). All of the classes are located in the East and West zones. Based on projected referrals, student need may exceed placement availability. Referrals include both new students and those transitioning from grade 8 currently placed in an elementary BIP or returning from Care and Treatment. Placement pressure is anticipated for students requiring placement at a community high school. Capacity to place students in BIP specialized program class is often required across the school year (e.g., students returning from Care and Treatment or as a result of emerging needs throughout the year).

Semi-Integrated Developmental Disabilities (DD)

- *Reduction of one class*

This District has 12 secondary semi-integrated DD specialized program classes. Each class has 10 students and is staffed with one teacher and one EA. Improved geographic distribution is required (e.g., no classes in the South zone) and current capacity exceeds demand in the Far East and East zones. All consolidation options would impact a small cohort of students. LSS is continuing to assess options to maximize staffing resources while minimizing impact to students.

If you have any further questions, please do not hesitate to contact Peter Symmonds at or at 613-596-8254.

cc: Senior Staff
Manager, Board Services
Special Education Advisory Committee
Corporate Records