OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

EQUITY
LEARNING
WELL-BEING
STEWARDSHIP
ENGAGEMENT

Erica Braunovan
Trustee, Zone 10

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

Katrine Mallan
Manager of
Board Services

OCASC

SEAC

Student Senate

Jennifer Jennekens
Trustee Zone 7

Keith Penny
Trustee Zone 8

Lyra Evans
Trustee Zone 9

Mark Fisher
Trustee Zone 11

Sandra Schwartz
Trustee Zone 12

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE AGENDA

Tuesday, 18 June 2019

COW In Camera - 6:00 p.m.

COW Public- 6:45 p.m.

PLEASE NOTE TIME

Boardroom
Administration Building
133 Greenbank Road
Ottawa, Ontario

Chris Ellis
Trustee Zone 6

Rob Campbell
Trustee Zone 5

Wendy Hough
Trustee Zone 4

Donna Blackburn
Trustee Zone 3

Christine Boothby
Trustee, Zone 2

Lynn Scott
Trustee Zone 1

Isaac Glassman
Student Trustee

Samantha Lin
Student Trustee

OCEOC

ETFO

OSSTF

Delegations

OSSTF

OCSSAN

ACE

For further information on this agenda or how the Committee of the Whole meeting works, please contact Sue Baker, Senior Board Coordinator, at 596-8211 ext. 8641 or susan.baker@ocdsb.ca

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

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

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Sue Baker, Senior Board Coordinator at 596-8211, ext. 8641 or susan.baker@ocdsb.ca

IN CAMERA MEETINGS:

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

HOW TO APPEAR AS A DELEGATION:

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

COMMITTEE OF THE WHOLE
PUBLIC AGENDA

Tuesday, June 18, 2019, 6:45 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Pages

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

2. Approval of Agenda

3. Briefing from the Chair of the Board

4. Briefing from the Director

5. Delegations

6. Matters for Action:

6.1   Report 19-064,Special Education Plan 2019 and Special Education Report 2019 (P. Symmonds, ext. 8254)   1

   a.   Appendix A 2018-2019 Special Education Plan   5

   Please bring the hard copy that was distributed with the agenda for the 12 June 2019 SEAC meeting

   b.   Appendix B 2019 Special Education Report   157

   Please bring the hard copy that was distributed with the agenda for the 12 June 2019 SEAC meeting

6.2   Report 19-067, Adoption of OCDSB Education Development Charges Amending By-Law (M. Carson, ext. 8881)   163

6.3   Report 19-070, New Fernbank Elementary School - Approval of Opening Grade Structure, Program, and Attendance Boundary (M. Carson, ext. 8881)   181

6.4   Report 19-068, 2019-2023 Strategic Plan (M. Giroux, ext. 8310)   209

7.   Report from Statutory and Other Committees

8.   Matters for Discussion:

9.   Information Items:

     9.1   Report from OPSBA (if required)

     9.2   New Ministry Initiatives Update

     9.3   OSTA Update (if required)

10. New Business - Information and Inquiries

11. Adjournment

SPECIAL EDUCATION ADVISORY COMMITTEE 12 June 2019
COMMITTEE OF THE WHOLE (PUBLIC) 18 June 2019
BOARD 24 June 2019
Report No. 19-064

Special Education Plan 2019 and Special Education Report 2019

Key Contact: **Peter Symmonds, Superintendent, Learning Support Services, 613-596-8211 ext. 8254**
Amy Hannah, System Principal, Learning Support Services, 613-596-8211 ext. 8713

PURPOSE:

1. To obtain Board approval of the Special Education Plan 2019 and the Special Education Report 2019.

CONTEXT:

2. School boards are required to prepare a special education plan annually. The plan must be approved by the Board and submitted to the Ministry of Education every year by July 31. The special education plan is a document which provides detailed information about how the school District carries out its legal responsibilities for the provision of special education programs and services. The special education plan is in many respects, a detailed expression of how the District will implement the Board's special education policy. Recognizing the size and complexity of the plan, there is a regular cycle to manage review of the different sections of the document. Each month, two or more sections of the document are brought to the Special Education Advisory Committee (SEAC) for discussion and review. Similar to last year, a comprehensive review of the document has been undertaken with a focus on improving the clarity and ease of use of the plan and aligning it with legislative requirements.

In accordance with *Regulation 306*, school boards must submit a special education report on the delivery of special education programs and services to the Ministry of Education every two years on the odd year. The purpose of the report is to provide the Ministry of Education with a summary of the provision by

the school board of special education programs and special education services. Essentially, it is a summary of the sections required in the special education plan.

KEY CONSIDERATIONS:

3. **Purpose and Requirements of the Special Education Plan**
    The purpose of the special education plan is twofold: to inform the public about the manner in which the school board is carrying out its special education responsibilities; and to report to the Ministry of Education. The Ministry policy document *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017* establishes precise requirements for special education plans for all school boards of the standards against which their special education plan will be measured. The standards reflect what the Ministry of Education considers to be necessary to meet the needs of exceptional students.

4. **Revision Process of the Special Education Plan**
    The revisions to the 2018-2019 special education plan were drafted in consultation with members of SEAC. The following is a summary of the topics and dates of the items reviewed:
    *   12 September 2018, Provincial and Demonstration Schools in Ontario, Categories and Definitions of Exceptionalities and Roles and Responsibilities;
    *   10 October 2018, Specialized Health Support Services in School Settings, Accessibility of School Buildings and Coordination with Other Ministries/Agencies;
    *   14 November 2018, Special Education Staff, The Identification, Placement, and Review Committee (IPRC) Process and Appeals, Transportation and Staff Development;
    *   5 December 2018,The Board's Special Education Advisory Committee (SEAC), Special Education Placements Provided by the OCDSB,
    *   16 January 2019,The Board's Consultation Process, Early Identification Procedures and Intervention Strategies;
    *   6 March 2019, Equipment, Educational and Other Assessments; and
    *   10 April 2019, Individual Education Plans (IEPs) and the Ottawa-Carleton District School Board (OCDSB) Model for Special Education.

    Considerable effort has been made reviewing the language of the special education plan and how to access specific information to best support students and families. A regular part of the annual review process includes a review of current data such as expenditures for equipment, professional development opportunities, SEAC membership, students identified through the IPRC process or having IEPs to ensure key information is up-to-date and reflects District practice.

    Our current practice of reviewing the special education plan in sections with SEAC on a monthly basis works well in that it allows for discussion of the document in manageable pieces, allowing us to make progress over the course of the year. However, given that approval by Board occurs at the end of the

school year, only minor edits can be accommodated at this stage. The final approval stage will likely generate ideas and suggestions which will be carried forward into the review process which starts again in September.

Staff recognizes there are future opportunities to build on the work undertaken this year. For example, there is room to simplify the language, increase the accessibility of the information for parents/guardians, and to increase opportunities for parents and community members to use and to provide input into the document.

5. **Submission Process and Timelines**
   As required in the *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017*, the special education plan and the special education report must be approved by the school board and any amendments must be forwarded to the local district office of the Ministry of Education. Two copies of the complete plan and report must be submitted with the following documents:
   ● A letter from the director of the school board that confirms that the school board's special education plan is being submitted in compliance with the requirements of *Regulation 306* and with the standards outlined in the *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017;*
   ● A copy of the Board's motion of approval of the plan and the report, including the date of approval; and
   ● A copy of any related motions or recommendations from the board's SEAC.

RESOURCE IMPLICATIONS:

6. The work undertaken on the special education plan and the special education report by Learning Support Services (LSS) to review and update the plan and develop the report has been substantive over the course of this year. Staff estimates approximately 20 days of work have been invested in reviewing and rewriting the plan and creating the report. In addition, SEAC has allocated time on every agenda for this item.

COMMUNICATION/CONSULTATION ISSUES:

7. The key consultation on the plan has occurred through SEAC meetings. The dates and times of the meeting discussions are noted above. The value of discussions at SEAC is that it ensures the committee, and members of the community with a strong interest in special education issues, have the opportunity to discuss ideas and inform the way that services are delivered. These consultations and discussions have also informed the content of the special education report, as they are an extension of the special education plan.

STRATEGIC LINKS:

8.   The special education plan and the special education report outline several links to the District Strategic Plan with a focus on reducing barriers to learning and providing individualized, personalized support and resources to meet the needs of every learner. In addition, both the plan and report support the development of strategies, tools, and resources to foster strong relationships among students, staff, families, and schools.

RECOMMENDATION:

A.   THAT the 2018-2019 Special Education Plan, attached as Appendix A to Report No. 19-064, be approved; and

B.   THAT the 2019 Special Education Report, attached as Appendix B to Report No.19-064, be approved.

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

Appendix A – 2018-2019 Special Education Plan (Separate Distribution)
Appendix B – 2019 Special Education Report (Separate Distribution)

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

2018–2019
SPECIAL EDUCATION PLAN

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

TABLE OF CONTENTS

MISSION STATEMENT

Educating for success –

inspiring learning and

building citizenship

Part 1- The Board's Consultation Process

Purpose of the Standard

To provide details of the board's consultation process to the Ministry and the public.

The Ottawa-Carleton District School Board reviews and updates the Special Education Plan on an annual basis. It is our belief that consultation with a variety of stakeholders is necessary to receive the required input to improve programs and services for students as well as to update the plan as required.

The OCDSB's Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and also throughout the year as the need arises in accordance with *Regulation 464/97*. SEAC members are able to share information and input from their respective associations/agencies and provide feedback. Following an in depth review last year, our Special Education Plan was made more parent-friendly and accessible. This continues to be a work in progress as we strive to continue to improve the functionality and usability of the plan. A review schedule of each component of the special education plan was developed for the year via SEAC monthly agendas and input from SEAC was received. All of the feedback provided was reviewed and included in the plan, when they were aligned with Ministry of Education requirements. Ongoing suggestions and feedback this year from SEAC consultations were to continue to include more parent / guardian friendly language and a clarity of language or descriptions as it relates to aspects of our special education programs and services.

Minority and Majority Reports
There were no majority or minority reports concerning the Board's approved special education plan in 2018/2019.

Opportunities for Community Input
Opportunities for public input and feedback were provided through SEAC monthly meetings and meeting minutes, the Board's website, and via direct connection with Learning Support Services team members. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2019 was posted on the District's website.

Special Education Program and Services Internal / External Reviews

Methodology for Internal Reviews

In January, 2014, the Learning Support Services department presented Report No. 14-001, *Performance Measures for the Ottawa-Carleton District School Board, Learning*

Support Services. Building on the draft, Program Logic Models (PLMs), developed in consultation with Dr. Tim Aubry, at the University of Ottawa, the report highlights several performance measures for Learning Support Services department and for each OCDSB specialized program. These performance measures have been used to shape the most recent program reviews for two of our specialized program classes (LD SIP, and Gifted).

Further work has begun on the implementation and monitoring of a revised model for supporting students with Learning Disabilities. Exploration of the programs and services for students with Giftedness is ongoing. A key component of the program review process is the engagement of stakeholders including SEAC, parents / guardians, parent / community organizations, students, central staff, teachers, educational assistants, principals, managers, senior staff, and trustees in the process. The inclusion of stakeholders has taken on a variety of formats and is dependent upon the review.

OCDSB Quality Programming Indicators
This year, we continue to work on the development of the OCDSB Quality Programming Indicators (QPI). The purpose of the new resource is to provide a comprehensive overview of quality programming to meet the specialized learning needs of students within both regular and specialized program classes in K to 12 settings. Indicators of quality programming focus on the following topics: Student and Class Profiles, Individual Education Plans, Transition Plans, Academic and Alternative Programs, Instructional Strategies, Technology, Tools, and Specialized Equipment, Instructional Environment, Social-Emotional Learning, Integration, and Assessment. This resource is in the final stages of the editing process and the goal is to launch it district-wide in September, 2019.

Learning Support Services Operational Review
In October, 2018, at Committee of the Whole (COW), trustees passed a motion that LSS was directed to undertake an operational review with the focus of the following aspects:

> **THAT** staff be directed to undertake an operational review of the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities;

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

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

This review continues to be ongoing departmental work and an external consultant will be selected in the coming months to execute the review process. More information will be shared in the fall of 2019.

Part 2- Special Education Programs and Services

The Board's Model For Special Education

Purpose of the Standard
To provide the Ministry and the public with information on the Board's philosophy and service-delivery model for the provision of special education programs and services.

The Ottawa-Carleton District School Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. The OCDSB is also committed to early identification and intervention to address learning needs. It is through this early identification and intervention process that learners remain confident about their abilities and are engaged in their learning journey.

The OCDSB Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, Accessibility for Ontarians with Disabilities Act, and regulations made under the Act and any other relevant legislation. The OCDSB's approach to special education and its special education delivery model are aligned with the Board's Mission Statement and Strategic Plan. Our Mission, Educating for Success: Inspiring Learning and Building Citizenship forms the foundation of our work. Many components of our current Strategic Plan connect and support the delivery of our supports and programs.
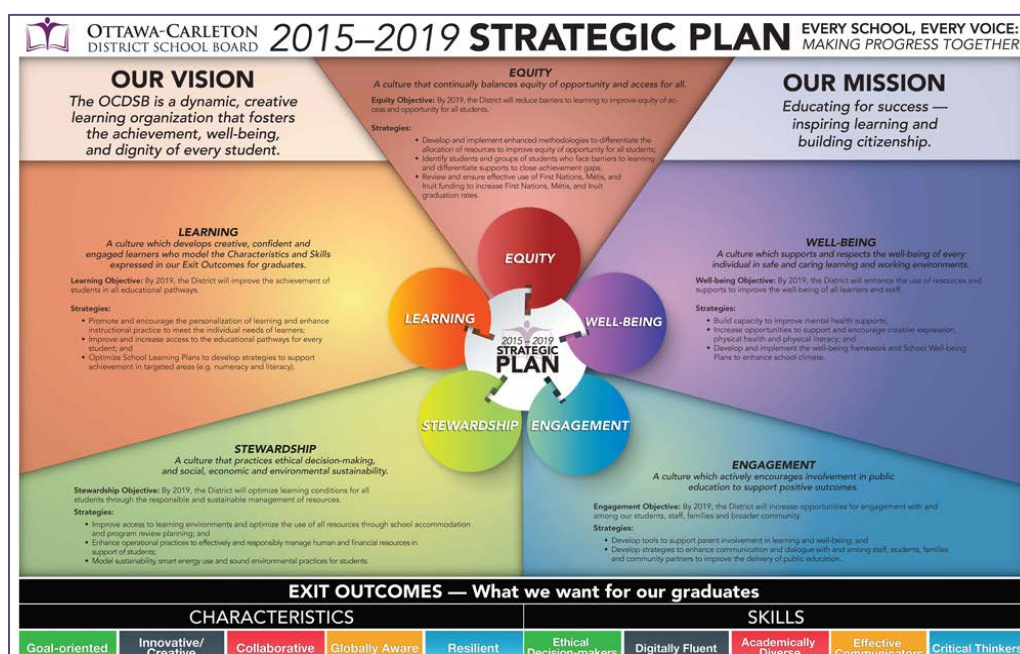
Service Delivery Model

The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents and dist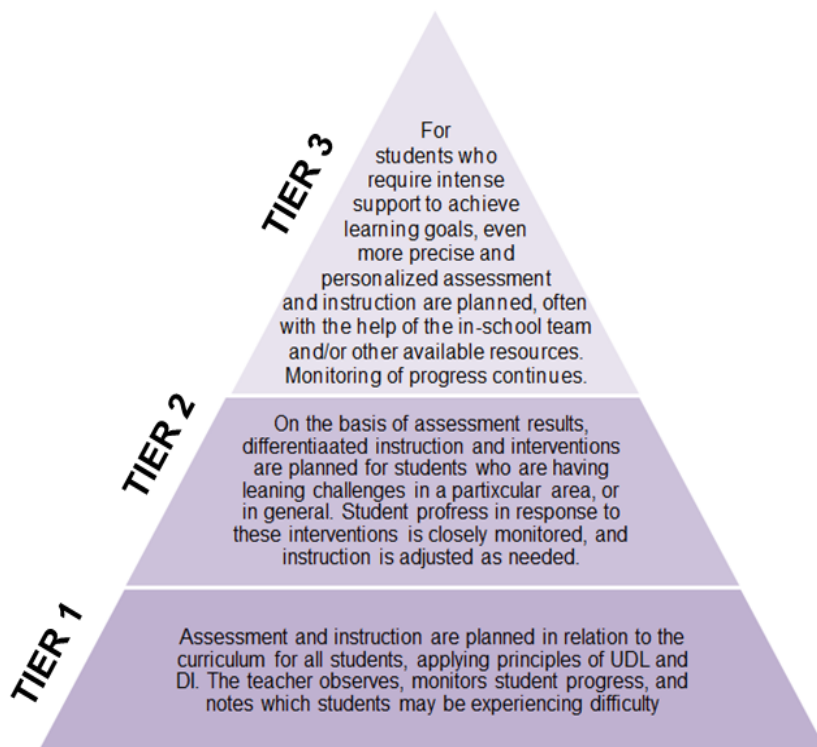rict staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a specialized program class. Specialized program class locations are based on a geographically defined catchment area and designated schools. We value collaboration and consultation with parents / guardians to best understand the strengths and needs of each learner.

