



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



NOTICE OF MEETING
Special Education Advisory Committee
Wednesday, 15 May 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

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

VIEWS for the Visually Impaired
Lisa Paterick, Member; Johnna MacCormick (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, May 15, 2019, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

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9. Adjournment



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, April 10, 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), Katie Ralph (Autism Ontario, Ottawa Chapter), Samantha Banning (Autism Ontario, Ottawa Chapter, Alternate), Mark Wylie (Down Syndrome Association), Sean Popal (Ontario Associations for Families of Children with Communication Disorders, Alternate), 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), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Nancy McLaren Kennedy (Professional Student Services Personnel), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers)

Staff and Guests: Donna Blackburn (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)

1. Call to Order

Chair Kirwan called the meeting to order at 7:04 p.m.

2. Approval of the Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Delegations

Jennifer MacIntosh expressed her concern regarding the Board Policy for service dogs and how the request for accommodations is handled. She noted that her son, following several incidents of elopement was assigned a support dog. The District recently denied the family's request for the dog's admittance to her son's school. She noted that she was not made aware of the District's concerns in its response and was only informed that staff could not be handlers for the support dog.

In response to queries from members, Ms. MacIntosh noted that, Lynard is an Assistance Dogs International (ADI) trained support dog that provides her son with needed companionship and support and helps resolve his issue of elopement. Lynard is trained to disappear into the background of any situation. Through the use of commands and the leash and tether, Lynard will prevent her son from leaving school sites alone. Lynard is also trained to calm and provide pressure to soothe her son's sensory overload issues. All staff working with her son would require minimal training in the commands Lynard is trained to obey as well as leash handling. She added that before Lynard, the family had to hire an aid to respond to her son's incidents of elopement.

Superintendent Symmonds advised that the District relies on Procedure PR.686.SCO Use of Service Dogs for Students to direct its process concerning service animals in schools. The procedure was implemented in November of 2017 and is expected to be revised in the coming months owing to an upcoming Ministry consultation on the subject. He added that he could not speak to the specific details of Ms. MacIntosh's case but noted staff has been in communication with the family.

Ms. MacIntosh advised that part of her reason for speaking to the committee was to raise awareness of the issue.

Superintendent Symmonds noted that service dogs introduced to OCDSB facilities must be certified and licensed in Canada and accredited by the International Guide Dog Federation (IGDF) or Assistance Dogs International (ADI) or a for-profit organization that uses the "Mehgan Search and Rescue Standard in Support of Accessibility" (MSAR) training standard. He noted that service animals present complex challenges within schools and that many issues require consideration before the policy is developed and the procedure updated.

4. Review of Special Education Advisory Committee Report

4.1 6 March 2019

Moved by Mark Wylie,

THAT the Report from the 6 March 2019 SEAC meeting be received.

Carried

Ms. Miedema, speaking on behalf of Ms. Owen, requested that the changes to the Special Education Funding Guidelines Special Equipment Amount (SEA) be added to the long range agenda or the action tracking report to allow for further discussion.

Superintendent Symmonds clarified that Learning Support Services (LSS) used SEA funding to purchase trial equipment.

In response to a query from Trustee Campbell regarding private assessments, Manager Kay advised she would provide further information at a future meeting of SEAC.

4.2 Review of Long Range Agenda

The long range agenda was provided for information.

In response to a query from Trustee Boothby, Chair Kirwan noted item seven was added as a placeholder and he was hopeful that it could be addressed at the 15 May 2019 meeting.

4.3 Motion/Action Tracking Report, Business Arising

The motion action tracking report was provided for information.

Superintendent Symmonds advised that he would speak to the Research, Evaluation, Analytics Division (READ) team regarding items one and two and provide further updates at the 12 June 2019 meeting.

Manager Kay noted that item three will be discussed in the context of the Board budget deliberations and that she would provide a status update at the 15 May 2019 SEAC meeting.

In response to a query from Trustee Campbell regarding item five, Superintendent Symmonds noted that staff is unable to glean this information from the new Individual Education Plan (IEP) Online (IOL) tool. Manager Kay added that the data is not captured within IOL. She added that LSS is working with the developer to include a clinical service module, but it is still in the development stage.

5. Action/Discussion/Information Items

5.1 Memo 19-054, Location of Specialized Program Classes

Your committee had before it Memo 19-054, providing information on the number and location of specialized program classes throughout the District.

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

- Ms. Miedema queried whether or not the location of specialized program classes is a detriment to application and enrollment and noted that a visual representation of class locations would be helpful. Superintendent Symmonds advised that the grade level of the classes was not included and that classes and locations shift from year to year;
- Staff has been shifting to the geographic model gradually at convenient transition points, but it has been challenging as many schools across the District are at capacity and have no room for additional classes;
- Ms. Miedema expressed concern at the shrinking enrollment of the gifted program and whether or not transportation and class location are a factor;
- All blind, low vision students are integrated into the regular classroom;
- Trustee Boothby requested that staff make every effort to limit transitions for special education students. She advised that when placing programs at the intermediate level that grades 7 through 12 high schools be given preference to lessen the number of transitions;
- Staff advised that there are challenges with the 7 to 12 models, in particular, the agreements with the elementary and secondary teacher federations which do not allow for mixed groupings of students. The intermediate grades turn over at a higher rate than the secondary, and as a result, there is limited ability to accommodate students within secondary schools. Class movements may have a negative impact on a specific cohort. Staff are working with labour relations and having discussions with the federations about options;
- Schools may not have a grade 8-9 split class. Staff advised that in some cases a grades 7 to 9 class may serve students well, but staff cannot place intermediate students into secondary school classes. The low ratio of numbers in some of the classes also impact its provision as operating a class for two students is not cost-effective;
- Staff indicated that the District does not compel students to move to their closest specialized program class should a space become available and that this has an impact on other student placements;
- Known staff reductions for the 2019-2020 school year were included in the narrative of the Academic Staffing Report and that a final report outlining final class numbers and locations will be provided to SEAC at the May or June meeting;

- Mr. Harris thanked staff for all of their work on the Deaf and Hard (DHH) classes at the Secondary level; and
- Trustee Boothby expressed the view that while the accommodation and area reviews are still in a moratorium. Trustees have recommended that future discussions and reviews attempt to reduce the number of models and configurations to reduce student transitions.

5.2 Report 19-031, Learning Support Services Operational Review of the Process for Identification, Needs Assessment and Placement

Your committee had before it Report 19-031 outlining the plan including the scope of work for the LSS Operational Review of the process for identification, needs assessment, and placement for all exceptionalities.