The OCDSB places a strong emphasis on the inclusion of our students with special needs. Our ongoing commitment is to provide the structures and support each student needs to foster their growth and development in programs, which foster integration and independence as defined for each student based on their strengths and needs.

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the support of the school's learning support teacher (LST) or learning resource teacher (LRT) and/or central district staff, are able to provide individualized programming that allows the student to meet required expectations with success. The regular classroom is always an option that parents or guardians may consider, regardless of the student's needs. A regular classroom allows the student to be surrounded by peers, while receiving personalized programming that is outlined in the student's Individual Education Plan. The regular class is considered the most inclusive of placements.

The special needs of each student may be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment. The OCDSB model for service delivery is rooted in the tiered approach to intervention, as outlined in the Ministry of Education document; *Learning for All* : A Guide to Effective Assessment and Instruction for All Students, *K-12* (2013). An overview of the tiered approach to intervention is summarized in the following chart:

TIER 3 — For students who require intense support to achieve learning goals, even more precise and personalized assessment and instruction are planned, often with the help of the in-school team and/or other available resources. Monitoring of progress continues.

TIER 2 — On the basis of assessment results, differentiaated instruction and interventions are planned for students who are having leaning challenges in a partixcular area, or in general. Student profress in response to these interventions is closely monitored, and instruction is adjusted as needed.

TIER 1 — Assessment and instruction are planned in relation to the curriculum for all students, applying principles of UDL and DI. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty

Special Education Programs

Special education placements and programs are outlined in detail in Standard 9 (refer to subsection Special Education Placements Provided by the OCDSB for detailed descriptions of Ministry Placements and OCDSB Programs).

Ministry of Education Placements
- Regular Class with Indirect Support
- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance
- Special Education Class with Partial Integration
- Special Education Class Full-time

Ottawa-Carleton District School Board Special Education Programs
- Regular Class with Specialized Support
- Regular Class with LST and/or LRT Monitoring
- Regular Class with LST and/or LRT Support
- Specialized Program Class
- Special Education School

Provincial Specialized Placements
- Care and Treatment Programs (CTCC)
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

Special Education Supports in the OCDSB

School-Based Supports	System-Based Supports	Provincially-Based Supports
- Principal/Vice-Principal - Learning Support Teacher (LST) - Learning Resource Teacher (LRT) (elementary only) - Classroom Teacher - Educational Assistant (EA) - Early Childhood Educator (ECE) - Parent(s)/guardian(s)	- Learning Support Consultant (LSC) - Psychologist/Psychological Associate - Social Worker - Speech-Language Pathologist - Autism Spectrum Team - Behavior Support Team - Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing - SELT (Social / Emotional Learning Teacher) - Early Learning Team - ITAT (Itinerant Teacher of Assistive Technology) - Itinerant Emergency Educational Assistant - Itinerant Educational Assistant - System Principals - System Managers - Discipline Supervisors	- Community Agencies - Care and Treatment (CTCC) - Local Health Integration Network (LHIN) - Hospitals - Demonstration/ Provincial Schools

The OCDSB special education policy shall be achieved through the delivery of a variety of learning supports including, but not limited to:
- range of appropriate assessments accompanied by timely tiered interventions and professional strategies;
- a continuum of placement options;
- equitable application of the specialized program class location model using geographically defined catchment areas and designated schools to ensure fair access to specialized programs;
- appropriate student/teacher ratio as governed by the Education Act;

- Individual Education Plans (IEPs) subject to regular review and outcome based evaluation;
- a clearly communicated Identification, Placement and Review Committee (IPRC) process, with consistent procedure;
- integration opportunities within the student's school;
- multi-disciplinary professional supports for students with special education needs;
- timely access as required to appropriate equipment and materials: and
- timely access to information for parents about programs and services.

Definition of Terms

Accommodation includes special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning. Accommodations described in the IEP should include only those strategies and supports that differ from what is normally provided during classroom instruction. Accommodations that the student requires in connection with instruction, assessment and functioning in the physical environment should be listed separately as follows:

- *Instructional accommodations* - adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum
- *Environmental accommodations* - changes or supports in the physical environment of the classroom and/or the school
- *Assessment accommodations* - adjustments in assessment activities and methods required to enable the student to demonstrate learning

Assistive technology is any technology that allows one to increase, maintain, or improve the functional capabilities of an individual with special learning needs.

Differentiated Instruction includes using flexible groupings to meet student needs, providing accommodated instruction/assessments activities where required and challenging students at an appropriate level (in light of their readiness, interests, and learning profiles).

Curriculum tells teachers *what* to teach, while differentiated instruction tells teachers *how* to teach it to a range of learners by employing a variety of teaching approaches. The teacher can differentiate one or a number of the following elements in any classroom learning situation:

- the content (what the student is going to learn)
- the process (the activities)
- the product (the accomplishment following a learning period)

An **exceptional pupil** according to the Education Act is a pupil whose behaviour, communication, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program by an Identification, Placement and Review Committee of the Board established in the Education Act (*Regulation 181*). Refer to OCDSB Special Education Programs and Services for detailed descriptions.

An **Identification, Placement and Review Committee** (IPRC) is a committee of the Board with a mandate to identify students with special education needs and determine the most appropriate special education program based on the student's needs.

An **Individual Education Plan** (IEP) is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or accommodations and special education services needed to assist the student in achieving his or her learning expectations.

In-School Team may consist of the principal or designate, Learning Support Teacher (LST), Educational Assistant (EA), Head of Special Education/Special, Education/Student Services, classroom teacher, parent(s)/guardian(s) and any of the following where appropriate: classroom teacher(s), Learning Resource Teacher (LRT), special education class teacher(s), Early Childhood Educator (ECE) and student if over 16.

Modification is the process of changing the number, complexity and/or grade-level expectations for a subject or course in order to meet a student's learning needs.

Multi-Disciplinary Team consists of members of the in-school team and various personnel who are assigned to support the school in areas of special education assessments and programming. These may include the Learning Support Consultant (LSC), psychologist or psychological associate, social worker, speech-language pathologist, Itinerant Teachers for the Blind/Low Vision, Itinerant Teachers for the Deaf/Hard of Hearing, as well as, any of the system-based teams e.g. Behaviour Support Team (BST), Student Success Teachers (SST), Autism Spectrum Disorder Team (ASDT).

A **program** is a prescribed set of learning activities that has a basis in the Ontario Education Act, the regulations, the Ministry of Education guidelines or Ministry memoranda which would generally identify the scope and sequence of the learning activities, the target group, and the requirements for certification.

Provincial/Demonstration Schools are Ministry operated schools for students who are deaf, blind, deaf-blind or for students with severe learning disabilities. Residential programs are available for those students for whom distance precludes daily travel.

A **special education program**, as defined by the Ontario Education Act, is one based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Tiered Intervention is a process of assessing, supporting, monitoring, and re-evaluating a student's progress by providing "just right" supports that allow the student to achieve academic success. The tiered approach to ongoing prevention and intervention embodies principles of universal design for learning and differentiated instruction, offers a systematic method for the early identification of students who are experiencing particular difficulties, and, through ongoing monitoring of their progress, provides the precise level of support those students need.

Universal Design for Learning provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students. It often overlaps with differentiated instruction which allows teachers to address specific skills and difficulties. Both include providing a range of instructional strategies, resources, learning tasks, and assessment tools in order to meet the different strengths, needs, levels of readiness, and learning styles or preferences of the students in the class.

Acronyms Used in the Special Education Plan 2019

ADHD	Attention Deficit/Hyperactivity Disorder
ADP	Adaptive Devices Program
AODA	Accessibility for Ontarians with Disabilities Act
ASDP	Autism Spectrum Disorder Program
ASDSCSP	Autism Spectrum Disorder Secondary Credit Support Program
ASDT	Autism Spectrum Disorder Team
BIP	Behaviour Intervention Program
BST	Behaviour Support Team
CAC	Centre for Augmentative Communication
CSP	Coordinated Service Planning
DD	Developmental Disability
DHH	Deaf/Hard of Hearing
DSP	Dual Support Program
EA	Educational Assistant
ECE	Early Childhood Educator
ELIP	Early Learning Intervention Program

GLP	General Learning Program
IBI	Intensive Behaviour Program
IEA	Itinerant Educational Assistant
IEP	Individual Education Plan
ILLD	Intermediate Language Learning Disabilities
IPRC	Identification, Placement and Review Committee
ITAT	Itinerant Teacher of Assistive Technology
ITB/LV	Itinerant Teacher for the Blind/Low Vision
ITD/HH	Itinerant Teacher for the Deaf/Hard of Hearing
LD	Learning Disability
LDP	Learning Disability Program
LD SIP	Learning Disability Specialized Intervention Program
LLD	Language Learning Disability
LSC	Learning Support Consultant
LSS	Learning Support Services
LST	Learning Support Teacher
LRT	Learning Resource Teacher
MID	Mild Intellectual Disability
OCDSB	Ottawa-Carleton District School Board
OCTC	Ottawa Children's Treatment Centre
OSR	Ontario Student Record
OSSD	Ontario Secondary School Diploma
OSTA	Ottawa Student Transportation Authority
OT	Occupational Therapist
PCLD	Provincial Committee on Learning Disabilities
PSP	Physical Support Program
PT	Physical Therapist
QPI	Quality Programming Indicators
SAL	Supervised Alternative Learning
SB IPRC	Superintendency-Based, Identification, Placement and Review Committee
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SIP	Special Incidence Portion
SLP	Speech-language Pathologist
SST	Student Success Teacher

Roles and Responsibilities

Purpose of the Standard

To provide the public with information on roles and responsibilities in the area of special education.

The Ministry of Education has defined roles and responsibilities in elementary and secondary education in several key areas:

- Legislative and policy framework
- Funding
- School system management
- Programs and curriculum

It is important that all those involved in special education understand their roles and responsibilities, which are outlined below:

The Ministry of Education

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model which consists of the Grant for student needs, including funding for classrooms and the Special Education Grant. The Special Education Grant is made up of six allocations:– Special Education Per Pupil Amount, Differentiated Special Education Needs Amount, Special Equipment Amount, Special Incidence Portion, Facilities Amount, and Behaviour Expertise Amount
- requires school boards report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards maintain special education plans, review them annually, and submit amendments to the Ministry
- requires school boards establish Special Education Advisory Committees (SEAC); establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) and school boards regarding the identification and placement of exceptional pupils
- establishes a Provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services

- operates provincial and demonstration schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The District School Board
- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- monitors school compliance with the Education Act, regulations, and policy/program memoranda
- requires staff comply with the Education Act, regulations, and policy/program memoranda
- provides appropriately qualified staff to provide programs and services for students with special education needs in the board
- obtains the appropriate funding and reports on the expenditures of provincial funds for special education
- develops and maintains a Special Education Plan
- reviews the Special Education Plan annually, submits the checklist to the Minister of Education, and posts the Special Education Plan to the OCDSB website
- provides statistical reports to the Ministry as required and as requested
- prepares and publishes a parent guide to provide parent(s)/guardian(s) with information about special education programs, services, and procedures
- establishes IPRC meetings to identify students with special education needs and determine appropriate placements for them
- establishes a Special Education Advisory Committee and considers its recommendations
- provides professional development to staff on special education
- establishes an annual budget, including a special education budget

The Special Education Advisory Committee (SEAC)
- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for students with special education needs in the board
- participates in the board's annual review of its Special Education Plan
- participates in the board's annual budget process as it relates to special education
- reviews the financial statements of the board as they relate to special education
- provides information to parent(s)/guardian(s), as requested
- create and maintain a guide of SEAC members and contact information

The School Principal
- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies
- communicates Ministry of Education and school board expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes

- communicates board policies and procedures about special education to staff, students, and parent(s)/guardian(s)
- ensures that the identification and placement of students with special education needs, through an IPRC meeting, is done according to the procedures outlined in the Education Act, regulations, and board policies
- consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for students with special education needs
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements
- ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- ensures the delivery of the program as set out in the IEP
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained
- provides the parent guide, and other relevant documents to parent(s)/guardian(s)

The Teacher
- engages in early identification to inform instructional practices
- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda
- follows board policies and procedures regarding special education
- maintains up-to-date knowledge of special education practices
- where appropriate, works with special education staff and parent(s)/guardian(s) to develop the IEP for a student with special education needs
- provides the program for students with special education needs in the regular class, as outlined in the IEP
- communicates the student's progress to parent(s)/guardian(s)
- works with other school board staff, parents, and students, where appropriate, to review and update the student's IEP.

The Special Education Teacher
In addition to the responsibilities listed above under "The Teacher", the following additional roles / responsibilities are included:

- holds qualifications, in accordance with *Regulation 298*, to teach special education
- monitors the student's progress with reference to the IEP and modifies the program as necessary
- assists in providing educational assessments for students

The Early Childhood Educator in coordination with the Teacher
- assists in implementing and planning education to Kindergarten children;

- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that is healthy physically, and social learning
- relays information to families;
- undertaking of duties assigned by the principal in regards to the Kindergarten program.

The Parent(s)/Guardian(s)
- become familiar with and informed about Board policies and procedures in areas that affect the child
- participate in IPRC meetings, parent-teacher conferences, and other relevant school activities
- participate in the development of the IEP
- becomes acquainted with the school staff working with the student
- support the student at home
- work with the school principal and teachers to solve problems
- are responsible for the student's attendance at school

The Student
- complies with the requirements for pupils as outlined in the Education Act, regulations, and policy/program memoranda
- complies with Board policies and procedures
- participates in IPRC meetings, parent(s)/guardian(s)-teacher conferences, and other activities, as appropriate

Special Education Staff Roles and Responsibilities in the OCDSB
Superintendent of Learning Support Services - Peter Symmonds
System Principal of Learning Support Services - Amy Hannah
System Principal of Learning Support Services - Christine Kessler
Manager of Mental Health and Critical Services- Dr. Petra Dushner
Manager of Learning Support Services - Stacey Kay

Clinical Supervisors:
Psychology - Dr. Timothy Hogan
Social Work - Kathryn Langevin
Speech - Language Pathology - Maya Rattray

Early Identification Procedures and Intervention Strategies

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

The OCDSB believes that early identification and intervention to address special needs is essential to student success. The District uses a range of effective practices to accomplish this beginning from the time a student is registered to attend school in the OCDSB.

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

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

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

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

Student Registration Process - Kindergarten

As a component to the registration process for entry into kindergarten programs, parents / guardians are asked to complete a Kindergarten Intake form. This provides an opportunity for parents / guardians to describe their child's special learning needs. The information that parents / guardians provide is useful in initiating a number of actions to facilitate the entry of children with special needs into the school system.