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

- Chair Kirwan expressed the view that while there was no formal motion made at the 2 April 2019 COW, it was implied that staff would further investigate the comments and suggestions made by the trustees and provide further information to SEAC;
- Ms. Miedema expressed the view that the goals and deliverables seem to indicate that the problem is communication and she suggested that additional text be added to broaden the scope. She expressed concern that a consultant may take the document literally and their work would be limited in nature as a result;
- Ms. Dewshi expressed concern over the focus on communication and queried the bullet on page 23 which states that updates will be made to SEAC at key review milestones. Staff noted that part of the decision to utilize the services of an external consultant was their ability to offer advice and guidance. SEAC can be assured that they will be provided updates at regular intervals. The consultant will provide further guidance and input on the process and will determine the key milestones. The department update can be used to communicate project details;
- Mr. Harris expressed the view that many consultants have scoping exercises and suggested that staff consider the option to have SEAC be a part of the interview process to ensure that some of the concerns expressed by members are reflected in the final methodology. Superintendent Symmonds noted that staff have not yet begun the draft of the request for proposal and that it will include language that requests the consultant demonstrate and articulate their process;

- Trustee Campbell expressed the view that time is taken in the draft of the scope statement to ensure it accurately reflects the project needs and queried whether or not the statement would be provided to trustees and members of SEAC. Superintendent Symmonds noted that staff is now directed to prepare the request for proposal based on the discussions held at SEAC and COW. He added that the recent procurement announcement by the province may limit activity, but any issues would be brought to the attention of trustees and SEAC members;
- Trustee Campbell commented that the key goals and deliverables reflect the input from SEAC and understand the staff decision to narrow the scope, but he was unsure whether or not stakeholders would find the results satisfactory. He added that the key performance indicators (KPIs) are an important element in determining whether or not the delivery and placement models are effective; and
- Superintendent Symmonds proposed that the outcome of the operational review will help define the work of LSS moving forward.

5.3 Letter to the Minister Regarding the Ontario Autism Program

The letter to the Minister regarding the Ontario Autism Program was provided for information.

5.4 Integration and Support for Special Education Students

Trustee Lyra Evans advised that she has heard complaints from many families who feel their children are not receiving the support they need in the regular classroom. She raised the matter at the 6 March 2019 SEAC meeting and requested further discussion at the 10 April 2019 meeting. She proposed the committee discuss and determine the level of support required for students who are integrated in the regular classroom to ensure their success.

Trustee Boothby expressed the view that an exercise similar to the process used at the 25 February 2019 SEAC meeting would help reach consensus on the subject. She noted that the District is still waiting for budget information from the province and that it will be an essential element of the discussion. She requested that more information and details be provided in a memo or letter of transmittal to help the members understand the keywords and concepts related to integration. She noted that information such as the number of EAs supporting students in the regular classroom, how are they deployed, the role of the EA, the role of Learning Support Teachers (LST), the role of Learning Resource Teachers (LRT) and how many students have IEPs would be critical to ensure the discussion is productive.

Ms. MacLaren-Kennedy expressed the view that qualitative data and the student's voice should be a part of the conversation.

Trustee Campbell commented that many of the questions raised by parents may be answered in the operational review. He suggested that an environmental scan could help with the discussion but expressed the view that it will not provide further answers as to whether or not the available resources are optimally deployed for effectiveness. He noted that without key performance indicators there is no way to measure the efficacy and that the discussion would be a shadow conversation to the operational review. Superintendent Symmonds advised that the conversation will overlap with the operational review and there may be an opportunity to feed the information back and forth.

Chair Kirwan encouraged the members to discuss the subject with their respective associations and provide ideas and input to him via an email. He added that an additional meeting of SEAC might be required.

6. Department Update

Superintendent Symmonds advised that there continue to be changes to the Ontario Autism Program (OAP). The Ministry of Education has announced that it will: fully subsidize the Autism Spectrum Disorder (ASD) course for teachers; double the funding to the Geneva Centre for Autism to provide training for educators and Educational Assistants (EAs) including the Registered Behaviour Technician (RBT) course; fund behaviour expertise and student supports; expand after school skills development programs for students with ASD; support students transitioning into school through the Connections for Students model; and fund school boards for each newly enrolled student with ASD to an average of \$12,300.

Superintendent Symmonds noted that on 22 March 2019 the Ministry of Children, Community and Social Services announced that it will extend existing Ontario Autism Behaviour Plans for six months. He noted that details on the revised OAP are still not available. Ms. Ralph confirmed that extension will be effective from the end date of a family's existing plan.

Superintendent Symmonds noted that the Minister also committed to a consultation to gather input on how best to support children with complex autism needs, focusing on students under the age of six and those preparing to transition out of school.

Superintendent Symmonds advised that the Board approved a policy resolution for the Ontario Public School Boards' Association (OPSBA) at the 26 March 2019 Board meeting. The resolution included recommendations for funding for staffing including an Applied Behaviour Analysis (ABA) Coordinator, funding for Board Certified Behaviour Analyst (BCBA), continued training for teachers, Early Childhood Educators (ECEs) and Educational Assistants (EAs) for the RBT

course, funding for a centrally assigned educator to support students with IEPs and transition planning, funding for Professional Support Staff, funding for additional EAs to support students with ASD in the regular classroom and those in congregated as required, and funding to continue targeted autism programs such as “Art of Play”, “Art of Conversation” and “PEERS”. The resolution was submitted to OPSBA for consideration at its Annual General Meeting in July 2019.

Superintendent Symmonds expressed concern that the District may have reduced funding as a result of the reformed OAP and its impact on the targeted Autism programs. He added that the District is forging its relationship with the Children's Hospital of Eastern Ontario to ensure information sharing and planning.

Ms. Gardner commented that 4082 violent incident reports have been filed since September 2018. She expressed concern over the potential influx of students with Autism, many of whom may not be ready to attend school due to behaviour issues. Ottawa-Carleton Elementary Teacher's Federation have grave concerns about the funding in education to support ASD students.

Trustee Boothby thanked Superintendent Symmonds, Vice-Principal Dewan and Ms. Ralph for their efforts in the preparation of the resolution for OPSBA. She queried the province's commitment to extend behavior plans and whether or not it speaks to new plans. Superintendent Symmonds indicated that he could not provide a response without further details on the Ministry's plans for the OAP. Superintendent Symmonds noted that staff are meeting with CHEO and may be able to provide a response after those meetings.

In response to a query from Trustee Lyra Evans, Superintendent Symmonds noted that prior to the OAP, ASD teams worked to support and provide robust services for ASD students. Manager Kay noted the District utilizes an innovative intake process. The Multi-Disciplinary Team meets with the child and family after registration to determine the student's needs and work with the school team and the family to ensure the supports are in place to meet the needs.

In response to a query from Ms. Ralph regarding the OPSBA resolution, Trustee Boothby advised that should the resolution be accepted by OPSBA, it will become a part of the work plan and advocacy efforts for provincial discussions and lobbying.

Ms. Gardner queried whether or not the \$12,300 announced by the Ministry was new funding. Superintendent Symmonds suggested that the funding may be new owing to the inclusion of a count date but could not be sure.

Superintendent Symmonds noted that the Ontario College of Teachers (OCT) issued a professional advisory regarding supporting students with mental health concerns. He noted that he had attended a session on the subject and that resources were provided to all teachers through their OCT magazine

mailing. He noted the messaging from OCT was that teachers are key observers and supporters of childrens' mental health, but they do not diagnose.

Superintendent Symmonds commented on the success of the 2 April 2019 Autism Awareness Day and thanked the Autism Spectrum Disorder (ASD) team for their efforts. He invited members to attend the Parent Information Night on 23 April 2019 which will feature keynote speaker, Dr. Weiss who will address mental health in students with ASD.

Principal Hannah advised that VOICE will be hosting an event to showcase Deaf and Hard of Hearing (DHH) students in the library of Vincent Massey Public School on 11 April 2019. The event is open to all.

6.1 Special Education Plan (Standards)

a. Individual Education Plans (IEPs)

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

- All of the revisions made to the standards over the course of the 2018-2019 year will be provided for SEAC review when the Special Education Plan is presented in June;
- Staff indicated that a complete re-write of the Individual Education Plan (IEP) standard is required;
- The revised standard will include all of the elements required by the Ministry;
- The Ministry outlines five specific phases of the IEP process:
 - Gathering information
 - Setting the direction
 - Developing the IEP as it relates to the student's special education program and services
 - Implementing the IEP
 - Reviewing and updating the IEP
- The process for dispute resolution is a required element and will be expanded with additional resources;
- The board's results of the ministry's review for the previous year, along with the board's plans for a response to these results is also a required element of the standard;
- The IEP template must also be included in the Special Education Plan;

- The revised section will better define and provide clarity to the terms special education programs and services;
- The members agreed that the glossary of items that can be found within an IEP as outlined on pages 45-57 are helpful and should be a part of the revised standard. The information is useful for families, teachers and students. The list should include a caveat that they are subject to change and not an exhaustive list;
- Trustee Boothby commented that the language used on page 31 describing the purpose of the standard is too narrow;
- Trustee Boothby expressed the view that that word "may" be removed from the second bullet on page 31;
- Trustee Campbell noted discrepancies and inconsistencies within the 30-day service level agreement and suggested further clarity in the revised standard;
- Trustee Campbell requested clarity on the transition planning paragraph on page 33;
- IEP reviews are undertaken, and the principal may randomly or specifically select the IEPs. The review ensures that the IEP is following the legislation and have all of the required elements;
- The Ministry provides the list of exceptionalities noted on page 45;
- Ms. Nadon-Cambell recommended that the word "may" be removed from the paragraph regarding communication on page 31; and
- Ms. Miedema expressed the view that the IEP template should indicate which sections may or may not be included in a student's IEP. She noted that many Gifted students' IEPs only specify the course of the accommodations and do not provide other information.

b. The OCDSB Model For Special Education

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

- The standard will be revised to include a reference to the Ministry requirements;

- The standard will outline the board's philosophy and service-delivery model for the provision of special education programs and services;
- The standard must demonstrate how it complies with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act;
- Staff recognized that parts of the current standard require revision for clarity and broader understanding;
- The members agreed that the acronyms should remain within the standard;
- Trustee Campbell requested clarification with respect to the guiding principals as outlined on page 61, particularly bullets three and seven. Superintendent Symmonds noted that the list is a verbatim copy of the special education policy. System Principal Kessler added that the wording in bullet seven was taken directly from the Ontario Human Rights Code;
- Ms. McLaren-Kennedy queried whether or not the District is utilizing Section 23 or Care and/or Treatment, Custody or Correctional (CTCC). Principal Hannah advised it is CTCC, and the standard will be revised to reflect; and
- Trustee Boothby expressed concern regarding the definition of the delivery model, specifically the wording "are generally at the discretion of the Board and the senior administration." Superintendent Symmonds noted that the delivery model and the decisions made regarding the model is at the discretion of the Board of Trustees and Senior Administrators. The two determine the model. It is an argument in law as to whether or not that is sufficient to meet the child's needs which would invoke undue hardship. Trustee Boothby requested that staff review the definition of the delivery model and revise if necessary.

7. Committee Reports

7.1 Advisory Committee on Equity

Ms. Nadon-Campbell noted that the Advisory Committee on Equity recommended the following motion at it's 27 March 2019 meeting:

"THAT the Board explore funding to support mental health through an equity lens especially for students who self identify as First Nations, Inuit and Metis and for male students of African descent."

7.2 Parent Involvement Committee

There was no report from the Parent Involvement Committee.

7.3 Board

There was no report from the Board.

7.4 Committee of the Whole

Vice-Chair Wylie noted that Committee of the Whole discussed changes to the OAP and the LSS Operational Review.

8. New Business

Trustee Boothby requested that the members have an opportunity to discuss the impact of Occasional Teacher shortages on special education students at an upcoming meeting of SEAC.

9. Adjournment

The meeting adjourned at 10:32 p.m.

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. Storefront Update (TBD)
6. Funding Extended Day Program (EDP) Special Education students (April)
7. Restorative Communication Exercise (May)
8. External Consultation Qualifications (April)
9. Integration and Support for Special Education Students (TBD)
10. Location of Specialized Program Classes (April)
11. Strategic Plan Draft (May)
12. Ontario Autism Program Update (TBD)
13. Empower Reading Update (May)
14. Impact of Occasional Teacher Shortages on Special Education (TBD)
15. Special Education Funding Guidelines Special Equipment Amount (SEA) (TBD)
16. Private Assessments (TBD)

MOTION/ACTION TRACKING REPORT

	Meeting Date	Motion/Action	Action Agents	Requester	Reference/Date	Completed
12	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
2	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
3	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.	No
4	25 February 2019	Provide committee with information on the current location of all specialized program classes in the District.	A.Hannah	C. Miedema	A memorandum will be provided to members for the May meeting.	Yes
5	6 March 2019	Wait lists	A.Hannah	R. Campbell	Principal Hannah to provide details on wait lists and wait times for educational assessments.	No



COMMITTEE OF THE WHOLE (PUBLIC)

Date: 7 May 2019

Report No. 19-053 Report on the 2019-2023 Draft Strategic Plan

Key Contact: Michèle Giroux, Executive Officer, 613-596-8211 x8607

PURPOSE:

To present the Draft Strategic Plan 2019-2023 to the community for feedback.

CONTEXT:

1. The OCDSB has been working on the development of a new strategic plan for the period 2019 to 2023. The planning process began in June 2018, and included a comprehensive community consultation, focus group meetings, and research. This information has informed the development of a new draft strategic plan. The new plan is built on the understanding that student learning and well-being are the core of our work and our job is to create a culture which creates the conditions for students to thrive. The plan is built on three objectives – creating a culture of innovation, culture of caring and culture of social responsibility. The draft plan will be available for community feedback between May 7 and June 7, 2019. That feedback will inform the Board's final approval of the plan which is scheduled for June 24, 2019. More details on the planning process and consultation are included in the following reports: Strategic Planning Framework, Report 18-071, and the Strategic Planning Consultation Plan, Report 18-106.

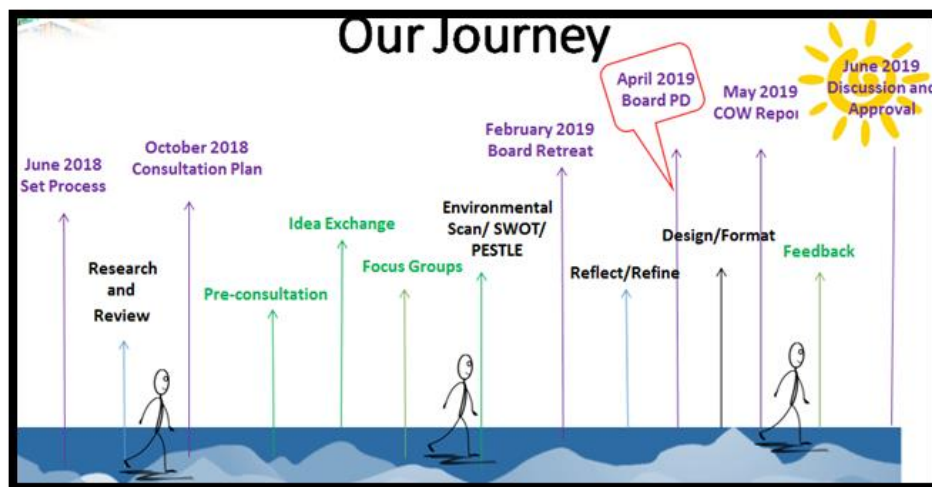
KEY CONSIDERATIONS:

2. The current strategic plan is built on five key strategic priorities – equity, learning, stewardship, well-being and engagement. The plan has been an excellent strategy document and the Board has made considerable investment and progress in these areas over the past four years. Over the past eleven (11) months, considerable time has been spent reflecting on the current plan, looking forward and ensuring alignment between our current plan and our future priorities.