The Kindergarten Educator Team (teacher, early childhood educator, and sometimes an educational assistant) are key in the education and early identification process. The kindergarten educator team works collaboratively with the family prior to the Kindergarten intake process and following the beginning of school. The educator team communicates regularly with the parent(s)/guardian(s) about students' progress and development in the early years. The teacher employs ongoing assessments (observation checklists, inventories, portfolios, conferences, in-depth anecdotal records, formal/informal assessments) and shares these with the parents / guardians as appropriate.

Parents / guardians who provide information indicating their child has or may have special needs prior to school entry, may be asked to provide signed parental consent for board personnel to make contact with preschool service providers to arrange an observation of their child. Where appropriate case conferences are routinely held with key stakeholders, including the parents, to share information about the student related to the necessary services once the child is attending school (e.g. occupational therapy, physiotherapy, speech-language pathology, nursing support, special accommodations, etc.).

Student Registration Process Grade 1 - 12

Students who register to attend OCDSB schools and have been receiving an educational program elsewhere are reviewed at the time of registration for the need for additional support related to specific needs. The OCDSB Registration form provides parents / guardians with an opportunity to indicate whether or not their child has a particular cognitive, behavioural, physical, medical or developmental needs, and whether they have been receiving special supports and services in their current educational setting.

It is typical practice in the OCDSB to request as much information from the parents / guardians about the student available at the time of registration. Where a parent / guardian does not have copies of materials from the student record in their possession (e.g. report cards, assessment results), written permission to contact the student's current educational provider is obtained and these documents are requested. The Ontario Student Record (OSR) is requested using the required Ministry of Education form. Where it is apparent that a student has had extensive intervention and will continue to need support, an immediate referral to the school multi-disciplinary team

may occur. As a component of this process, school staff will contact multi-disciplinary or Learning Support Services personnel to assist in reviewing the child's most recent educational program and setting. If a student is attending a school in the Ottawa region, a site visit may occur (with written parental permission) to allow staff to observe the child in that setting and to discuss their strengths and needs with staff.

If a student has been identified as exceptional in another school district, the school team with parental participation will determine whether further assessment may be required and whether to initiate an Individual Education Plan (IEP). If it is deemed appropriate, a recommendation to an Identification, Placement, and Review Committee (IPRC) may take place.

Student Data / Information Collection
Classroom educators collect a variety assessment data for all students in the primary years. This data provides information on students along a developmental continuum. the following represents a sample of data collected by educators in the primary years:

Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Early Literacy / Numeracy Observation Tool (ELNOT)	To screen for early intervention and to gauge developmental growth of literacy and numeracy skills.
Year 1 (JK) Year 2 (SK)	Developmental Indicators for the Assessment of Learning (DIAL-4)	To identify student strengths and needs in the areas of motor, concept, language, self-help, and social/emotional development.
Year 1 (JK) Year 2 (SK) November	The Kindergarten Communication of Learning: Initial Observation	• To provide an overview of initial observations of the student's learning; • To provide educators with data to inform program planning.
Year 1 (JK) Year 2 (SK) February and June	The Kindergarten Communication of Learning	To provide reflections on the student's learning connected to the four program frames.

Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Ongoing pedagogical documentation will be collected to identify developmental levels in all areas of learning	• To provide evidence of learning that will be shared with parents / guardians throughout the year; • To provide educators with data to inform intentional and purposeful programming.
Grade 1 - 3	Achievement Data - Provincial Report Cards and ongoing classroom assessments based on the curriculum	To assess ongoing student progress and identify areas in need of remediation.
Grade 1-3	PM Benchmarks or GB+(fall and spring)	To determine student reading engagement, fluency, and comprehension.
Grade 3	EQAO	To assess numeracy and literacy skills.

Intervention Strategies, Programs, and Supports

Intervention strategies are in place to support students through a tiered approach, in which evidence-based assessment and instruction are systematically provided and respond to an individual's strengths and needs. The nature, intensity, and duration of interventions determined on the basis of the evidence gathered through frequent and systematic monitoring of the student's progress.

The principles of Universal Design for Learning (UDL) and differentiated instruction (DI) will be used along with a tiered approach of greater personalization and precision to support the learning and teaching of students.

The following early interventions are available to all students demonstrating learning difficulties, whether identified formerly through an IPRC or not. These strategies are typically discussed with parents / guardians and appropriate school or system level staff prior to implementing them in the classroom.

- All primary teachers use a variety of strategies to teach phonemic development, phonological awareness, word recognition, decoding and comprehension;
- Special education teachers (LST / LRT) may work directly with students who present with a learning need;

- Program differentiation and classroom accommodations are developed for students as required;
- System level Learning Support Services staff are available to provide information, resources, and programming support for schools that have students with significant special needs. Referrals for system level supports originate from the school or LSS department;
- Development of behaviour intervention plans, student Safety Plans, Behaviour Management Plans (BMP);
- Multi-disciplinary team service via appropriate referrals;
- Professional services staff consultations with teachers or individual students to provide specific strategies to support the learning environment (with written parental consent);

The OCDSB has other system level teams to support a variety of exceptional learners. To access the following teams, school are required to obtain parent/guardian consent and to submit a referral. The system level teams that assist school team to support early identification and intervention include:

- Early Learning Team
- ASD / DD Team (also offer intake meetings when new to the District);
- Itinerant Educational Assistants

System level teams include multi-disciplinary professionals including educators, educational assistants, psychologists, social workers and speech-language pathologists that support students through consultation with parent/guardians, the school and the multi-disciplinary teams.

As detailed in Part 4 - Coordination of Services with Other Ministries or Agencies, the OCDSB works collaboratively with several community partners (e.g., First Words, CHEO) to maximize opportunities for early identification of special needs and to apply effective intervention strategies.

The Identification, Placement and Review Committee (IPRC) Process and Appeals

Purpose of the Standard
To provide details of the Board's IPRC process to the Ministry and the public.

Special Education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. The Individual Education Plan is used to document individual program expectations. Parents / guardians or the principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. To support parent / guardian understanding of the IPRC process, the OCDSB has developed a resource called the Identification Placement and Review Committee Parent Guide.

What is an IPRC?
Ontario Education regulation 181/98 requires that all school boards establish Identification, Placement, and Review Committees (IPRCs). The IPRC has a legal responsibility to make decisions about the identification of pupils as exceptional and placement of pupils into special education programs and services.

Ontario Education regulation 181/98 entitles parent(s)/guardian(s) and pupils 16 years of age or older:
- To be present at, participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

An IPRC is composed of a least three people, one of whom must be the school principal or designate. The other members of the committee can be any other staff including principals, professional services staff, or teachers (LST, LRT, specialized program class, or classroom).

The purpose of the IPRC is:
- to identify the areas of strength and areas of need of the student;
- to determine whether the student is, or is not, exceptional;
- to identify a specific exceptionality, or exceptionalities, if applicable;
- to recommend an appropriate placement in a program designed to meet the identified needs of the student;
- to serve as an annual review for students who have been identified by an IPRC;

IPRCs may also make recommendations as to programs and services. It is important to note, that although IPRCs may discuss programs and services, IPRCs do not make decisions about the delivery of programs and services. When a referral for a specialized class placement is made, the principal must wait for the referral committee recommendation before holding an IPRC meeting to place the student in that class (see *IPRC Statement of Decision* form at the end of this section).

At an IPRC, the identification of exceptionality is the result of an extensive and varied compilation of data on the student's academic, physical and/or social/emotional development over an extended period of time. This data collection process involves not only the gathering of information on a student's background, learning profile, and level of achievement, but also involves information about all efforts to assist the student.

The IPRC considers both formal and informal assessment results completed at the school level (e.g. educational assessments) and from outside professionals (e.g. medical doctors, psychologists, psychological associates or psychiatrists), plus information from parent(s)/guardian(s), their advocates and the student and the summary of attempted intervention strategies, in establishing the exceptionality and placement of the student. An IPRC meeting may result in placement in a special education program along the continuum of regular program to more specialized class placements within the community school and, in some instances, another setting outside the community school. If deemed exceptional, the exceptionality and definition will appear on the IPRC Statement of Decision.

Prior to an IPRC Meeting

At least 10 days in advance of an IPRC meeting, the principal will provide written notification of the meeting and an invitation to the parents / guardians to attend. This letter notifies parents / guardians of the date, time, location of the meeting, and it will them to indicate if they will be in attendance.

For initial IPRCs the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide* will be provided to the parent(s)/guardian(s). Copies are available at each school and on the OCDSB website. Principals send out this guide with the notification of the initial IPRC Meeting Form.

What is considered in an IPRC placement decision?

Regulation 181/98 requires that before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs;
- are consistent with parent preferences

If, after considering all of the information presented, including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent / guardian preferences, the IPRC will decide in favour of a regular class placement with appropriate special education services. The committee may also determine that the child's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools will have submitted a referral package which is then reviewed by a central referral committee against annually reviewed criteria. The central review committee will then provide feedback for consideration at the IPRC.

Initial IPRC Meeting and Review IPRC Meeting

Initial IPRC Meeting Overview

The date, time, and location of the meeting are predetermined and established. At the initial meeting, the chairperson (ie. the school principal or designate) welcomes and introduces those individuals present and explains the purpose of the meeting. The IPRC members are clearly identified. Parents / guardians, school personnel, and others in attendance are invited to provide further information in an open discussion format, when required. Based on all information available for consideration, the IPRC will make a decision regarding the identification and placement for the student.

The committee may identify a student as exceptional and recommend placement in the most appropriate setting. If the IPRC requires further information then the decision will be deferred to such a time that the information becomes available. The school will then endeavour to gather additional information and liaise with the school multi-disciplinary team. The IPRC will reconvene at the earliest available date. Parent / guardians will be provided with details and a timeline of when they should expect to return to the IPRC.

Following the initial IPRC, the committee will provide a written statement of their decision including the identification and placement (if any) and specific recommendations for programs and services to the parents / guardians and the student of 16 years of age or older. Parents / guardians will be asked to sign the statement of decision and return it to the school. For students that are identified as exceptional, there must be an annual review of the student's identification and placement unless the annual review is waived by the parent / guardian or student of 16 years of age or older.

Annual Review IPRC Meeting / Process

All students that have an IPRC are reviewed annually by the school team and parents / guardians. An IPRC review may not occur more often than once in every three month period *(Reg. 181/98*, s.21 (2) t*he Education Act)*. Parent(s)/guardian(s) who are in the agreement with the recommendation of the school team may waive the requirement to hold an annual review IPRC meeting. *Reg. 181/98, s.21 (4b)* states that, where there are no changes to the identification or placement, a parent/guardian may waive the

requirement to hold an IPRC by signing a waiver letter, agreeing with the school recommendations and then returning it to the school principal. An annual IPRC reviews the following: the student's progress, current statements of strengths and needs, exceptionality and placement.

Parent / Guardian Request for a Review
A request by a parent / guardian for a review may be made at any time after the initial placement has been in effect for three months, but may not be more than once in every three-month period. A request for review, outside of the normal annual review process, must be provided in writing to the school principal. Upon receipt of a parent / guardian request for review, the principal will, within 15 calendar days, provide the parent / guardian with a written statement advising them of the date, time, and location of the IPRC. The principal may request a review at any time, on written notice to a parent / guardian.

IPRC Statement of Decision
The IPRC Statement of Decision includes the following information:
- whether the IPRC has identified the student as exceptional;
- the categories and definitions of any exceptionalities identified, as defined by the Ministry of Education;
- the description of the child's areas of strength and areas of need;
- the placement;
- the recommendations regarding a special education program and special education services;
- the reasons to place the child in a special education class

If a parent does not agree with the decision, the parent should not sign the IPRC Statement of Decision at the meeting. The parent may, by providing written notice to the chair of the IPRC, request a second meeting with the committee. That request must be given to the Chair of the Committee within 15 school days of the parent's receipt of the IPRC decision.

Superintendency Based (SB) IPRC Meeting
Since 2014 the SB IPRC has been available for placement into specialized program classes for specific exceptionalities. The SB IPRC committee is comprised of a principal chair, an OCDSB psychologist/psychological associate and another member of LSS staff (e.g., Learning Support Consultant (LSC), speech-language pathologist etc.). Parents/guardians are invited to the SB IPRC and are valued participants in the process.

The SB IPRC is available for any specialized program class exceptionality when the circumstances of the referral warrant this level of central involvement (e.g., Complex student profile, exceptional situations etc.).

For most referrals to specialized program classes:

- A school based case conference with relevant members of the multidisciplinary team and parent(s)/guardian(s) will be completed and reflected in the referral form;
- In most cases, referral review will provide school teams with specific site offers for consideration by parent(s)/guardian(s). A school based IPRC would then be completed;
- In the case that an offer was not made for the specialized program class as requested, a school based case conference with central LSS support would be offered to the parent(s)/guardian(s). The goal of the case conference would be to establish shared solutions personalized for the student and incorporating all stakeholders.

The IPRC Appeal Process

Should the parent(s)/guardian(s) disagree with the identification and/or the placement statements from the Committee, the System Principals of Learning Support Services and/or the superintendent of instruction for the school should be invited to a follow-up meeting with the parent(s)/guardian(s) and the Committee members. Every attempt will be made to resolve the concerns at this level.

Should this follow-up discussion not resolve matters, the parent(s)/guardian(s) have the right to appeal the recommendations of the IPRC. The appeal can only be based on disagreement with the identification and/or the placement of the student. A statement setting out reasons for the disagreement must be included. The request for an appeal must be made in writing within 15 school days of the follow-up meeting or within 30 school days of receipt of the statement from the IPRC. (In regards to all matters pertaining to appeals, days shall mean calendar days. Where time is limited and the expiry date falls on a school holiday, the time limit shall be extended to the next day following that is not a school holiday. During summer holidays, which are defined as periods of time that school is not in session, requests for appeals will be deferred to the day following the summer holiday. This request will be directed to:

Director of Education/Secretary of the Board
Ottawa-Carleton District School Board
133 Greenbank Road, Nepean, Ontario K2H 6L3
FAX: (613) 820-6968

Appeal Board Membership

The Appeal Board shall be comprised of three members who must not be members or employees of the Board or Ministry, and who must not have had any prior involvement with the matter under appeal. Two members are to be appointed within 15 calendar days of receipt of the notice of appeal by the Secretary of the Board. These members will include:

a) one member selected by the OCDSB
b) one member selected by parent(s)/guardian(s),

The Chair is selected and appointed jointly by the above members a maximum of 15 calendar days later. The Chair of the Appeal Board makes arrangements for the meeting, to be held within 30 calendar days after the Chair is selected (unless parents/guardians give written consent for the meeting to be held more than 30 calendar days after the Chair is selected. Please note: if agreement cannot be reached, the Chair shall be selected by the District Manager at the Ministry of Education.

Role of the Appeal Board
The role of the Appeal Board is to consider all opinions, views, and information concerning the appeal from the parent, their representative, and the representatives from the Ottawa-Carleton District School Board. The Chair of the Appeal Board will notify the parent/guardian of the meeting date and time, and invite them to attend. The Appeal Board will meet with the parent / guardian no later than 30 calendar days following the selection of the Chair of the Appeal Board.

The Appeal Board must make its recommendations within 3 days of the meeting's completion. A written report of its recommendations must be provided to the parent/guardian/student (if 16 years of age or older), and the OCDSB. The Chair of the Appeal Board will present recommendations to the Board of Trustees within 30 calendar days. All documents submitted to the Appeal Board will remain confidential to the members of the Appeal Board. Parents have the right to request mediation, as indicated in the Education Act and the Board policy on this issue.

Within 30 calendar days of the Appeal Board's decision, the OCDSB notifies the parent(s)/guardian(s)/ student (if 16 years of age or older) whether it accepts or rejects the Appeal Board's decision. If the parent(s)/guardian(s) disagree with the decision of the Appeal Board, the parent(s)/guardian(s) may further appeal to an Ontario Special Education Tribunal under *Section 57* of the *Education Act*. Information about making an application to the tribunal will be included with the Appeal Board's decision.