The Journey: Getting to this point

3. The OCDSB uses a six-step strategic planning process which was detailed in Report 18-071 Strategic Planning Framework. The process includes a review of the current plan, research, broad community consultation, the development of an environmental scan, assessments of organizational strengths, weaknesses, opportunities and threats (SWOT), examination of political, economic, social,

technological, legal and environmental factors (PESTLE), which culminates in the draft plan for community feedback. The following diagram highlights the journey of our development.



Community Input

4. Considerable community input was collected to inform the development of the strategic plan. A detailed report on the consultation results was presented to Committee of the Whole in Report 19-015. Based on the feedback received during the consultations, it is evident that stakeholders value many things about the district but there are some key opportunities for change. The following table provides an excellent summary of the key messages provided by stakeholders:

Theme	Strategies and Actions
Curriculum	<ul style="list-style-type: none"> Standardized math curriculum and instructional practice which builds capacity and skills from K through 12; Revamp curriculum with emphasis on decolonizing Indigenous curriculum; Increase focus on teaching life skills including self-care, self-regulation, conflict resolution, financial literacy
Teaching & Learning	<ul style="list-style-type: none"> Increase resources to reduce class size and provide more classroom supports; Develop technology plan which ensures current and accessible technology to create consistent, effective and sustainable digital learning environments; Increase number of specialized teachers and availability of professional development opportunities;
School Environment	<ul style="list-style-type: none"> Reinforce commitment to safe, caring and inclusive learning environments where every student feels valued and respected; Identify and eliminate bias and systemic racism using evidence informed decision-making; Increase staff and resources to support behavioral and

	academic needs of all students;
Student Support	<ul style="list-style-type: none"> • Continue commitment to well-being of students and staff; • Build staff capacity to support student mental health and provide resources for parents; • Continue to build partnerships with community based organizations to ensure integrated support networks;
Extra-curricular & Physical Activity	<ul style="list-style-type: none"> • Prioritize physical activity through physical education, Daily Physical Activity and increased physical resources; • Improve standards for quality, availability and renewal of equipment for athletics; • Increase opportunity for all students to equitably access extra-curricular sports and clubs;
HR & District Level	<ul style="list-style-type: none"> • Create a healthy, vibrant workplace; • Increase supports and resources to deal with aggressive behaviours; • Continue to be innovative in strategies to ensure sufficient number of occasional teachers, educational assistants, and early childhood educators;

A plan to transform the culture of the OCDSB

5. The community feedback really helped to inform the thinking of the new plan. There was a clear commitment to creating a simple, useable document which would articulate a clear strategic direction for the next four (4) years. It was essential that the next plan move beyond the boardroom and could be understood and brought to life in every classroom.
6. The Board engaged in considerable discussion about transformation in the organization. The discussions lead to a recognition of culture as the driver of change, and from this three key objectives were identified as drivers of change to the culture we want to create:
 - A Culture of Innovation
 - We will build a learning community where innovation and inquiry drive learning.
 - A Culture of Caring
 - We will advance equity and a sense of belonging to promote a safe and caring community.
 - A Culture of Social Responsibility
 - We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Changing an organization's culture is a large undertaking and requires clear vision and values; sustained effort; improved staff capacity; changing of systems and processes; introduction of new structures and modification of existing structures; as well as the commitment and support of people internal and external to the organization.

7. The graphic below captures the three strategic objectives and the companion defining statements. These statements reflect the organization's future state resulting from strategies and actions in the three identified areas. The goals have been developed with a student, staff and system focus in each strategic area. This will allow for a more balanced approach to planning and performance assessment.



CULTURE OF INNOVATION

We will build a learning community where innovation and inquiry drive learning.

OUR GOALS

1. **Students** — Set high expectations for all students in all programs.
2. **Staff** — Promote collaborative working environments which foster innovation and creativity.
3. **System** — Modernize instructional and administrative processes.



CULTURE OF CARING

We will advance equity and a sense of belonging to promote a safe and caring community.

OUR GOALS

1. **Students** — Prioritize the dignity and well-being of students in inclusive and caring classrooms.
2. **Staff** — Uphold and extend a safe, caring and respectful workplace.
3. **System** — Build authentic engagement with our communities.



CULTURE OF SOCIAL RESPONSIBILITY

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

OUR GOALS

1. **Students** — Build the Exit Outcomes characteristics and skills in students from K-12.
2. **Staff** — Model ethical leadership, responsibility and equitable practice in our work.
3. **System** — Foster responsible stewardship of the environment, and human and financial resources.

The goals, strategies, outcomes and key performance indicators are fully presented in the draft plan attached as Appendix A.

8. The Vision of the OCDSB remains unchanged as follows - *The OCDSB is a dynamic, creative, learning organization that fosters the achievement, well-being, and dignity of every student.*
9. The Mission of the OCDSB has been revised as follows - *Educating for Success-Inspiring Learning, Developing Well-Being and Building Social Responsibility*

Assessing Progress: Measurement Reports

10. For each of the three strategic areas, goals, strategies, outcomes and key performance indicators are included to facilitate improved measurement and reporting. The measurement reports will track progress on the key performance indicators and will be used to report on actions taken to implement the strategies. As well, the reports will provide the basis for corrective action, with regards to goal definition and plan implementation.

RESOURCE IMPLICATIONS:

11. The costs associated with the development of the Draft Strategic Plan were covered within the existing operating budget. The primary costs are staff time, communications materials, meeting related expenses, and printing. There will be additional costs with respect to roll-out and implementation. As the plan includes some new initiatives and measures, there will be costs associated with training, professional development, professional services, printing, etcetera. To ensure necessary resources are available to fund new initiatives, staff will be recommending a Strategic Initiatives Fund as part of the budget for next year.

COMMUNICATION/CONSULTATION ISSUES:

12. The consultation process for the strategic planning process had four stages:
- i. Pre-consultation October/November 2018
 - ii. Idea Exchange November/December 2018
 - iii. Developing Strategies & Action Focus Groups January 2019
 - iv. Feedback on Draft Plan May 2019
13. The consultation process invited participation from all staff, all parents and guardians, all students in grades 7-12, and community partners. Over 6000 people participated in the online Idea Exchange. Between February and April 2019, work has been underway to synthesize feedback and build the draft Plan.
14. The Draft Strategic Plan will be shared for feedback through the district and school websites, newsletters, and via email to all stakeholders who were part of the original consultation (all employees, all parents/guardians, students in grades 7-12, and community partners) as well as all of our federations, principals and advisory committees.

A summary of the remainder of the consultation activities and respective timelines is as follows:

Dates	Feedback Activities
May 3, 2019	Notice in Keeping You Connected
May 7, 2019	Present to Committee of the Whole
May 8, 2019	Email to all parents/guardians, students (7-12), all staff, and community
May 8, 2019	Website updates
May 8, 2019	Presentation of Draft Plan to PIC
May 9, 2019	Presentation of Draft Plan to Union Presidents (by Director)
May 9, 2019	Presentation of Draft Plan to Advisory Committee on Extended Day & Child Care Programs
May 15, 2019	Presentation of Draft Plan to Managers Council
May 15, 2019	Presentation of Draft Plan to Superintendency Meeting

May 15, 2019	Presentation of Draft Plan to Special Education Advisory Committee
May 16, 2019	Presentation of Draft Plan to Indigenous Education Advisory Council
May 23, 2019	Presentation of Draft Plan to Advisory Committee on Equity
May 27, 2019	Presentation of Draft Plan to Advisory Committee on the Arts
June 7, 2019	Deadline for public comment on Draft Strategic Plan
June 18, 2019	Present revised strategic plan to COW
June 24, 2019	Board approval of strategic plan
July 2019 onward	Promote awareness of the approved strategic plan

STRATEGIC LINKS:

15. The development of a new strategic plan is a legal responsibility and major priority of the Board. By seeking input from a variety of stakeholders on the Draft Strategic Plan, the OCDSB is not only able to demonstrate its commitment to enhancing engagement and demonstrating accountability through stewardship of resources, but more importantly is able to develop strategic priorities which reflect the input of stakeholders.

SUMMARY:

16. A detailed consultation process was essential to the strategic plan development. Through the consultation, the Board gained a better understanding of the issues, concerns, and ideas for improvement, as voiced by stakeholders. Moreover, the draft strategic plan provides an opportunity to solicit further feedback and engage the broader community in shaping the vision, mission, and priorities for public education in our District.

GUIDING QUESTIONS:

17. The following questions are provided to support the discussion of this item:

- How does the draft plan reflect input from the community?
- How will the draft plan guide the system for the next 4 years?
- How can annual budget priorities be aligned with the draft plan?
- How will the outcomes and measures support our work?

Michele Giroux
Executive Officer
(ext. 8607)

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

APPENDIX A: Draft Strategic Plan 2019-2023

STRATEGIC PLAN 2019–2023

Creating a Culture... of innovation, caring and social responsibility

At the Ottawa-Carleton District School Board, we want to ensure that our schools are welcoming places for all students to engage, belong, learn, grow, explore and discover. Our job is not simply to provide facts and figures, but to develop the characteristics and skills that will help our students find success in the world. Starting in 2018, the Board of Education and District staff spent considerable time reflecting, collecting information and analyzing student achievement results, investigating best practices, and consulting with the community to establish a set of priorities that would guide our work for the next four years. Our goal was to create a simple, measurable and impactful plan that is meaningful to our students, staff and community members.

Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. To do this, we need to build a workplace that is safe, caring and respectful. We need to set high expectations for all students and staff. And, we need to look forward and think about how our world is changing and ensure we are ready to welcome that change. With this in mind, we are excited that our new strategic plan has three key objectives – to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

To drive our cultural shift, we have established three goals for each objective; one with a student focus; one with a staff focus; and one with a system focus. These goals are supported by strategies that will guide our work; outcomes that point to the change we want to make happen; and key performance indicators that will help us to measure our progress.



CULTURE OF INNOVATION

We will build a learning community where innovation and inquiry drive learning.

OUR GOALS

- 1. **Students** — Set high expectations for all students in all programs.
- 2. **Staff** — Promote collaborative working environments which foster innovation and creativity.
- 3. **System** — Modernize instructional and administrative processes.



CULTURE OF CARING

We will advance equity and a sense of belonging to promote a safe and caring community.

OUR GOALS

- 1. **Students** — Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- 2. **Staff** — Uphold and extend a safe, caring and respectful workplace.
- 3. **System** — Build authentic engagement with our communities.



CULTURE OF SOCIAL RESPONSIBILITY

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

OUR GOALS

- 1. **Students** — Build the Exit Outcomes characteristics and skills in students from K-12.
- 2. **Staff** — Model ethical leadership, responsibility and equitable practice in our work.
- 3. **System** — Foster responsible stewardship of the environment, and human and financial resources.

We are excited about this journey and we look forward to growing with you.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

DRAFT 2019 – 2023
STRATEGIC PLAN



“Education must not
simply teach work —
it must teach life.”
— W.E.B. Dubois



Educating for Success — Inspiring Learning,
Developing Well-Being and Building Social Responsibility



CULTURE OF INNOVATION

We will build a learning community where innovation and inquiry drive learning.

Our Goals:

- ♦ Set high expectations for all students in all programs.
- ♦ Promote collaborative working environments which foster innovation and creativity.
- ♦ Modernize instructional and administrative processes.

Strategies:

- ♦ Establish targets for student achievement, with a focus on mathematics;
- ♦ Provide professional learning and tools to support quality instruction and collaboration;
- ♦ Create conditions to support creativity, innovation and evidence-based practice;
- ♦ Modernize learning and enhance student performance;
- ♦ Optimize resources and technology to modernize business processes;

Desired Outcomes:

For Students

- ♦ Improved student achievement;
- ♦ Increased graduation success in all pathways;
- ♦ Increased sense of relevance and motivation for students;

For Staff

- ♦ Increased capacity to support personalization of learning;
- ♦ Increased leadership capacity;

For System

- ♦ Improved business processes;

Key Performance Indicators:

1. Graduation Rate (by groups)
2. Annual Certification Rate
3. EQAO Results
4. Achievement Gaps
5. Satisfaction Rate (Parent, Student, Staff Survey Data)



CULTURE OF CARING

We will advance equity and a sense of belonging to promote a safe and caring community.

Our Goals:

- ♦ Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- ♦ Uphold and extend a safe, caring and respectful workplace.
- ♦ Build authentic engagement with our communities.

Strategies:

- ♦ Build system capacity in equity and inclusive practice to support education, engagement and reconciliation with historically marginalized groups;
- ♦ Provide learning opportunities and resources to support student well-being;
- ♦ Foster conditions to improve workplace safety and employee well-being;
- ♦ Enhance communications and develop mechanisms to build employee engagement;
- ♦ Build system capacity to support parent and family engagement at the classroom, school and district levels;

Desired Outcomes:

For Students

- ♦ Improved equity of access, opportunity and outcomes;
- ♦ Improved student well-being;
- ♦ Enhanced student safety;

For Staff

- ♦ Improved employee well-being;
- ♦ Improved employee engagement;

For System

- ♦ Increased parent voice;
- ♦ Increased community partnerships;
- ♦ More representative workforce;

Key Performance Indicators:

1. School Climate (sense of belonging, bullying incidents, suspensions)
2. Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
3. Student engagement (attendance, satisfaction, student voice)
4. Parent engagement (participation, satisfaction, parent voice, representation)



CULTURE OF SOCIAL RESPONSIBILITY

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Our Goals:

- ♦ Build the Exit Outcomes characteristics and skills in students from K-12.
- ♦ Model ethical leadership, responsibility and equitable practice in our work.
- ♦ Foster responsible stewardship of the environment, and human and financial resources.