Appeals, Tribunals, Mediations
It should be noted that appeals may be submitted following an IPRC process and requests for reconvening an IPRC meeting. Over the past three years, if an appeal has been submitted to the Secretary of the Board, it has never reached the point of review at a Special Education Appeal Board (SEAB).
An overview of all appeals, tribunals, and mediations completed in the OCDSB over the past three school years:

School Year	Special Education Appeal Board	Ontario Special Education Tribunal	Mediation Processes
2018-19	0	0	0
2017-18	0	0	0
2016-17	0	0	0

What You Should Know About the Identification, Placement and Review Committee (IPRC) Process

The following highlights are provided to assist parents/guardians/caregivers in understanding the IPRC process and are based on requirements set out in *Ontario Regulation 181/98* of the *Education Act*. For ease of reading, where the term "parent" is used in this document, it refers to parents and/or guardians of students. Days shall mean calendar days. Where time is limited and the expiry date falls on a school holiday, the time limit shall be extended to the next day following that is not a school holiday. During summer holidays, which are defined as periods of time that school is not in session, requests for appeals will be deferred to the day following the summer holiday.

- An IPRC is the only process by which a pupil can be identified as "exceptional". Your child may still be able to receive support in the school if he/she is having some difficulty.
- The IPRC process is a collaborative one between the school and parents in an effort to ensure that the student has the support and resources necessary to be successful and to reach his or her full potential.
- Parents must be given 10 school days written notice of the actual time and place of an IPRC meeting regarding their child. The decisions of an IPRC are reviewed at least once a year at either the parent's or the school's request, unless the parents decide to waive or dispense of the review. The time of an IPRC meeting should be convenient to you and the school. You may suggest an alternate time, if necessary.
- A parent is entitled to be present and participate in all IPRC discussions about their child and should make every effort to attend IPRC meetings.
- A parent has the right to have a representative present at an IPRC meeting. That representative may speak on the parent's behalf or be present to support the parent (see resource list at end of document).
- If a parent does not agree with the decision, the parent should not sign the IPRC Statement of Decision at the meeting. The parent may, by providing written notice to the chair of the IPRC, request a second meeting with the committee. That request must be given to the Chair of the Committee within 15 school days of the parent's receipt of the IPRC decision.
- After the second meeting, the Committee Chair must inform the parent as soon as possible (in writing) whether any changes have been made to the IPRC decision.
- If the parent still does not agree with the IPRC decision following the second meeting, the parent has the right to appeal the decision.
- Parents have the right to request mediation, as indicated in the Education Act and the Board policy on this issue.
- A parent must file an appeal with the Secretary of the board within 30 calendar days of the original date of the IPRC decision, or if a subsequent meeting was held, within 15 calendar days of the parent's receipt of the notice by the Chair of the Committee that

either a change in the IPRC decision has been made or no change has been made. If there have been changes, the letter must include a revised statement of decision together with written reasons for the change.

- The chair of an IPRC must consider any information relating to the child (such as assessments) and the committee must also consider any information submitted by the parent (e.g., doctor's diagnosis, assessments conducted by other professionals, etc.). All parties should share relevant information in advance of the meeting, whenever possible.

- After the IPRC, the chair of the IPRC must send a written statement of decision to the parents. If everyone is in agreement, the statement of the IPRC meeting is signed and a copy is given to the parents. The statement of decision must include:
    a. whether the committee has identified the pupil as exceptional; and
    b. where the committee has identified the pupil as exceptional, the decision must include:
        i. the committee's description of the pupil's strengths and needs;
        ii. the categories and definitions of exceptionalities identified;
        iii. the committee's placement decision; and
        iv. the committee's recommendations, if any, regarding special education programs and services

- The key element of the IPRC decision is the proper identification of the child's learning needs. The Statement of Needs on the IPRC document should accurately reflect the areas in which special education support is required. There is no limit on the number of needs that may be included in the IPRC document (see resource list at end of document).

- A notice of appeal must state the decisions with which a parent disagrees and describe the nature of the disagreement.

- The Special Education Appeal Board shall prepare a written statement of recommendations and reasons for the recommendation to either: agree with the Identification, Placement and Review Committee's original decision OR disagree with the Identification, Placement and Review Committee's decision and make recommendations regarding the identification and/or placement of the pupil.

- The chair of the Special Education Appeal Board shall present their recommendations to the Board.

- The chair of the Special Education Appeal Board process shall provide the parents with the opportunity to hear the deliberations of the Board.

- A board cannot implement a placement decision made by an IPRC unless the parent consents or the time for filing an appeal of the IPRC decision has expired (30 calendar days).

Educational and Other Assessments

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

The OCDSB uses a range of assessment strategies in order to develop appropriate programs and interventions for students. The goal of any assessment is ultimately to best serve the needs of a student by providing staff with insights into a student's strengths, needs, and learning profile. The variety of assessment strategies may range from routine classroom practice to formalized assessments, which may be conducted by professionals with specialized knowledge and training.

Should an assessment involving personnel other than the classroom teacher or special education teacher (LRT / LST) be considered, the process will be discussed with parents / guardians and the student (as appropriate) prior to the assessment. At this time, informed consent can be provided, followed by signed consent which is required prior to the beginning of the assessment.

Identification vs. Diagnosis
An **identification** is defined by the Education Act and states that a student has special needs and is an exceptional pupil (under one or more of the Ministry of Education categories). A **diagnosis** is defined by the *Ontario Regulated Health Professions Act*, which means "identifying a disease or disorder as the cause of the symptoms of an individual in circumstances in which it is reasonably foreseeable that the individual will rely on the diagnosis."

In the OCDSB, there a variety of assessments, they are as follows:

School-Level Assessments
- teacher-developed assessments, including observation;
- educational assessments by appropriate special education staff to identify student strengths and needs;
- Curriculum Services supported assessments (PM Benchmarks, GB+, etc.).

District-Level Assessments
- assessments to facilitate consistency of grading across the system;
- norm-referenced achievement and abilities testing to assist in identifying students with special program or placement needs;

- professional assessment (psychological, social work, speech and language, behaviour) to identify students' strengths and needs for appropriate program and placement.

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

National and International Assessments
- to provide context for achievement results of OCDSB students in relation to populations outside the limits of the District.

Testing Schedule: 2018 – 2019

EQAO Assessments

Grade	Test/Assessment	Next Admin.
3 & 6	Reading, Writing, Mathematics	May 21 to June 3, 2019
9	Math	January 14 to January 25, 2019 & June 5 to June 18, 2019
10	Literacy	March 27, 2019

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

Grade	Source	Test/Assessment	Next Admin.
10	PISA	Programme for International Student Assessment	2021
4, 8	TIMSS	Trends in Mathematics and Science Study (sample of students in each grade)	April 2019

Confidentiality and Rights to Privacy
- Written and informed parental/guardian consent must be obtained for the Canadian Cognitive Abilities Test (CCAT), psychological, social work, behavioural and speech- language pathology assessments for students under the age of 18;
- Informed consent is obtained for educational assessments for students under 18 years of age;

- Information can only be shared with outside agencies and other professionals with written parental consent or with written consent from the student if they are 18 years of age or older;
- Third party confidential reports are the responsibility of the professional to whom they are released;
- Third party confidential reports are filed in the OSR, or with Learning Support Services, according to parental / guardian consent;
- Learning Support Services staff will obtain parental consent to communicate third party report information to the schools.

Classroom Teacher

In order to best serve the strengths and needs of a student, effective assessment and instruction planning are required. Teachers gather a variety of information about their students through observations, conversations, and discussions with the student and their parents / guardians. Teachers also reference a collection of student work samples and other informal classroom oral and written assessments. Through regular and ongoing dialogues with the parent / guardian and the student, teachers gain additional information to help them to best know their students.

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

Educational Assessments

- are used to determine appropriate programming for students;
- may include norm-referenced achievement testing to assess acquisition of basic academic skills;
- may be required for a student to be referred for an individual assessment by 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 a student, professional judgment, clinical skills, multi-disciplinary discussion and consultation with parent(s)/guardian(s) to gain insight into a student's overall functioning including behaviour, personality, intellectual profile, learning style and achievement;

- are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario or psychoeducational consultants who are supervised by psychologists.

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

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

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

Speech/Language Assessments
- address the development of oral and written language skills as emphasized in the Ontario curriculum;
- may be needed to augment an 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 CHEO School Health Professional Services;
- 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 Inter Ministerial Guidelines for the Provision of Speech and Language Services, 1988* is also followed in determining type and level of service provided.

Assessments conducted outside of the OCDSB
Assessments may vary from one jurisdiction to another. Since school districts set their

own criteria (based on Ministry of Education categories of exceptionalities), the OCDSB does not automatically recognize previous identifications and placements held by students. Professional services staff review assessments, with parent / guardian consent, in order to make a determination at a school level of potential recommendations for identification and placement, where appropriate. The assessments must be conducted by a qualified professional (according to the standards set by each profession in Ontario). Medical information pertinent to accommodation of the student is directed to the school principal.

Assessment Results
Assessment results are provided to parent(s)/guardian(s) through:
- meetings with parent(s)/guardian(s) and appropriate school and/or board personnel as required;
- written reports.

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

Wait List for Learning Support Services
- Wait lists are maintained at a school level using a multi-disciplinary team approach to prioritize students based on need. A range of supports and services are available to address student need while waiting for formal assessment.
- By the end of June, 2019, Learning Support Services (LSS) will have collected data on students waiting for Speech-Language Pathology, Psychological, and Social Work Assessments. LSS is presently working to develop a waitlist tool, with a vendor. The goal for implementation is 2020.

Specialized Health Support Services in School Settings

Purpose of the Standard
To provide details of the board's specialized health support services to the ministry and to the public.

Partnering with the Champlain Local Health Network (LHIN), and CHEO School Health Professional Services, below is a summary of the specialized health support services provided.

For further detailed information, please reference the list of programs and health information on the CHEO website, and the Champlain Local Integration Health Network (LHIN) website.

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Nursing	Champlain Local Health Integration Network (LHIN) contracted agencies	Attendance at an elementary or secondary school Student is under the care of a physician Student requires nursing care at school School principal/ personnel can identify student to LHIN by calling case manager Medical orders are required — will be obtained by case manager	LHIN case manager Attending physician	Medical staff and LHIN determine that services are no longer required Change in medical status	Case conference Parent(s)/ guardian(s) can appeal to LHIN Contact person —case manager LHIN appeals process under review
Nutrition	LHIN contracted nutritional agencies	Attendance at an elementary or secondary school Student is under the care of a physician Student has an Ontario Health Card Student requires nutritional care at school School principal/ personnel can identify/refer student to LHIN by calling case manages	LHIN case manager	Achievement of nutritional goals Student no longer requires/ benefits from nutrition services at school	Case conference Parent(s)/guardian(s) can appeal to LHIN Contact person — case manager LHIN appeals process under review
Physiotherapy (PT)	CHEO School Based Rehabilitation Services contracted therapy agencies	Attendance at an elementary or secondary school Has an Ontario Health Card Student requires physiotherapy to attend school School principal and personnel refer student to CHEO using the referral form	CHEO	Achievement of PT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for termination of service Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — case manager CHEO appeals process under review
Occupational Therapy (OT)	CHEO School Based Rehabilitation Services contracted therapy agencies	Attendance at an elementary or secondary school Student has an Ontario Health card Student requires occupational therapy to attend school (has fine/gross motor difficulties) School principal and personnel refer student to CHEO School Health Professional Services using the Application Form	CHEO	Achievement of OT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for termination of services. Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — case manager CHEO appeals process under review

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Speech and Language Assessment (Consultation, screening, informal and formal assessments)	Board staff - Speech- Language Pathologist (SLP) First Words	School referral to board SLP Intake information completed by parents	LST SLP First Words	Consultation, screening and/or assessment are completed Assessment is completed	Case conference
Speech and Language Tiered Intervention	Board staff – SLP (language and communication) First Words	Tier 1 support at the request of school staff Student-specific referrals	SLP	Suggested support plan has been provided	Case conference
Speech and Language Support in Specific Specialized Program Classes	Board staff — SLP	Student placement in one of the following system classes: Language Learning Disability (primary & junior) Developmental Disabilities Program (senior kindergarten, primary & junior), Primary Special Needs (primary/junior) Autism Spectrum Disorder (primary, junior, intermediate)	School Multi-Disciplinary Team System class recommendation committee SLP	Student transferred out of the listed system classes to another placement	Case conference Appeal IPRC placement
Articulation (mild): Parent Articulation Training Program (PAT-P)	Board staff- SLP	Student has mild articulation difficulty and is stimulable for targeted sounds	Board SLP Referring SLP in community (First Words, CHEO School Based Rehabilitation Services, CHEO CTC, private practice)	Workshop has been provided to parents	Case conference

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Articulation (moderate to severe), motor speech, fluency, voice, resonance	CHEO School Based Rehabilitation Services	Attendance at an elementary or secondary school Student has an Ontario Health Card Student meets eligibility and behavioural criteria for direct therapy Student is in senior kindergarten or older School board or other SLPs refer student to CHEO using the School Health Professional Services Form after initial assessment	CHEO case manager Board staff — SLP pre-referral assessment (Board SLP determines eligibility for referral; CHEO therapist determines eligibility for service)	Discharged when presenting with a mild to moderate articulation problem. CHEO may discharge to Parent Articulation Training Program (PAT-P) Parental request for termination of service No follow-up support Student is uncooperative Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — case manager CHEO appeals process under review
Administering of Prescribed Medications	Board staff — educational assistant (EA), teacher, principal, office staff	Request must be made in writing from the parent and physician Physician must specify the medication, dosage, frequency, method, side effects, and the duration of administration (as per MOE Policy/ Program Memo. No. 81)	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s)	Case conference
Catheterization	Board staff — EA (trained by appropriate agency) Student	Dependent or assistance required for catheterization	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s) Independence achieved for self-catheterization Change in medical condition	Case conference
Suctioning shallow deep	Shallow suctioning — Board staff — EA Deep suctioning LHIN	Physician's direction Physiotherapy recommendation	LHIN case manager Medical staff	Direction from physician Change in medical condition	Case conference Appeal to LHIN

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Lifting and Positioning	Board staff - EA trained by OT/PT from CHEO School Based Rehabilitation Services CHEO and Board OT/PT trainers	Dependent for lifting and positioning and transfers	CHEO OT/PT Physician Principal	Independence achieved for transfers Changes in medical condition Upon physician's or therapist's direction	Case conference
Assistance with Mobility	Board staff - EA Trained OT/PT Board staff- EA trained by OT/PT from CHEO School Based Rehabilitation Services	Dependence training or/assistance required for mobility Physician's Assessment	Principal OT/PT Board and CHEO	Effective and comfortable use of new equipment or adjusted equipment	Case conference
Feeding	Board staff- EA trained by OT or PT LHIN contracted nursing agencies	Dependent assistance required for mobility Physician direction	Physician Principal LHIN case manager OT/SLP	Direction from physician and approval of parent(s)/ guardian(s) Change in feeding Needs	Case conference
Toileting	Board staff - EA trained by appropriate professional/ agency	Dependent and/or requiring assistance for toileting	Principal Physician direction and parental approval	Direction from physician and approval of parent(s)/ guardian(s)	Case conference
Medical Dressing	Board staff - EA	Physician direction and parental approval	Physician Parent Principal	Physical direction and parental approval	Case conference

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Augmentative and alternative communication devices Face-to-face writing aids -high tech devices	CHEO CTC Services for assessment and prescription, parent and teacher training for use and programming. Board SLP responsible for ongoing support and consultation. Board SLP addresses low-tech AAC needs. CHEO School Based Rehabilitation Services OT Board staff- teacher, EA trained by appropriate agency	Referral to CHEO CTC Services by school board SLP or CHEO SLP School referral to board SLPs Referral to CHEO School Based Rehabilitation Services OT	CHEO CTC Services Board SLP OT from CHEO School Based Rehabilitation Services	Annual reviews until system no longer required Classroom Support no longer required for maintenance modification	Case conference
Adaptive Devices Program (ADP) Funding	CHEO CTC Services or SLP Individual authorizers at CHEO CTC Services for communication aids CHEO School Based Rehabilitation Services contracted therapists for OT, PT needs	Specialized equipment or resources required	Authorized ADP assessor	Student no longer requires resource	Discussion with ADP