Strategies:

- ♦ Support and encourage the development of our Exit Outcomes and life skills in all students;
- ♦ Build leadership capacity and succession plans;
- ♦ Build system capacity in environmental stewardship, resource allocation and risk management;
- ♦ Collect and use data to inform instructional practice, policy, and decision making;

Desired Outcomes:

For Students

- ♦ Improved social and emotional skills;
- ♦ Increased student voice;
- ♦ Increased learning opportunities/pathways for life skills;
- ♦ Improved student behaviour;

For Staff

- ♦ Improved leadership capacity;
- ♦ Improved employee engagement and recognition;

For System

- ♦ Improved decision-making;
- ♦ Improved governance practices;
- ♦ Improved environmental practice and reduction in greenhouse gas emissions;

Key Performance Indicators:

1. Social Emotional Skills (OECD study data)
2. Leadership Diversity
3. Days Lost to Incidents
4. Network Efficacy (Outages)
5. Environmental Stewardship (GHG emissions rate)

EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

Goal-oriented

Innovative/
Creative

Collaborative

Globally Aware

Resilient

SKILLS

Ethical
Decision-makers

Digitally Fluent

Academically
DiverseEffective
Communicators

Critical Thinkers



MEMORANDUM

Memo No. 19-066

TO: Trustees
Student Trustees

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

DATE: 10 May 2019

RE: **2019-2020 Specialized Program Class Locations**

This memorandum provides information regarding changes to specialized program classes based on the information available from the specialized program class referral process. The following class openings were required to meet student needs.

Elementary:

Specialized program class	School Site	Change	Geographic Zone	Superintendent	Trustee
Autism Spectrum Disorders (ASD)	First Avenue P.S.	Open 1 class	West	Grigoriev	Lyra
ASD	Hawthorne P.S.	Open 1 class	East	Towaij	Ellis
ASD	Woodroffe P.S.	Open 1 class	West	Wiley	Hough
Gifted (French Immersion) Intermediate	Bell High School	Open 1 class	West	Hardie	Campbell
General Learning Program (GLP) junior	Hilson Avenue P.S.	Open 1 class	West	Grigoriev	Braunovan
Learning Disabilities Specialized Intervention Program (LD SIP) junior & intermediate	D. Roy Kennedy P.S.	Open 2 classes	West	Wiley	Hough

Primary Special Needs (PSN)	Knoxdale P.S.	Open 1 class	West	Wiley	Blackburn
Semi-Integrated Developmental Disabilities	Adrienne Clarkson E.S.	Open 1 class	South	Lehman	Scott

Elementary Specialized Program Classes

For most exceptionalities, the specialized program class referral estimate data received from school teams in January 2019 was confirmed through the referral review process completed in April 2019. As such, the total number of elementary specialized program classes and teacher full-time equivalent is very close to the total FTE approved in Report 19-037, Academic Staffing 2019-2020. Approximately 1.75 teacher FTE was not allocated to meet elementary specialized program class needs. Specifically, referrals to the elementary Behaviour Intervention Program (BIP) could be accommodated with existing classes and therefore a new class was not required as approved through the academic staffing process. In contrast, both a junior and intermediate LD SIP were required to meet student needs. Only a junior class was allocated through academic staffing. Finally, Report 19-037, Academic Staffing 2019-2020 detailed the anticipated reduction of four elementary Gifted specialized program classes (i.e., one class at each of Broadview PS., Hawthorne PS, Henry Larsen ES, and Jockvale ES.). No new referrals were geographically closest to the gifted specialized program classes at First Avenue or Hilson Avenue, necessitating one class reduction at each site due to zero enrolment. As detailed in the chart presented above one additional intermediate Gifted French Immersion (FI) class was opened at Bell High School to better geographically accommodate incoming students.

Secondary:

Specialized program class	School site	Change	Geographic Zone	Superintendent	Trustee
ASD Secondary Credit Support Program (ASDSCSP)	Brookfield H.S.	Open 1 class	East	Towaij	Fisher
ASD	Gloucester H.S.	Open 1 class	East	Farrish	Schwartz
ASD	Longfields-Davidson Heights (LDH) S.S.	Open 1 class	South	Lehman	Blackburn

ASD	Sir Robert Borden H.S.	open 1 class	West	Wiley	Blackburn
BIP	Nepean H.S.	open 1 class	West	Wiley	Braunovan

Secondary Specialized Program Classes

The need for additional secondary specialized program classes is the same as was approved in Report 19-037, Academic Staffing 2019-2020. Staffing for ASD specialized program classes at the 7 to 12 sites has been complex. The priority was to accommodate intermediate students placed in ASD classes in secondary classes at those sites. This has resulted in some staffing inefficiencies for 2019-2020 (i.e., unfilled intermediate ASD class placements and increased secondary teacher positions required within the same site). Learning Support Services (LSS) and Labour Relations continue to work to find solutions to best meet student needs while maximizing staff resources.

Specialized Program Class Relocations

The following specialized program class relocations were required to better meet student needs and has improved alignment to the Geographic Model. LSS is working closely with school teams to support the small cohort of students affected by these transitions.

Specialized program class	School sites	Geographic Zone	Superintendents	Trustees
Dual Support Program (DSP) secondary	Woodroffe H.S.	West	Wiley	Hough
	to South Carleton H.S.	South	Lehman	Scott
Language Learning Disability (LLD) primary	Glen Ogilvie P.S.	Far East	Farrish	Schwartz
	to Riverview Alternative School	East	Wiley	Ellis

As previously reported in Memorandum 19-001, Western Area Accommodation Review - Specialized Program Class Relocations, the closing of J.H. Putman Public School necessitated BIP relocations. The final plan for 2019-2020 included:

Class Openings:

- Intermediate BIP at Glen Cairn Public School; and
- Primary/Junior BIP at Sir Winston Churchill Public School

Class Closings:

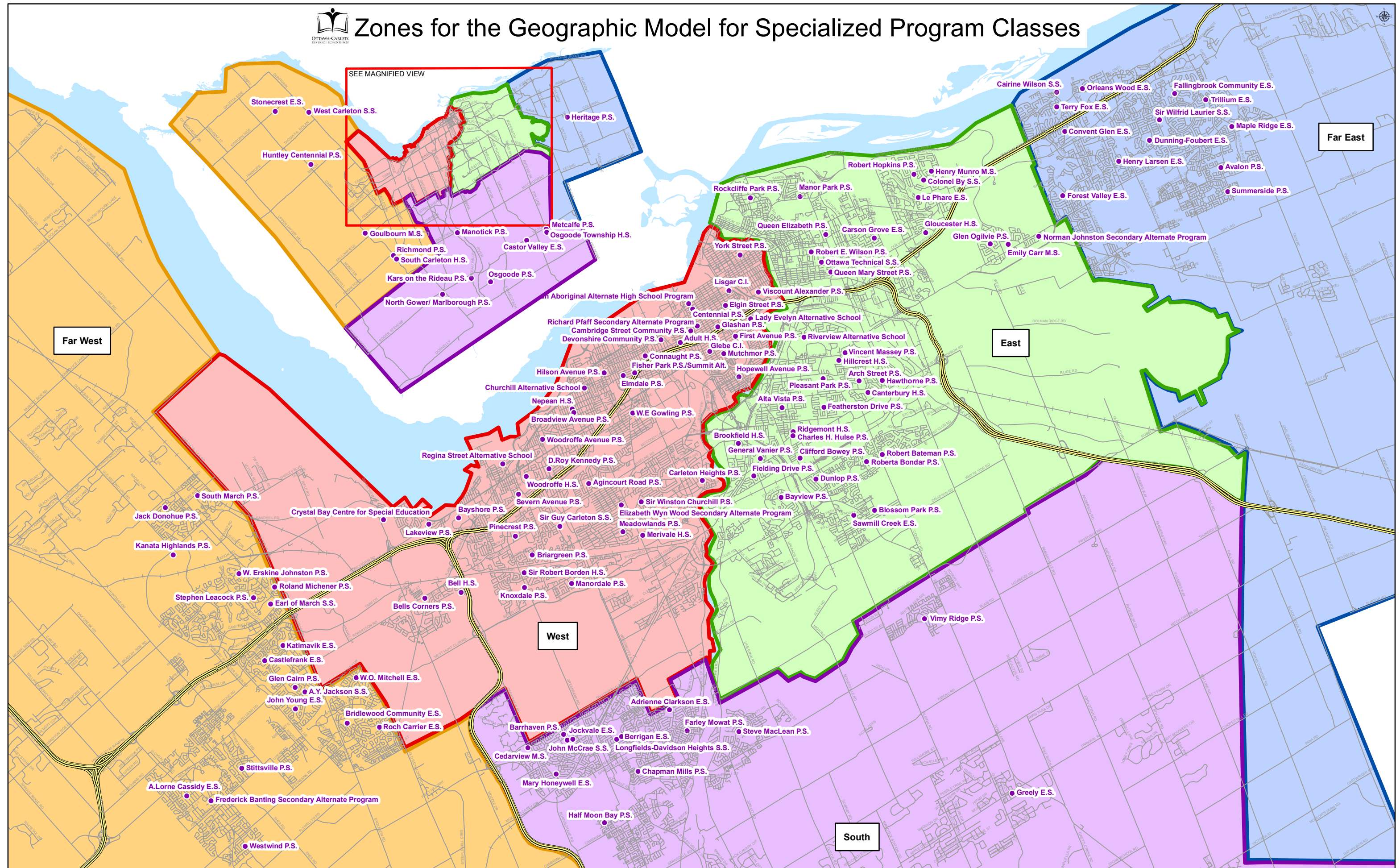
- Junior/Intermediate BIP at J.H. Putman P.S.; and
- Junior BIP at John Young Elementary School

For reference, please find attached as Appendix A, a District map divided into the five geographic zones of the geographic model for specialized program classes.

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

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

Zones for the Geographic Model for Specialized Program Classes





MEMORANDUM

Memo No. 19-063

TO: Trustees
Student Trustees
Special Education Advisory Committee

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

DATE: 3 May 2019

RE: **OCDSB Guide to Supporting Gifted Students in the Regular Classroom Pilot and OCDSB Interest Academy Pilot**

Background

On 30 October 2018, the Board passed a motion directing staff to implement a pilot project, which utilizes both the i) *OCDSB Guide to Supporting Gifted Students in the Regular Classroom* and the ii) *OCDSB Interest Academy: A Vehicle for Accessing the Curriculum Through Inquiry-based Learning*. The purpose of this memorandum is to provide an update of the implementation plan and evaluation proposal for the pilot involving both the OCDSB Guide to Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy.

The pilot programs described below incorporate the principles of Universal Design for Learning (UDL) and Differentiated Instruction (DI), as outlined in the Ministry of Education's programming guide, *Learning For All*¹. These two fundamental instructional approaches are a proven, effective and interconnected means of meeting the learning needs of any group of students, including those students identified with giftedness. The UDL and DI approaches are also foundational to the District's education model for all students in our K-12 classrooms in both English and French Immersion programs.

The goal of the pilot is to examine the effectiveness of the comprehensive OCDSB Guide to Supporting Gifted Students in the Regular Classroom in enhancing a teacher's ability to support students with giftedness. The OCDSB Interest Academy is an integral part of the pilot project, as it is one of many possible strategies to support all learners. Its inclusion in

¹ Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Ontario Ministry of Education, 2013).

the pilot will enable further examination of the resource and provide specific feedback to improve this resource prior to a broader distribution District-wide.

Pilot Resources

The OCDSB Guide to Supporting Gifted Students in the Regular Classroom

In line with the UDL and DI approaches, this guide was developed as a comprehensive framework to assist educators with programming and planning for identified gifted students as well as other non-identified students in the regular program from grades K-12. The guide is organized into five categories including: Getting to Know Your Learners; Instructional Supports; Exit Outcomes; Student Well-Being; Other Supports; and Equity Considerations. The guide is intended to be an easily accessible resource to support staff in serving the needs of all students in the regular classroom, including identified learners with giftedness. It is intended that this framework will allow educators the flexibility to select appropriate strategies and resources to support their learners. One of the resources within this guide contains information about the OCDSB Interest Academy project that teachers can implement within their classroom.

The OCDSB Interest Academy

The OCDSB Interest Academy is an inquiry-based learning experience in which students are given class time to explore a student-selected topic of interest. Students and educators co-create project learning goals and success criteria and contribute to a learning portfolio that will serve to document and reflect on their learning. At completion of the project, students share their learning in a creative manner. This allows students to make connections between their learning and OCDSB Exit Outcomes. Beyond this, the OCDSB Interest Academy has the potential to create new relationships within a school and larger community; parents, school staff and local community members can support students to develop and share their project.

Pilot Timelines

The project will commence in the spring of 2019 with initial orientation and training for staff from the three schools who have been invited to participate. Pilot implementation of the resources is planned for two junior classes within each school for the fall of 2019. Classroom teachers from the three participating schools will be invited to implement either the OCDSB Guide to Supporting Gifted Students in the Regular Classroom over the course of one academic year or the OCDSB Interest Academy within the fall term. Program staff from Curriculum Services and Learning Support Services will provide ongoing support to school staff (i.e., principals, learning support teachers (LSTs)/learning resource teachers (LRTs), teachers) during pilot implementation via professional learning opportunities and site-based consultations.

Pilot Evaluation Plan

The purpose of the evaluation will be to explore the effectiveness of UDL and DI strategies to support the needs of all students, including identified learners with giftedness, in the

regular classroom. Two overarching evaluation questions have been developed in consultation with program stakeholders to guide the evaluation:

1. How effectively were the needs of all students, including gifted learners, supported by the DI and/or UDL approach used in the pilot?
2. What factors influenced the implementation of the OCDSB Interest Academy and/or OCDSB Guide to Supporting Gifted Students in the Regular Classroom by educators in the pilot classrooms/schools?

Given the early stages of program implementation, the evaluation will be exploratory in nature and will include mainly formative evaluation activities. Specifically, qualitative and quantitative data collection tools examining implementation issues from the perspective of staff, students and parents/guardians will be administered. A student-level outcome-based measure (e.g., Renzulli Scales) will also be field-tested for feasibility.

Pilot Data Collection Tools

Data Collection Tool	OCDSB Guide to Supporting Gifted Students	OCDSB Interest Academy
Staff focus group: A focus group will be held with educators in the spring of 2020 which will examine, for example, the barriers and facilitators of implementation the pilot and/or other key dimensions of interest;	x	x
Student self-reflective assessment: The student self-reflective assessment will be administered to all students with parent/guardian permission at the conclusion of the pilot. Students will be asked to reflect on their experience with the pilot resources, focusing on such factors as: engagement; motivation; and awareness of personal learning style;		x
Parent/guardian survey: The parent/guardian survey will ask participants to note any observations related to their child's experience at school specifically related to classroom engagement and motivation resulting from participation in the pilot;		x
Staff survey: In an effort to triangulate data sources, the staff survey will ask educators post-implementation to note any observations in a randomly selected sample of students using engagement and motivation as key dimensions of interest; and	x	x

Renzulli scales: The Renzulli scales will also be administered to a randomly selected sample of students participating in the pilot at pre and post implementation. The use of the Renzulli scales has dual purposes: i) it will assist educators in developing the learner profiles; and ii) act as an aide to planning differentiated learning strategies.	x	x
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Taken together, these data collection tools will allow for a better understanding of the organizational conditions which supported the implementation of both the OCDSB Guide to Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy. The data obtained from the evaluation will serve to address the overarching evaluation questions specifically related to meeting the needs of all students, including gifted learners in the regular classroom setting.