**School Health Support Services Service Guidelines –
Nutrition (Registered Dietitian (RD) Services)**

Conditions/Service Need	Eligibility criteria	Role of RD/Model of Service
G tubes **New** **Longstanding** **Oral feeding also** **Note** changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention	Student has had new G tube inserted Student has longstanding G tube feeds Student G tube fed but also trying to increase oral intake	See general role of RD* RD to teach about products RD to teach about schedule for feeding related to activities, lifestyle, interaction of medical conditions (eg. reflux) RD Assess tolerance to feeds; provide recommendations/trials for feeds RD to communicate/teach school staff RD to reinforce/revise schedule from hospital (new tubes) Consultative services may be provided in the home and/or school setting
Dysphagia **Note** changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention	Student is at risk of aspiration with current intake Student is not linked with an outpatient clinic to review this information with parents	See general role of RD*** Prevent aspiration by working with SLP who determines texture needed RD provides specific information about how and what to prepare as per general role of RD Sensory texture issues – RD works with OT and SLP as above Consultative services may be provided in the home and/or school setting

Program Criteria: Nutrition (Registered Dietitian (RD) Services)

- School support – appropriate physical environment/space is provided, participation of volunteers or parents/caregivers is facilitated by school, teacher/EA willing to work with RD to include strategies in school setting
- Adequate attention and behaviours for consultation
- Consistent follow up demonstrated in program

Discharge criteria include one or more of the following:

- Student needs can be met by outpatient clinic/services
- Student issues are strictly behavioural and no school board behavioural intervention is in place
- Student condition stable with weight being monitored by family physician/clinic
- Lack of student/family/school motivation or participation with program/recommendations
- Student has achieved treatment goals
- Student has strategies/program in place to be able to meet goals
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregiver do not feel need for treatment
- Student no longer demonstrates need for service

*General Role of RD
Promote and/or Maintain Healthy growth related to nutritional recommended intake, changes with age, need for supplementation with feeds

School Health Support Services Service Guidelines –Occupational Therapy

Conditions/Service Need	Role of OT/Model of Service
Short Term needs Student with a specific functional problem requiring focused, short term intervention in <u>one</u> of the following areas: Age/developmental school productivity issues mobility issues environmental adaptations/accessibility (equipment) sensory processing issues Intervention is short term and specific in nature	in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers Feedback to/from school staff/family/caregivers Ongoing re-evaluation as needed to revise goals and intervention strategies
Moderate term needs Student with <u>one or more</u> of the following functional problems: Age/developmental school productivity issues mobility issues environmental adaptations/accessibility (equipment) sensory processing issues Intervention will have a rehabilitation focus	Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility Intervention and/or instructional strategies defined and taught to school staff and family/caregivers Program and resources provided to school staff and family/caregivers Feedback to/from school staff/family/caregivers Ongoing re-evaluation as needed to revise goals and intervention strategies
Complex/Early Intervention Student with one or more of the following functional problems: physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability Intervention will focus on the establishment of optimal function in order to develop baseline for ongoing maintenance	Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility Intervention and/or instructional strategies defined and taught to school staff and family/caregivers Program and resources provided to school staff and family/caregivers Feedback to/from school staff/family/caregivers Ongoing re-evaluation as needed to revise goals and intervention strategies

School Health Support Services Service Guidelines –Occupational Therapy

Conditions/Service Need	Role of OT/Model of Service
Complex/Long Term Needs Student with one or more of the following functional problems: Physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability Intervention will focus on prevention of deterioration and maximizing/maintenance of function Student experiencing developmental delay (global) or cognitive/physical disability may necessitate consultation throughout their school career Situation may need annual review and upgrading of programming	Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility Intervention and/or instructional strategies defined and taught to school staff and family/caregivers Program and resources provided to school staff and family/caregivers Feedback to/from school staff/family/caregivers If experiencing an episodic need for intense short term intervention student may receive additional visits For example: Facilitation with transition within school system Facilitation with transition to adult services Intermittent difficulties associated with growth/equipment changes Change in caregiver (school setting) Supportive care needs Sudden change in functional status Ongoing re-evaluation as needed to revise goals and intervention strategies

Program Criteria: Occupational Therapy

- School support – appropriate physical environment/space is provided, participation of volunteers or parent/caregivers is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting
- Motivation and consent of student/caregiver to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework/exercises provided by LHIN OT
- Students are not eligible for service if they have ONLY behaviour difficulties, visual perceptual problems, or learning disabilities

Discharge Criteria- include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family do not feel need for treatment
- Student no longer demonstrates need for service

Service Model:

Intervention may be direct, consultative, one to one or via workshop or educational presentation to caregivers/school staff

School Health Support Services Service Guidelines – Physical Therapy

Conditions/Service Need	Role of PT/Model of Service
Short Term Physical challenges in the school setting – including difficulties participating in gym class, safe mobility within the school/schoolyard, stairs Non-deteriorating condition with minimal complications predicted Acute cardiorespiratory issues	Services include: Assess physical function and/or gross motor skills Develop intervention strategies Teach school staff, family/caregivers to review/feedback/upgrading of intervention/adaptation strategies as needed Evaluate safe implementation of program in school setting
Rehabilitation/Chronic Student with a disability which impacts on functional abilities of mobilization, transfers, cardiorespiratory status, demonstrating potential for improvement PT intervention to maximize progression of skills and optimize functional status Improve/Maintain mobility and orthopedic, gross motor and respiratory status Intervention may vary in response to changing needs and readiness Example: Physical impairment limiting ambulation with potential to effect level of independent mobility (e.g.: Borderline ambulatory vs. wheelchair mobility) Students may require additional visits post surgery/ post botox	Services include: Assessment of physical function, setting goals with students, school staff and family to maximize physical function in the school setting Intervention strategies developed and taught to school staff and family/caregivers Prescription of equipment Collaboration with school staff in development of IEP plan/goals Ongoing evaluation of safe implementation of program in school setting Ongoing re-evaluation as needed to progress goals and intervention strategies
Complex/Long term Needs Student with a disability which impacts on functional abilities of mobilization, transfers and cardiorespiratory status PT intervention to maintain/delay deterioration of mobility, orthopedic, gross motor and respiratory status Intervention may vary in response to changing needs and readiness	Services include: Assessment of physical status/function, setting goals with students, school staff and family to maintain physical function in the school setting Intervention strategies developed and taught to school staff and family/caregivers Prescription of equipment Collaboration with school staff in development of IEP plan/goals Ongoing evaluation of safe implementation of program in school setting Ongoing re-evaluation as needed to revise goals and intervention strategies

* All guidelines include assessment, conferencing, and consultation

Program Criteria: <u>Physical Therapy</u>

- School support – appropriate physical environment/space is provided for gross motor activities, participation of volunteers or parents is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting
- Parent/caregiver involvement in physio program
- Motivation and consent of student to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework/exercises provided by LHIN PT
- Service model is abilities based – based on goals of child, school and family – goals are task oriented
- An identified gross motor difficulty impacting on school participation and safety in the school setting

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregivers do not feel need for treatment
- Student no longer demonstrates need for service

Services:

Intervention may be consultative, one to one or via workshop or educational presentation to family/caregivers/school staff

School Health Support Services Speech Language Pathology Service Guidelines

Community Care Access Centre provides speech therapy for children and youth with a health based need for speech services. School boards are responsible for providing these services to children/youth who have a language disorder. This is inclusive of private and home schools. School boards are also responsible for the treatment of mild articulation disorders. (Mild articulation = no processes involved OR 1-2 sound errors regardless of age OR errors fall within the child's development range OR sound patterns associated with that of first language (ESL) OR W for R or Frontal Lisp, or lateral lisp on s, z only, tongue thrust).

Students who are identified with physical, neurological, and/or cognitive difficulties may have an impeded rate of progress. It is anticipated that therapeutic strategies will require more time. Student MUST meet eligibility criteria of continued measurable progress and consistent support from home and school must be evident.

Conditions/Service Need	Eligibility criteria	Role of SLP/Model of Service
Moderate to severe articulation/phonological disorder **Moderate –** 3-6 sound errors are noted OR phonological processes (including atypical errors) may be involved AND errors noticeably reduce intelligibility (e.g. lateralization of most or all fricatives with significant negative effect on intelligibility) **Severe** –more than 6 sound errors, processes involved, intelligibility is severely reduced	Must have SLP referral and assessment Must have current SLP report (within last 12 months)	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Complex/Medically Fragile DE children only DE children ONLY where model is different & SLP is addressing language development and/or swallowing risks		Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop

Conditions/Service Need	Eligibility criteria	Role of SLP/Model of Service
Motor Speech Disorder Mild- Moderate -3-6 sound errors, processes may be involved, errors are inconsistent over repeated trials, intelligibility is noticeably reduced Severe – more than 6 sounds errors are noted, processes may be involved, errors are inconsistent over repeated trials, intelligibility is severely reduced Profound - Efforts to speak/vocalize but limited sound system Oral motor difficulties must impact intelligibility or contribute to feeding and/or swallowing difficulties	Must have SLP referral and assessment Must have current SLP report (within last 12 months); neurology report if available	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Fluency disorder Dysfluent in first language Tension Secondary behaviours – avoiding words/avoidance of situations Effortful speech, struggle Demonstration of social +/or vocational limitation (s) as result of fluency disorder	Must have SLP referral and assessment Must have current SLP report (within last 12 months) Client motivation – key with referral	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Voice / Resonance disorder Vocal fold pathology identified by ENT resulting in poor voice quality including: Rough Hoarse Whispery Mild/Moderate - vocal production impacts on daily communication Severe - vocal production is markedly affected Majority of communication may require non-verbal techniques Atypical hypo or hyper nasality Nasal Air Emission	ENT report required Eligibility for ongoing services – expectation of clinical changes in first 3 months – if not, service not continued and client referred for more appropriate intervention Report from cleft palate team, if involved	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop

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

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

Program Criteria: Speech Language Pathology Service

- The student must display – appropriate motivation, attention, language, behaviour and cognitive ability to participate in an individual speech therapy session of a minimum of 30 minutes in length
- The SLP assessment report accompanying the referral to include child's status of those components
- The student must display – language skills that are equal to or greater than demonstrated speech skills
- Students who require significant language stimulation will be discharged back to the care of the school board speech language pathologist
- SLP report including an assessment on language skills (within past year) where there are identified concerns, from referring agency SLP/school board SLP/private SLP
  Exception: a child with diagnosed developmental delays, a report within the last two years will be accepted if accompanied with a statement by the referring SLP regarding the validity of the report
- Referral must be initiated by an SLP; if no identified concerns then a statement on language skills (within past year) is required from SLP
- Stimulability for speech sounds
- School support – appropriate physical environment/space is provided; participation of volunteers or family/caregivers is facilitated by school; teacher/EA willing to work with therapist to include strategies in class work
- Family/caregiver to attend minimum of one session
- Motivation and consent of student to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework provided by SLP

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of client at sessions
- Student meets criteria for mild articulation
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregiver do not feel need for treatment
- Student no longer demonstrates need for service

Categories and Definitions of Exceptionalities

Purpose of the Standard
To provide information on the categories and definitions of exceptionalities available to the public, including parent(s)/guardian(s) and community associations.

The chart of student exceptionalities, set out by the Ministry of Education, which is in alignment with the Education Act, is organized by exceptionality category, specific exceptionality identification, and specific exceptionality definition. An identification of an exceptionality is not the same as a diagnosis provided by a psychologist or medical professional.

Category	Exceptionality	Definition
Behavioural	Behaviour	A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following: an inability to build or to maintain interpersonal relationships; a) excessive fears or anxieties; b) a tendency to compulsive reaction; d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Communicational	Autism	A severe learning disorder that is characterized by disturbances in: • rate of educational development; • ability to relate to the environment; • mobility; • perception, speech, and language; b) lack of the representational symbolic behavior that precedes language.

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Category	Exceptionality	Definition
Communicational (Continued)	Deaf and Hard-of-Hearing	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.
	Language Impairment	A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: a) involve one or more of the form, content, and function of language in communication b) include one or more of the following: • language delay • dysfluency • voice and articulation development, which may or may not be organically or functionally based.
	Speech Impairment	A disorder in language formulation that may be associated with neurological, psychological, physical, sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.
	Learning Disability	One of a number neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that: Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;

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Category	Exceptionality	Definition
Communicational *(Continued)*	Learning Disability *(Continued)*	a. results in: • academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or b. academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

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Category	Exceptionality	Definition
Intellectual	Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
	Mild Intellectual Disability	A learning disorder characterized by: a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b. an inability to profit educationally within a regular class because of slow intellectual development; c. a potential for academic learning, independent social adjustment, and economic self-support.
	Developmental Disability	A severe learning disorder characterized by: a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b. an ability to profit from a special education program that is designed to accommodate slow intellectual development; c. a limited potential for academic learning, independent social adjustment, and economic self-support.
Physical	Physical Disability	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Category	Exceptionality	Definition
Physical *(continued)*	Blind and Low Vision	A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely.
Multiple	Multiple Exceptionalities	A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Special Education Placements Provided by The OCDSB

Purpose of the Standard
To provide the Ministry and the public with details of the range of placements provided by the Board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC.

Learning For All, Kindergarten to Grade 12
"*Learning for All, K-12"* describes the educational approaches that are based on one of the most important findings of educational research since 2000 – namely, that all students learn best when instruction, resources, and the learning environment are well suited to their particular strengths, interests, needs and stage of readiness." (2013, p.8)

The OCDSB offers a variety of placement options from least intrusive to most supportive. *Regulation 181/98, Section 17* made under the *Education Act* states:

(1) When making a placement decision....(the Identification Placement and Review Committee) shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,
> *(a) would meet the pupil's needs; and*
> *(b) is consistent with parental preferences.*

(2) if, after considering all of the information obtained by it or submitted to it under Section 15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.

A regular class placement is considered the first option for a placement when this place is able to meet the student's needs and is consistent with parental preferences. When a student is placed in a specialized program class placement, integration continues to be maximized to the greatest degree possible, based on the individual needs of students. Students can be integrated into the regular classroom in a variety of ways. These ways include, but are not limited to, the following:

- participation in activities and subjects in areas of strength;
- participation in any subjects such as physical education, art, music, and drama;
- participation in school based activities;
- peer helper initiatives;
- reading buddies;

- differentiated/modified curricular expectations and evaluation;
- accommodations (e.g., preferential seating, assistive technology);

Student Program Placement Options (Ministry of Education)

Regular class with indirect support
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular class with resource assistance
The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

Regular class with withdrawal assistance
The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

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

Special education class full time
A student is placed by the IPRC in a special education class, where the student–teacher ratio conforms to *Regulation 298*, section 31, for the entire school day.

OCDSB Regular Classroom Special Education Programs (K - 12)

Regular classroom with monitoring from the LRT/LST
This regular classroom program is provided by the classroom teacher. The exceptional students' program is monitored and the teacher receives consultative services from the Learning Resource Teacher (LRT) or the Learning Support Teacher (LST).

Regular classroom with support from the LRT/LST
This regular classroom program is provided by the classroom teacher. This program is designed for exceptional students who require assistance from the LST or LRT in a regular classroom or a 'withdrawal' setting.