If you require any further information, please do not hesitate to contact Peter Symmonds at peter.symmonds@ocdsb.ca or at 613-596-8254.

cc Senior Staff
 Manager Board Services
 Corporate Records



MEMORANDUM

Memo No. 19-062

TO: Trustees
Student Trustees
Special Education Advisory Committee (SEAC)

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

DATE: 10 May 2019

RE: **Empower Reading Update**

The following information is provided as an update regarding the status of the Empower Reading program in the Ottawa-Carleton District School Board (OCDSB).

The Empower Reading program was developed by the Learning Disabilities Research Program (LDRP) at the Hospital for Sick Children in Toronto (SickKids). Empower is a Tier 3 intervention designed for students who have challenges with phonological awareness and fluency resulting in difficulties learning to read, spell and comprehend text.

In 2009, the OCDSB entered into an agreement with SickKids to provide Empower Reading: Decoding and Spelling Grade 2 to 5 and Empower Reading Teacher Training. Since that time, the OCDSB has expanded Empower to include Empower Reading: Comprehension and Vocabulary Grade 2 to 5 and Empower Reading: Decoding and Spelling Grade 6 to 8.

First year Empower trained teachers must participate in no fewer than three mandatory mentor visits, and Empower trained teachers who continue to use the program must complete an annual refresher training session and a minimum of one mentor visit. Training and mentoring obligations are clearly stated in the Memorandum of Agreement with SickKids and monitored jointly by SickKids and the District's Empower Reading program coordinator.

Empower teachers administer four screening tests to measure letter-sound knowledge and word reading before and after completing the Empower Reading program. These tests include a Sound Symbol Test, Sound Combinations Test, a Challenge Word Test, a Keyword Test and a Test of Transfer. Teachers also use a Phonological Awareness Checklist and administer PM Benchmark pre and post Empower training.

Teachers are asked to record pre and post Empower training data in a tracking form developed by Learning Support Services (LSS), however, gaps in data collection exist due to the voluntary nature of this request. Based on the data LSS has been able to collect over time, results consistently indicate that Empower has a positive impact on students

and their ability to read, and anecdotal reports from parents and families provide further evidence about the positive effects of the Empower Reading program.

In terms of Empower Reading program participation, the maximum number of students per group is eight and the majority of students are participating in Empower Decoding and spelling Grade 2 to 5, or Empower Comprehension and Vocabulary Grade 2 to 5.

This year, the OCDSB is piloting the Empower Reading High School Program with Grade 9 students in two secondary schools. Each of the 70 program lessons presents decoding, spelling, vocabulary, and comprehension tasks, and the programs are completed over a school semester. Since the Empower Reading High School program integrates cross-curricular content incorporating narrative, expository, and graphical text, schools are encouraged to make it a credit bearing course (e.g., Locally Developed English or Learning Strategies).

Estimated cost for delivering Empower (includes supplies, training, release time for teachers and travel costs for SickKids trainers)	Cost
2018-2019	\$148,867
2017-2018	\$153,293
2016-2017	\$212,304*

*costs reflect an increase in number of teachers trained and schools delivering Empower Reading program.

The following table summarizes the number of schools currently participating in Empower and the overall number of teachers trained to deliver Empower programs. Not all trained teachers are delivering Empower this school year. Please see Appendix A for a complete list of schools that offer the program.

Empower Reading Program data as of April 2019

Empower Reading Program	Number of Schools	Number of Teachers Trained
Decoding and spelling Grade 2 to 5	92	128
Comprehension and Vocabulary Grade 2 to 5	21	20
Decoding and Spelling Grade 6 to 8	13	14
High School	2	4

If you have any questions or concerns, please contact Peter Symmonds at 613-596-8254 or at peter.symmonds@ocdsb.ca

cc Senior Staff
Manager Board Services
Corporate Records

Appendix A to Memo 19-062

2018-2019 School Year - Number of Schools Offering Empower			
Decoding & Spelling Grades 2-5	Decoding & Spelling Grades 6-8	Comprehension & Vocabulary	High School
92 schools	13 schools	21 schools	2 schools

A Lorne Cassidy Adrienne Clarkson Arch Street Avalon Barrhaven Bayshore Bells Corners Berrigan Blossom Park Briargreen Bridlewood Cambridge Carleton Heights Carson Grove Castlefrank Castor Valley Centennial Chapman Mills Charles H Hulse Churchill Connaught Devonshire Dunlop Dunning Foubert Elgin St Elmdale Fallingbrook Farley Mowat First Ave Forest Valley General Vanier Glen Ogilvie Greely Half Moon Bay Hawthorne Henry Larson Heritage Hilson Ave Hopewell Huntley Centennial	Alta Vista Blossom Park Broadview Castor Valley D Roy Kennedy Earl of March Glen Cairn Henry Munro Kars on the Rideau Katimavik Manordale Queen Elizabeth Vincent Massey	A Lorne Cassidy Arch St Bells Corners Blossom Park Carleton Heights Chapman Mills Devonshire Dunlop Greely Hopewell Huntley Centennial Jack Donohue John Young Manotick Osgoode Queen Mary St Richmond Roberta Bondar Stittsville Stonecrest Westwind	Gloucester Sir Guy Carleton
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Appendix A to Memo 19-062

2018-2019 School Year - Number of Schools Offering Empower			
Decoding & Spelling Grades 2-5	Decoding & Spelling Grades 6-8	Comprehension & Vocabulary	High School
92 schools	13 schools	21 schools	2 schools

Jack Donohue Jockvale John Young Kanata Highlands Kars on the Rideau Katimavik Knoxdale Lady Evelyn Lakeview lePhare Manordale Manor Park Manotick Maple Ridge Mary Honeywell Meadowlands Metcalfe Mutchmor North Gower Orleans Woods Osgoode Pinecrest Pleasant Park Queen Elizabeth Queen Mary St RE Wilson Regina St Richmond Riverview Robert Bateman Robert Hopkins Roberta Bondar Roch Carrier Rockcliffe Roland Michener Severn Ave Sir Winston Churchill Stephen Leacock Steve MacLean Stittsville			
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Appendix A to Memo 19-062

2018-2019 School Year - Number of Schools Offering Empower			
Decoding & Spelling Grades 2-5	Decoding & Spelling Grades 6-8	Comprehension & Vocabulary	High School
92 schools	13 schools	21 schools	2 schools

Stonecrest Summerside Trillium Vimy Ridge Vincent Massey Viscount Alexander WE Gowling WE Johnston WO Mitchell Westwind Woodroffe Ave York St			
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Schools Not Offering Empower in 2018-2019:

Agincourt Road PS
 Bayview PS
 Cedarview MS
 Convent Glen ES
 Emily Carr MS
 Featherston Drive PS
 Fielding Drive PS
 Fisher Park PS/Summit AS
 Glashan PS
 Goulbourn MS
 Longfields Davidson Heights Intermediate School
 Sawmill Creek PS
 South March PS