Regular classroom with specialized support
This regular classroom program is provided by the classroom teacher. This program is designed for exceptional students who require direct or indirect support from:
- Itinerant Teacher of the Blind/Low Vision (ITB/LV)
- Itinerant Teacher of the Deaf/Hard of Hearing (ITD/HH)
- Educational Assistant (for physical/medical/safety needs, BLV, and D/HH)

Specialized Program Classes
The OCDSB has a range of special education programs and services focusing on providing the necessary support via the Tiered Intervention Approach, Differentiated Instruction, and Universal Design for learning. Most specialized program classes have a lower pupil-teacher ratio than regular classes. Students may be integrated into the regular class in order to prepare for the opportunity of returning to a regular classroom. These specialized program classes may also include support from Learning Support Services (LSS) personnel.

Referral Process for Specialized Program Classes
The parent(s)/guardian(s) of the student must be consulted and included in the preparation of a referral to a specialized program class. As the referral process is a collaborative process between the student's parents / guardians and the home school, effective practice includes a parent being well informed of the placement and it's criteria prior to supporting the completion of a referral to a specialized program class. Schools submit referrals and all required documentation to a central referral committee.
Autism Spectrum Disorder Secondary Credit Program (ASDSCP)
Autism Spectrum Disorder Program (ASDP)
Behaviour Intervention Program (BIP)

Blind/Low Vision (B/LV)
Deaf/Hard-of-Hearing Program (D/HH)
Developmental Disabilities Program (DDP)
Dual Support Program (DSP)
General Learning Program (GLP) / Storefront
Gifted Specialized Program (Elem/Sec) *
Language Learning Disability Program (LLD)
Learning Disability Program (LD)
Physical Support Program (PSP)
Primary Special Needs (PSN)

*Note: At the secondary level, gifted students wishing to attend congregated specialized gifted courses may apply directly to the designated secondary school that offers gifted as determined by their place of residence.

- A central referral committee consisting of learning support consultants (LSC) and multi-disciplinary LSS personnel as appropriate reviews each referral and determines if the referral meets criteria for the specialized program class.
- If the central referral committee recommends a placement, the school will review this recommendation as a part of the IPRC process.
- If the IPRC deems this as an appropriate recommendation and it is confirmed that a space is available to offer a student this recommended placement, then the principal of the sending school is contacted regarding an offer.
- The principal contacts parent(s)/guardian(s) for a response within 48 hours, and then advises the central referral committee of the parent's response. If applicable, parent(s)/guardian(s) then contact the receiving school as soon as possible.
- The principal of the sending school conducts an IPRC. If there are extenuating circumstances due to year-end timelines, the IPRC may be convened at the receiving school in early September. The parent/guardian will have completed a registration and requested specialized transportation forms as needed for the student.
- All specialized class placements are age / grade appropriate only.

Category: Behaviour
Exceptionality: Behaviour

Ministry Definition
A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following:
  a)   an inability to build or to maintain interpersonal relationships;
  b)   excessive fears or anxieties;
  c)   a tendency to compulsive reaction;
  d)   an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof;

Special Education Class for Behaviour (Behaviour Intervention Program)
(10 elementary classes, 48 secondary sections)

Placements
• behaviour Intervention Programs (BIP) at the following levels: primary, junior, intermediate, and senior • up to eight students per class

Admissions Criteria
• typically exhibits many or all of the following behaviours: verbal aggression, physical aggression, a profound inability to build or maintain interpersonal relationships, excessive anger, severe non-compliance, extreme lack of impulse control, extreme low self-esteem, extreme defiant behavior, extreme difficulty coping in the community school, an inability to learn that cannot be traced to intellectual, sensory, or other health factors • accommodations for learning are essential in order to access the curriculum

Criteria for Change in Placement
• the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school • has social and/or academic needs that can be met more successfully within a different specialized program class • has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST • no longer benefiting from specialized placement • evidence of ongoing successful integration • not complying with program expectations

Special Education Class for Behaviour (Behaviour Intervention Program) (*continued*)

Available Resources
• one teacher with special education qualifications (Parts I and II)   • educational assistant   • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program
- Focus of the program is to provide a structured learning environment and an opportunity to develop appropriate social skills;
- Program allows for integration into regular classrooms and/or school activities;
- An IEP containing specific expectations with a focus on behaviour is designed for each student according to learning needs and abilities;
- This plan is based on, and modified by, the results of continuous assessment and evaluation and is shared with parent(s)/guardian(s) on an ongoing basis;

Evaluation Methods
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEPs
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

Alternative Placements
The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- Care and Treatment Programs (CTCC)
- regular classroom with monitoring from the LST and/or LRT
- regular classroom with support from the LST and/or the LRT

For Further Information
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school

Category: Communication

Exceptionality: Autism

Ministry Definition
A severe learning disorder that is characterized by:

a) disturbance in:
- rate of educational development
- ability to relate to the environment
- mobility
- perception, speech, and language

b) lack of the representational symbolic behaviour that precedes language.

Special Education Classes for Autism (ASDP) and Autism Credit Support Program (ASDCSP)
(31 elementary classes, 96 secondary sections) and (24 secondary sections)

Placements
- specialized classes at the following levels: kindergarten, primary, junior, intermediate, and senior   6 students per class*

Admissions Criteria
- a diagnosis of Autism Spectrum Disorder in the pervasive developmental disorder (PDD) category as specified by DSM-V   - documented evidence of impaired communication, social skills, and an uneven learning profile

Criteria for Change in Placement
- has social and/or academic needs which can be met more successfully within another placement   - no longer benefiting from specialized placement   - evidence of ongoing successful integration   - not complying with program expectations

Available Resources
- one teacher with special education qualifications (Parts I and II)   - educational assistants   - psychological consultation   - Learning Support Services personnel provide assessment and consultative services to the special education teacher

* Note: There are 10 students in each of the Autism Credit Support Program (ASDCSP) classes. The allocation of educational assistant is determined by student needs in each of the ASDCSP.

Program
- Emphasis is on functional literacy and numeracy skills, communication, social, life skills, and age-appropriate behaviour
- Goals are specific, measurable, attainable, relevant, and timely (SMART) and chosen from the following domains: behaviour, communication, life skills (self-help, vocational, and work experience), academics, gross and fine motor skills, community living, and integration
- Programming is based on the expectations outlined in the IEP which is coordinated by the classroom teacher in consultation with the assigned speech-language pathologist and psychologist

Evaluation Methods
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEPs
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process
- It is expected that students will integrate into the mainstream to the greatest degree possible

Alternative Placements
The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- care and treatment programs/Section 23
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

For Further Information
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide.*
- For more detailed information, contact the school principal or Learning Support Services personnel serving the school.

Exceptionality: Deaf and Hard of Hearing

Ministry Definition
An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound. Audiological assessment data is required to support identification.

Special Education Class for Deaf (D/HH)
(1 elementary class and 8 secondary sections)

Placements
• regular class with specialized support from Itinerant Teacher Deaf/Hard of Hearing (ITD/HH)
• other specialized program with consultation or direct service from ITD/HH
• specialized program with a Specialist Teacher of the Deaf/Hard of Hearing
• up to 10 students per class

Admissions Criteria
• documented hearing loss
• use of hearing aids/cochlear implant
• method of communication is through hearing and speech
• meets criteria for other specialized program in addition to deaf/hard of hearing exceptionality
• method of communication is through sign language (American Sign Language)

Criteria for Change in Placement
• change in hearing loss or performance
• needs are not being met in regular class
• student requires more than 5 hours, per week, support from ITD/HH
• change in method of communication
• identification of additional exceptionality
• evidence of ongoing successful integration
• not complying with program expectations
• change in hearing loss or performance, i.e., acquisition of a cochlear implant and requires auditory-verbal/ Oral therapy
• student requires/ requests placement in Provincial School setting
• identification of additional exceptionality
• no longer benefiting from specialized placement

Available Resources
• FM system and other equipment, as needed including maintenance
• teacher with qualifications in Deaf Education
• educational assistant allocated based on students' needs
• Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- ITD/HH support is based on the Auditory-Verbal Method unless requested otherwise, and is available from K to 12. Program includes development of speech, language, auditory skills and support of the Ontario Curriculum;
- Specialized Classes for the D/HH use sign language (ASL) and English to deliver the Ontario Curriculum, with modifications as required. There is one class at the elementary level for JK to grade 8 students and one at the secondary level for students in grade 9 to 12. The program includes the development of receptive and expressive language skills. For most students, integration into regular classrooms and school activities is considered to be an essential part of this program
- An IEP is developed for each student with specific learning expectations. This plan, which is developed collaboratively with parent(s)/guardian(s), is based on, and modified by, the results of continuous assessment

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year and may include informal checklists, standardized testing, teacher observation, and language checklists. OCDSB report cards and IEPs formally record the student's progress
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include provincial schools for the deaf, school for the blind and deaf–blind, and Francophone schools for the deaf, blind, and deaf–blind.

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

Exceptionality: Language Impairment

Ministry Definition
A learning disorder characterized by impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

a) involve one or more of the form, content, and function of language in communication
b) include one or more of the following:
   - language delay
   - dysfluency
   - voice and articulation development, which may or may not be organically or functionally based

Special Education Class for Language Learning Disabilities (LLD)
(11 elementary classes)

Placements
- specialized classes at the following levels: - primary and junior   - up to 10 students per primary class   - up to 12 students per junior class
Admissions Criteria
- exhibits severe language learning difficulties on a speech/language assessment   - average to above- average intellectual ability as measured on a psychological assessment   - language learning disability or mixed receptive-expressive language disorder as appropriate to age and grade level
Criteria for Change in Placement
- mildly delayed language functioning overall (one or more areas of language may still indicate moderate delays) on a speech/language assessment completed within the last 12 months   - academic performance is within one grade level of the student's integrated class placement   - has academic and/or social needs that could be met more successfully within a different special-class setting   - has the ability to succeed in a regular class with LST/LRT support   - no longer benefiting from specialized placement   - evidence of ongoing successful integration   - not complying with program expectations

Special Education Class for Language Learning Disabilities (LLD) *(continued)*

Available Resources
• one teacher with special education qualifications (Parts I and II) • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program
- The focus of the Language Learning Disability Program is to provide the appropriate learning environment that will facilitate the development of the student's expressive and receptive language and phonology skills to enable academic achievement.
- Students who exit the LLD Specialized Program Class in Grade 6 are supported through the Intermediate LLD (ILLD) model, which offers a range of services (e.g., direct in-class coaching, co-planning of curricular activities, targeted professional development) to teachers to support their students with LLD in grades 7 and 8 within the students' intermediate placement (e.g., regular program, Learning Disability Specialized Program Class or General Learning Program). The ILLD model offers support to the teachers with the goal of increasing the students' independence with strategy application and learning over time.
- Programs are equipped with special education and language development materials.
- An IEP containing specific expectations is designed for each student according to individual learning needs and abilities. This plan, which is shared with parent(s)/guardian(s), is based on, and modified by, the results of continuous assessment and evaluation
- It allows for integration into regular classrooms and/or school activities

Evaluation Methods
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP and Learning Support Services reports
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

Alternative Placements
The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:
- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT

- regular classroom with support from the LST/LRT

For Further Information
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the school or Speech-Language Pathology Services

Exceptionality: Speech Impairment

Ministry Definition

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors that involves perceptual motor aspects of transmitting oral messages and that may be characterized by impairment in articulation, rhythm, and stress.

Placements
• regular classroom with monitoring from the LST/LRT
Admissions Criteria
• mild to moderate articulation problems • moderate to severe articulation problems • cleft palate • voice disorder • fluency disorder • phonology disorder
Criteria for Change in Placement
• frequency and intensity are individualized depending upon needs as determined by the school speech-language pathologist (5 years of age to grade 8) • after grade 8, an assessment, consultation or home/school suggestions upon request • consultation • screening • formal/informal testing • CHEO School Based Rehabilitation Services discharge their cases when they reach the mild to moderate level. They may refer to the PAT-P or community agencies as appropriate
Available Resources
• classroom teacher • speech-language pathologist • CHEO School-based Rehabilitation Services • parent(s)/ guardian(s), and volunteers • Parent Articulation Training Program (PAT-P) • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Service Delivery Model

Speech-language pathologists:

- provide assessment, intervention and consultation to students from Senior Kindergarten through Grade 12, who may present with a wide range of speech and language disorders and exceptionalities
- provide a wide range and level of support to students in designated special education programs, including ASD Program, PSN Program, and the DD Programs
- provide training to support teachers and parent(s)/guardian(s) in their work with children who have speech and language disorders
- provide therapy (CHEO School Based Rehabilitation Services) as per mandate

Exceptionality: Learning Disability (LDSIP and LDP)

Ministry Definition

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in
    a. academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or
    b. academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences;

lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Special Education Class for Learning Disabilities (LD)
(12 elementary classes, 71 secondary sections)

Placements
- specialized classes at the following levels: junior, intermediate, and senior   - up to eight students per class
Admissions Criteria
- evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions   - evidence of cognitive strength   - average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment   - requires intensive instructional support   - has severe to profound difficulty in learning and in processing information   **Secondary**: requires accommodations and/or modifications in academic areas that rely on reading, and/or writing, and/or written expression and/or mathematics and is able to work towards credit bearing, grade level curriculum expectations when using individualized accommodations
Criteria for Change in Placement
- current assessments indicate student no longer meets learning disabilities program admission criteria   - has academic (as demonstrated by current assessment) and/or social needs that could be met more successfully within a different special class setting, or a provincial school or section 23 placement   - has an ability to succeed in a regular class with LST/ LRT support   - no longer benefiting from specialized placement   - evidence of ongoing successful integration   - not complying with program expectations   - graduated from High School and/or achieved OSSD
Available Resources
- one teacher with special education qualifications (Parts I and II)   - LSS personnel provide assessment and consultative services to the special education teacher

Program
- The focus of the program is to develop academic, communication, social, organizational and self-advocacy skills

- Intensive instructional support is provided for language and mathematics in the junior and intermediate programs
- Credit courses are offered through the secondary program
- An IEP containing specific expectations is designed for each student according to learning strengths and needs. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)
- Integration into regular/larger classrooms and school activities is considered to be an essential part of this program

Evaluation Methods
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified exceptional student is reviewed on an annual basis through the IPRC process

Alternative Placements
The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- provincial demonstration schools (English and French) for students with severe learning disabilities
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

For Further Information
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school. Category: Intellectual

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Exceptionality: Giftedness

Ministry Definition
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Special Education Class for Gifted Students (Gifted)
(20 elementary classes, 135 secondary sections)

Placements
• specialized classes at the following levels: primary, junior, intermediate and senior • up to 20 students per class grades 1-3 • up to 25 students per class in grades 4-8 • up to 28 students per class in grades 9-12

Admissions Criteria
• very superior intellectual ability as measured on a psychological assessment

Criteria for Change in Placement
• has academic and/or social needs that could be met more successfully within a different classroom setting • no longer benefiting from specialized placement • evidence of ongoing successful integration • not complying with program expectations

Available Resources
• one teacher with special education qualifications (Part I) • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program
- All students work towards the grade expectations outlined in the Ontario curriculum. The aim of the gifted program is to provide enrichment rather than acceleration
- Students have the ability to work through the curriculum at a faster rate, thus allowing more time to study the topics in greater depth
- The development of thinking skills is encouraged
- The program is designed to encourage problem solving, working cooperatively, and self and peer evaluation based on criteria determined by the teacher and students
- Application of learning is emphasized after students have demonstrated mastery of basic skills

- An open-ended curriculum allows students to explore areas of interest and incorporate creative talents into their learning
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)

Evaluation Methods
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a student formally identified as exceptional is reviewed on an annual basis through the IPRC process

Alternative Placements
The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

For Further Information
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

Exceptionality: Mild Intellectual Disability

Ministry Definition
A learning disorder characterized by:
  a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
  b. an inability to profit educationally within a regular class because of slow intellectual development
  c. a potential for academic learning, independent social adjustment, and economic self-support

Special Education Class for Mild Intellectual Disability/General Learning Program (GLP) (11 elementary classes, 104 secondary sections)

Placements
• specialized classes at the following levels: junior, intermediate and senior
• up to 16 students per class

Admissions Criteria
• scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability
• significant delays in academic progress
• evidence of delays in social/emotional development
• in the age-equivalent range of grade 4 to secondary

Criteria for Change in Placement
• does not require the same degree of alternative programming
• has academic and/or social needs that could be met more successfully within a different special class setting
• has the ability to succeed in a regular class with LST/LRT support and with appropriate accommodations and modifications
• no longer benefiting from specialized placement
• evidence of ongoing successful integration
• not complying with program expectations

Available Resources
• one teacher with special education qualifications (Part I with Part II preferred)
• one educational assistant per class
• Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program
  • The focus of the program is to develop academic and life skills

- An IEP containing specific expectations is designed for each student according to the learning needs and abilities. This plan, developed collaboratively with parent(s)/guardian(s), is based on and modified by results of continuous assessment and evaluation
- The program allows for integration into regular classrooms and/or school activities
- Curriculum is modified to meet the individual needs of students

Evaluation Methods
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process
- It is expected that students will integrate into the mainstream to the greatest degree possible

Alternative Placements
The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

For Further Information
- Consult the *OCDSB Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

Special Education Class for Students with Mild Intellectual Disabilities (MID) (Storefront Program) – (1 secondary class)

Placements
• system-based Storefront Program for students with special education needs aged 19–21 years of age with MID • up to twelve students

Special Education Class for Students with Mild Intellectual Disabilities (MID) (Storefront Program) *(continued)*

Admissions Criteria

- students must be 19 years of age
- students must currently be attending a program for students with mild intellectual disability or developmental disability
- students must have supporting documentation which will include: written recommendation of the sending school/program, completed transition skills checklist, and written evaluations regarding previous successful work experience
- students must participate in a structured interview

Criteria for Change in Placement

- reaches the age of 21
- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations

Available Resources

- one teacher with special education qualifications
- educational assistant and job coach are assigned to the class
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

Upon completion of the program, it is hoped that the students will be prepared to take their place in the workforce with a minimum of supervision.

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- Over the course of two years at Storefront, students will participate in 10 work-experience placements
- The life skills component of the program is delivered in the afternoons
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- OCDSB report cards and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST
- regular classroom with support from the LST

For Further Information
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide.*

For more detailed information, contact the appropriate person from the list below:
- the staff of the Storefront Program
- the principal of the school
- Learning Support Services personnel serving the school

Exceptionality: Developmental Disability

Ministry Definition

A severe learning disorder characterized by:
a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
b. an ability to profit from a special education program that is designed to accommodate slow intellectual development
c. a limited potential for academic learning, independent social adjustment, and economic self-support

Special Education Class for Students with Developmental Disabilities (Semi-Integrated) (DDP) (9 elementary classes, 96 secondary sections)

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

Special Education Class for Students with Developmental Disabilities (Semi-Integrated) *(continued)*

Admissions Criteria
- moderate to severe delays in intellectual ability as measured on a psychological assessment   - serious delays in academic progress   - moderate to severe delays in adaptive functioning   - be able to profit educationally, socially, and emotionally from a semi-integrated class in a regular school, with opportunities for appropriate supported integration   - be able to take care of basic personal needs, with a minimum of additional support
Criteria for Change in Placement
- has social and/or academic needs which can be met more successfully within another placement   - no longer benefiting from specialized placement   - evidence of on-going successful integration   - not complying with program expectations
Available Resources
- one teacher with special education qualifications (Part I)   - educational assistant   - half-time job coach is assigned to each class at the secondary level   - Learning Support Services personnel provides assessment and consultative services to the special education teacher

Program

- Programming in a specialized classroom offers opportunities to integrate with age-appropriate peers
- The focus of the program is to develop basic life skills along with a functional academic skills component
- The curriculum is modified, and/or alternative curriculum expectations are provided, to meet the individual needs of students
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on progress reports, report cards and/or IEPs
- The IEP includes a transition plan and should include work experience opportunities wherever possible

Special Education Class for students with Developmental Disabilities (Specialized Schools) (25 elementary classes total between the two schools)

Placements
• specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior • up to eight students per class
Admissions Criteria
• moderate to severe delays in intellectual ability as measured on a psychological assessment • serious delays in academic progress • moderate to severe delays in adaptive functioning
Criteria for Change in Placement
• has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of ongoing successful integration • not complying with program expectations
Available Resources
• one teacher with special education qualifications (Part I) • educational assistants • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

Clifford Bowey Public School and Crystal Bay Centre for Special Education offer specialized school settings for pupils with developmental disabilities.

- Focus of the program is to develop life skills which include communication skills, self-help skills, and an introduction to basic academic skills
- CHEO School Based Rehabilitation Services provide support for therapy-based programming in the areas of occupational therapy and physiotherapy. LHIN School Health Professional Services provide nursing support.
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and/or IEP
- It includes a transition plan and should include work experience opportunities, as appropriate

Special Education Class for Students with Mild Intellectual Disabilities (MID) (Storefront Program) – (1 secondary class)

Placements
• system-based Storefront Program for students with special education needs aged 19–21 years of age with MID
• up to twelve students

Admissions Criteria
• students must be 19 years of age
• students must currently be attending a program for students with mild intellectual disability or developmental disability
• students must have supporting documentation which will include: written recommendation of the sending school/program, completed transition skills checklist, and written evaluations regarding previous successful work experience
• students must participate in a structured interview

Criteria for Change in Placement
• reaches the age of 21
• has social and/or academic needs which can be met more successfully within another placement
• no longer benefiting from specialized placement
• evidence of on-going successful integration
• not complying with program expectations

Available Resources
• one teacher with special education qualifications
• educational assistant and job coach are assigned to the class
• Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

Upon completion of the program, it is hoped that the students will be prepared to take their place in the workforce with a minimum of supervision.

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- Over the course of two years at Storefront, students will participate in 10 work-experience placements
- The life skills component of the program is delivered in the afternoons
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year

- OCDSB report cards and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:
- other special education placement options if appropriate
- regular classroom with monitoring from the LST
- regular classroom with support from the LST

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide.*

For more detailed information, contact the appropriate person from the list below:
- the staff of the Storefront Program
- the principal of the school
- Learning Support Services personnel serving the school

Category: Physical

Exceptionality: Physical Disability

Ministry Definition

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Special Education Class for Physical Disabilities/Physical Support Program (PSP)

(2 elementary classes, 24 secondary sections)

Placements
• specialized classes at the following levels: primary, junior, intermediate, and senior • up to 12 students per class
Admissions Criteria
• medical diagnosis of a physical disability with significant programming adaptation requirements

Special Education Class for Physical Disabilities/Physical Support Program
(continued)

Criteria for Change in Placement

- the student's physical condition no longer requires therapeutic interventions offered in the program
- the student's needs will be better met in an alternate placement
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations

Available Resources

- one teacher with special education qualifications (Parts I and II)
- Educational assistants allocated based on students' needs
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- At the elementary and secondary level, the physical support programs address the academic and physical needs of students at the appropriate level
- An IEP containing specific expectations is designed for each student reflecting learning needs and abilities
- CHEO School Based Rehabilitation Services provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, nursing and speech disorders (if eligible)
- There is ongoing liaison with CHEO Development and Rehabilitation (Children's Treatment Centre services) for those students who enter from this service.

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year. OCDSB Report Cards, Alternative Report Cards (if applicable) and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- Other special education placement options if appropriate
- CHEO OCTC School (Early Intervention Program – JK/SK levels – option if appropriate)
- Regular classroom with support from the LST/LRT
- Regular classroom with monitoring from the LST/LRT

For Further Information
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

Exceptionality: Blind and Low Vision

Ministry Definition
A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely.

Placements
- regular classroom with specialized support
Admissions Criteria
- 20/70 or worse in best eye with best correction as determined by an ophthalmological/optometry report
Range of Support
- blind students generally receive up to 50 per cent itinerant support - need for braille, tactile and adaptive program - requires intensive support - low vision support individualized (from itinerant 1–2 times a week to monitoring visits 2–4 times a year)
Available Resources
- teacher with specialized qualification in Blind/Low Vision. Some also have certification to teach orientation and mobility - orientation and mobility instructor - classroom teacher - Educational assistants allocated based on student's needs - Learning Support Services personnel provide assessment and consultative services to the special education teacher - specialized equipment as needed

Program/Service Delivery Model
ITB/LVs provide:
- A school-based functional vision assessment to determine frequency of service and educational strategies
- Direct instruction in Braille and other tactile learning strategies
- Adaptation of curriculum materials (Braille, e-text, auditory, large print)

- Orientation and mobility instruction (safe travel techniques)
- Training in specialized equipment including computer hardware and software, optical aids, and other specialized equipment used in the classroom
- Provide consultation and support to schools concerning needs related to vision

Evaluation Methods
- Student's visual efficiency, tactile learning, orientation and mobility, and alternate skills are assessed regularly by the itinerant teacher, including functional vision assessments, observation and checklists
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB report cards and IEP, as well as anecdotal reports where appropriate
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements
The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:
- Other special education placement options if appropriate
- Provincial school for the blind and deaf–blind, and the Francophone school for the deaf, blind, deaf–blind and for those with learning disabilities
- Regular classroom with monitoring from the LST/LRT
- Regular classroom with support from the LST/LRT

For Further Information
- Consult the *Ottawa-Carleton Education Program for Students with Visual Impairment* brochure about the program
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide.* For more detailed information, contact the principal of the student's school or the Lead ITB/LV or Learning Support Services personnel serving the school

Category: Multiple

Exceptionality: Multiple

Ministry Definition
A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Range of Placements
Depending on the student's strengths and needs, placements can range from a regular class to a special education class. While there are no special education classes devoted to students with multiple exceptionalities, these students' program needs can be met in a variety of placements.

For Further Information
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

Exceptionality: Mild Intellectual Disability and Behaviour

Ministry Definition of Mild Intellectual Disability
A learning disorder characterized by:
   a.   an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
   b.   an inability to profit educationally within a regular class because of slow intellectual development
   c.   a potential for academic learning, independent social adjustment, and economic self-support

Ministry Definition of Behaviour
A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following:
   a. an inability to build or to maintain interpersonal relationships
   b. excessive fears or anxieties
   c. a tendency to compulsive reaction

> d.   an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

Special Education Class for students requiring a Dual Support Program (DSP)
(3 elementary classes; 32 secondary sections)

Placements
• specialized classes at the following levels: junior, intermediate, senior • up to ten students per class
Admissions Criteria
• significantly below-average intellectual potential as measured on a psychological assessment • serious delays in the acquisition of fundamental academic skills exacerbated by behaviour problems • impaired adaptive functioning (e.g., coping with life demands, personal independence) • history requiring frequent discipline due to disruption, non-compliance, physical/verbal aggression, impulsivity, etc. • history of socially unacceptable behavior
Criteria for Change in Placement
• does not require the same degree of alternative programming • has academic and/or social needs that could be met more successfully within a different special class setting • has the ability to succeed in a regular class with LST/LRT support/ monitoring • no longer benefiting from specialized placement • evidence of ongoing successful integration • not complying with program expectations
Available Resources
• one teacher with special education qualifications (Parts I and II) • educational assistants • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program
- The focus of the program is to provide a structured learning environment with the opportunity to develop appropriate life and social skills
- The program allows for integration into regular classrooms and/or school activities
- An IEP containing specific expectations with a focus on behaviour is designed for each student, according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation including consultation with parent(s)/guardian(s) on an ongoing basis

Evaluation Methods

- Student assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

For Further Information

- Consult the OCDSB Learning Support Services Identification, Placement and Review Parent Guide
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school

Program: Primary Special Needs (PSN)

Special Education Class for students with Primary Special Needs (PSN)
(9 elementary classes)

Placements
- specialized classes at primary level - up to 10 students per class
Admissions Criteria
- need for one or more years in an intensive support program - scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability - in the age-equiv. range of grade 1 to 3 - significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor)

Special Education Class for students with Primary Special Needs *(continued)*

Criteria for Change in Placement
• has turned or will turn 9 years old during the calendar year • does not require the same degree of specialized programming • has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations • on-going assessment determines that a different placement could better meet the student's needs • no longer benefiting from specialized placement • evidence of ongoing successful integration • not complying with program expectations
Available Resources
• one teacher with special education qualifications (Part I, Part II preferred) • educational assistant • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program
- The primary special needs program provides opportunities for each student to progress in all relevant areas of development
- The focus of the program is to develop academic, communication and social/emotional skills
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous formal and informal assessment
- For most students, integration into regular classrooms and school activities is considered to be an essential part of this program

Evaluation Methods
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements
The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:
- other special education placement options if appropriate

- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

For Further Information
- Consult the OCDSB Learning Support Services Identification, Placement and Review Parent Guide
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

Looking Forward
The Board will:
- continue to provide a range of placement options for all students
- continue to review the quality of its specialized programs to meet the needs of special needs students through the Quality Program Indicators

Individual Education Plans (IEP)

Purpose of the Standard

To inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEP.

An IEP is a written plan describing the special education program and/or services required by a particular student. The IEP outlines the student's areas of strengths and needs as well as the accommodations a student requires for instruction and assessment. It may identify learning expectations that are modified from the Ontario curriculum and/or any alternative program areas.

Implementation of the Ministry of Education Standards
As per *Regulation 181/98,* all students in the OCDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP. The proper implementation and monitoring of the IEP depend on appropriate sharing of information among those involved in executing goals and expectations set out in the IEP. The monitoring and review of the IEP is overseen by the principal and the implementation of the IEP is the responsibility of the classroom teachers, parents, and students who are 16 years of age or older. An IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes or requires the use of SEA equipment but is not identified.

IEP Development for Identified Students
Students identified as exceptional through an IPRC must have an IEP developed within 30 instructional days after the beginning of the new placement or a new school year. In many cases students will already have an IEP in place.

IEP Development for Non-Identified Students
The multi-disciplinary team may recommend the development of an IEP based on the profile of the student. The decision to develop an IEP for a student is not limited by a student meeting criteria for a specific exceptionality. Some students that do not meet criteria for a specific exceptionality may require an IEP to document necessary special education services, program modifications, program accommodations or a Special Education Amount (SEA) claim funded by the Ministry. A parent / guardian may request that a school consider the development of an IEP. The standards for an IEP apply equally to the IEPs of both identified and non-identified students.

Purpose of an IEP

The IEP will:
- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (IPRC) process;
- may be developed for any student who is receiving special education programs and services but who may not have been formally identified as exceptional;
- be developed within 30 instructional days of the student's first day in the program;
- be developed, implemented, and monitored in a collaborative manner with (parent(s)/guardian(s), student, the school team, teachers, and Learning Support Services personnel;
- outline expectations, strategies, and resources to facilitate learning based on the individual student's needs, strengths, interests, and history;
- include a transition plan for: all students who have an IEP as per *Policy/Program Memorandum 156*, students 14 years of age or older as per Regulation 181/98; and students with autism as per Policy/Program Memorandum 140;
- be reviewed and/or revised once each reporting period.

Transition Plans

Transition plans are included in the IEP and are developed to assist students in successful transitions (e.g. from class to class, from high school to post-secondary activities, etc.) by outlining goals, actions required to meet those goals, identifying individuals responsible for the actions, and specifying timelines to guide the plan. The creation of transition plans are legislated in the following regulatory and policy documents:

Ontario Regulation 181/98 requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a transition plan for the student's transition from school to work, for further education, and/or community living.

Policy / Program Memorandum (PPM) No. 140, *"Incorporating Methods of Applied Behaviour Analysis (ABA)* states that school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

Policy / Program Memorandum (PPM) No.156 outlines for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12, September 2014.

In practice, schools within the OCDSB engage in a range of transition planning to support students as they transition from one placement to another. A key component to successful transition planning is ensuring that all of the required information is shared

seamlessly with the schools and staff involved. The transition plan is developed as a component of the IEP. All transition plans must be developed in consultation with the parent / guardian, student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action. Each transition plan will be reviewed and/or revised at least once each reporting period to identify tasks completed to date and to include new ones that are individualized and appropriate for the student.

Dispute Resolution Process
If differences of opinion around the content of an IEP should arise, these concerns will be mediated at the school level. It is the goal that through a collaborative process that successful programming for students be achieved. Therefore, every effort is made to resolve differences through a shared approach between parent / guardian and school staff. In the event of unresolved concerns, parents will work with Superintendent of Instruction for the school. Also, the OCDSB has a Complaint Resolution policy and procedure in place. It can be accessed via the following link:
OCDSB Complaint Resolution Procedure.
The Ministry of Education also has a resource for dispute resolution entitled Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs.

Results of the Ministry of Education IEP Review
There were no Ministry of Education IEP reviews in the 2018-19 school year.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Cover Page

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

REASON FOR DEVELOPING THE IEP

☐ Student identified as exceptional by IPRC   ☐ Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

STUDENT PROFILE

Gender: ____   School Year: _____

Most Recent IPRC Date: _____

Statement of Decision: ☐ Exceptional ☐ Not Exceptional ☐ Non-Identified

Exceptionality 1:

Exceptionality 2:

Special Education Placement:

☐ Regular class with indirect support   ☐ Regular class with resource assistance

☐ Regular class with withdrawal assistance   ☐ Special education class with partial integration

☐ Special education class full time

Reason for Placement:

Program:

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IEP Cover Page

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition

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Ottawa-Carleton
DISTRICT SCHOOL BOARD

Assessments

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results	Comments

Areas of Strength	Areas of Need

Health Support Services/Personal Support Required   ☐ Yes *(list below)*   ☐ No

☐ Catheterization
☐ Injections
☐ Muscle strengthening
☐ Stretching
☐ Toiletting
☐ Other

☐ Dressing
☐ Lifting
☐ Personal care
☐ Suctioning
☐ Tube feeding

Health Support Additional Notes:

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Courses and Accommodations

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES
Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1. _____   ☐ MOD   ☐ AC   ☐ ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes *(provide educational rationale)*   ☐ No

_____
_____
_____

Complete for secondary students only:
Student is currently working towards attainment of the:

☐ Ontario Secondary School Diploma   ☐ Ontario Secondary School Certificate   ☐ Certificate of Accomplishment

ACCOMMODATIONS
(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment   ☐ Yes *(list below)*   ☐ No   **SEA Status:** _____

_____   _____
_____   _____

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)
Provincial assessments applicable to the student in the current school year: _____

_____
_____

Accommodations: ☐ Yes *(list below)*   ☐ No

Exemptions: ☐ Yes *(provide explanatory statement from relevant EQAO document)*   ☐ No
-

Deferred: ☐ Yes *(provide explanatory statement from relevant EQAO document)*   ☐ No
-

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Courses and Accommodations

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

Deferred: ☐ Yes *(provide explanatory statement from relevant EQAO document)*   ☐ No
-
-

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Special Education Program

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Teacher:	Subject/Course/Alternative Program:
Current Level of Achievement: Prerequisite course (if applicable) _____ Letter grade/Mark _____ Curriculum grade level (last June) _____	**Level of Achievement for Alternative Program:**

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

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Transition

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

Transition Goals:

Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines

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Human Resources & IEP Team

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Initiation Date	Frequency	Location(s)

EVALUATION

Reporting Dates:

Reporting Format

☐ Provincial Report Card (required unless student's program comprises alternative expectations only)

☐ Alternative Report

IEP TEAM

IEP Developed by:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

_____

_____

Date of Placement in Special Education Program *(select the appropriate option)*

☐ 1) First day of attendance in new special education program

☐ 2) First day of the new school year or semester in which the student is continuing in a placement

☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: Completion Date of IEP Development Phase
                                     (within 30 school days following the Date of Placement):

_____   _____

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Consultation Log & Signatures

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

Log of parent/student consultation and staff review/update for current school year.

Date	Activity (indicate parent/student consultation or staff review)	Outcome	Staff Involved

The principal is legally required to ensure that the IEP is properly implemented and monitored.
This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

_____   _____
Signature of Principal   Date

Involvement of Parent/Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP   ☐ Parent(s)/Guardian(s)   ☐ Student

I declined the opportunity to be consulted in the development of this IEP   ☐ Parent(s)/Guardian(s)   ☐ Student

I have received a copy of this IEP   ☐ Parent(s)/Guardian(s)   ☐ Student

Parent(s)/Guardian(s)/Adult Student Comments:

_____

_____

_____

_____

_____   _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older)   Date

_____   _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older)   Date

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IEP Consultation Form

Name: _____   DOB: _____

Grade: _____   Student OEN: _____

Please complete areas of this form that you feel will assist staff in developing the IEP for your child. Please return the form by the date noted in the attached letter to the staff member responsible for the IEP. Please note that input may be considered in the development of your child's IEP.

1. Medical:
Is there any medical condition or concern which you feel may impact your child's learning? (Please include any changes to your child's medical condition.)

2. Testing/Assessment Results:
Are there any recent testing/assessment results which would be helpful in programming for your child?

3. Previously Successful Strategies:
Are there strategies which have worked particularly well for your child in the past?

4. Parental or Other Supports:
Are there supports that you have put in place (such as homework routines, assistive technology, tutoring, etc.) which would be helpful for school staff to know about?

5. Priorities: What do you consider to be a priority for your child's learning this year?

6. Other: Is there any other information you feel may impact on your child's learning (e.g. strengths and/or areas of need)?

Thank you for your contribution to your child's success at school.

_____   _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older)   Date

_____   _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older)   Date

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IEP Summary Layout
CONFIDENTIAL (For teacher/school use only)

STUDENT PROFILE

Student: _____ ID: _____ OEN: _____

Gender: _____ DOB: _____ Grade: _____ Homeroom: _____

School: _____ Principal: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____

Exceptionality 1: _____ Exceptionality 2: _____

Placement Decision	Recommended Program

STUDENT STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

ACCOMMODATIONS
(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)
Provincial assessments applicable to the student in the current school year:

_____

Accommodations:

_____

Modified Subjects:

_____

Comments:

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Ministry of Education Exceptionalities	
No Exceptionality	Multiple Exceptionalities
Developmental Disability	Speech Impairment
Blind and Low Vision	Behavioural
Physical Disability	

OCDSB Specialized Programs	
Autism Spectrum Disorder Secondary Credit Support Program Autism Spectrum Disorder Program Behaviour Intervention Program Deaf/Hard of Hearing Program (Congregated) Developmental Disabilities Program Dual Support Program General Learning Program	General Learning Program/Storefront Gifted Specialized Program Language Learning Disabilities Program Learning Disability Program (Sec.) Learning Disabilities Specialized Intervention program (Elem.) Physical Support Program Primary Special Needs Regular Class
Placement Options	
FSC - Fully self-contained IS – Indirect Service PI - Partially Integrated	RA - Resource Assistance WA - Withdrawal Assistance

The following sections are samples of possible information that are a part of the IEP Online (IOL) platform. The information is evidence-based and subject to change.

Strengths	
Artistic Expression	Numeration
Auditory	Orientation Skills
Braille Skills	Organizational Skills
Communication Skills	Perseverance/ Motivation to Learn
Creative Problem Solving	Positive Attitude
Daily Living Skills	Problem Solving Skills
Decoding	Reading Comprehension
Expressive Language	Receptive Language
Fine Motor Skills	Receptive/Expressive Language
General Knowledge	Self-Advocacy Skills
Gross Motor Skills	Self-Regulation Skills
Intellectual Aptitude	Sign Language Skills
Interpersonal Skills	Tactile
Keyboarding	Task Persistence
Kinesthetic	Time Management Skills
Memory Skills	Visual
Mobility Skills	Visual Perceptions Skills
Multimodal Learning Style	Word Attack Skills
Musical/Rhythmic Ability	Written Expression

Needs	
Attention skills	Orientation Skills
Auditory perceptual skills	Personal Care Skills
Auditory skills	Personal Safety Skills
Braille skills	Problem Solving Skills
Communication skills	Reading Comprehension
Creative thinking skills	Receptive Language
Critical thinking skills	Receptive/expressive Language
Decoding Skills	Residual Hearing and Auditory Skills
Expressive Language	Self-advocacy Skills
Fine motor skills	Self-regulation Skills
Gross motor skills	Sign Language Skills
Impulse control skills	Social Skills Spatial Skills
Information processing skills	Speech/articulation Skills
Leadership skills	Tactile Perceptual Skills
Memory skills	Task Persistence Skills
Mobility skills	Time Management Skills
Non-verbal communication skills	Visual efficiency
Numeration	Visual motor integration
Organizational skills	Visual Perception Skills
Orientation and mobility skills	Visual Perceptual

Assessment Sources	
Audiological assessment	Personal safety skills
Behavioural assessment	Pediatric assessment
Developmental assessment	Physiotherapy assessment
Educational assessment	Psychiatric assessment
Functional visual assessment	Psychological assessment
Group ability test e.g., Canadian	Psycho-Educational assessment
Cognitive	Social work assessment
Abilities Test	Speech/language assessment
Medical assessment	Vision Technology assessment
Occupational therapy assessment	Wechsler-Fundamentals assessment
Orientation skills	Orientation and Mobility assessment
Personal care skills	

Assessment Summary
Report describes significant behavioural problems
Report indicates adaptive equipment essential to access the curriculum
Report indicates areas of need in …
Report indicates assistive technology essential to access the curriculum
Report indicates blind/low vision
Report indicates mild adaptive functioning delays
Report indicates mild articulation difficulty
Report indicates mild developmental delays
Report indicates mild hearing loss
Report indicates mild intellectual disability
Report indicates mild/moderate/severe adaptive functioning delays
Report indicates mild/moderate/severe articulation difficulty
Report indicates mild/moderate/severe developmental delays
Report indicates mild/moderate/severe/profound hearing loss
Report indicates moderate adaptive functioning delays
Report indicates moderate articulation difficulty
Report indicates moderate developmental delays
Report indicates moderate hearing loss
Report indicates profound hearing loss
Report Indicates sensory equipment essential to access the curriculum
Report indicates severe adaptive functioning delays
Report indicates severe articulation difficulty
Report indicates severe developmental delays
Report indicates severe hearing loss.
Report provides diagnosis of …
Report provides diagnosis of Asperger's Syndrome
Report provides diagnosis of Attention Deficit/Hyperactivity Disorder
Report provides diagnosis of Autism
Report provides diagnosis of Developmental Disability
Report provides diagnosis of Learning Disability
Report provides diagnosis of Oppositional Defiant Disorder
Test results indicate very superior intellectual functioning

Education Quality and Accountability Office (EQAO)

Annually, in preparation for the provincial assessments, EQAO provides school districts with key information related to accommodations and exemptions. For current information, please visit: http://www.eqao.com

Accommodations

Below are accommodations:

Instructional	
• Anxiety/stress reducers • Ability grouping • Assistive technology • Audio texts • Augmentative and alternative communications systems • Buddy/peer tutoring • Carry and match system • Close-ended activities • Colour cues • Computer options • Concrete/hands-on materials • Contracts • Creative thinking tasks • Critical thinking tasks • Differentiated tasks • Dramatizing information • Duplicated notes • Extra time for processing • Fading prompts • First/Then • Forward/backward chaining • Functional tasks • Gesture cues • Graphic organizers • High structure • Increased challenge through higher level thinking skills • Large-size font • Leveled breaks • Manipulatives • Memory aids • Mind maps • More frequent breaks • Multi-sensory presentations	• Non-verbal signals • Prompts to return student's attention to task • Note-taking assistance • Organization coaching • Partnering • Positive reinforcement • Pre-cueing • Preferred activities/items/topics • Product differentiation • Prompting (verbal, visual) • Prompting/modeling/redirection/fading • Provide choice • Reduced/simplified language • Reduced/uncluttered format • Reduction in the number of tasks used to practice a concept or skill • Rehearsal strategies • Reinforcement incentives • Repetition of information • Rewording/rephrasing of information • Sensory diet • Sensory objects/manipulative/toys • Shaping • Shaping/chaining • Small sequential steps • Social Narratives • Social skills coaching • Spatially cued formats • Tactile tracing strategies • Time-management aids • Tracking sheets • Verbal cues • Visual cueing • Visual supports/schedules • Word-retrieval prompts

Environmental

• Acoustic treatment of workspace	• Preparation for transitions
• Alternative work space	• Proximity to instructor
• Area of individual leisure and social leisure	• Quiet setting
• Assistive devices or adaptive equipment	• Reduction of audio/visual stimuli
• Consistent classroom rules and routines	• Sensory equipment
• Minimizing of background noise	• Sensory room
• Hush ups	• Special lighting
• Minimal visual distractions	• Strategic seating
• Office/work system	• Structured learning environment
• Predictable environment	• Study carrel
	• Use of headphones
	• Visual supports

Assessment

• Alternate products	• Conferencing
• Alternative settings	• Covered overlays
• Alternative work location	• Daily logs
• Alternative work space	• Dark lined paper
• Alternative time to write tests	• Demonstration of task
• Assessing over multiple sessions	• Enlarged worksheets
• Assessment embedded in regular programming	• Extended time limits
• Assessment paired with reinforcement	• Extra time for processing
• Assistive devices or adaptive equipment	• Frequent breaks
• Assistive technology software	• Highlight key information on test
• Audio version	• Intermittent reinforcement during assessment
• Augmentative and alternative communications systems	• Interpreter
• Braille	• Large print
• Breaks	• Large-size font
• Check for understanding of instructions	• Learning goals checklist (individualized)
• Checklists	• Lighting
• Chunk time of assessment	• Manipulatives
• Cloze	• Matching
• Colour contrasted materials	• Memory aids
• Colour cues	• Multiple choice
• Computer options	• Oral responses
	• Performance-based tasks
	• Product differentiation
	• Prompts for time management

Assessment *(continued)*

• Reduce quantity of test items	• Sound cues to help retrieval
• Reduced/uncluttered format	• Success criteria checklist (individualized)
• Reduction in the number of tasks used to assess a concept or skill	• Tactile assessments
• Rubric (individualized)	• Uncluttered format
• Scribing	• Verbatim scribing
• Self-assessment checklist	• Visual supports
• Signing EA	• Work samples

Human Resources

Spec Ed Teacher	Social Worker
ITD/HH	Speech/Language Pathologist
ITB/LV	Physiotherapist
Teacher	Psychologist
Learning Resource Teacher	Psychological Associate
Learning Support Teacher	Psychoeducational Consultant
Student Success Teacher	Occupational Therapist
Educational Assistant(s)	

Human Resources Service Type

Direct Instruction	Resource Support
Instructional Support	Personal Care
Consultation	Behaviour Support
Reading Instruction	Technical Support

Transition Type (Including ASD Transition Type)

Activity to Activity	School to School
Change in Grade Level	Secondary School to Community Living
Class to Class	Secondary School to Day Program
Elementary to Secondary School	Secondary School to Supported Employment
Entry to School	Secondary School to World of Work
Home to School/School to Home	Secondary to Post Secondary
Lunch to Class/Class to Lunch	Educational Institution
Outside Agency to a School	Setting to Setting
Program to Program	Subject to Subject
School Entry to Class/Class to School Exit	
Secondary School to Apprenticeship	

Transition Plan Actions (Including ASD Transitions)

- Agenda
- Agenda/Calendar
- Agenda/Shared Calendars
- Allow Early/Late Class Dismissal to Travel Halls When Less Congested
- Alternative Settings
- Apply learning styles information to current courses
- Apprenticeship Program
- Attend a college or university information session
- Attend information session for high school
- Body/Sensory Breaks
- Calendars
- Checklists
- Choice Boards
- Communication Books(s)
- Complete college applications
- Complete option sheet in consultation with teachers and high school Special Education Dept.
- Complete university applications
- Designate Resource Space for Equipment/Materials
- Develop a coordinated plan
- Develop parent/student knowledge of post-school options
- Develop resume
- Develop workplace communication skills and behaviour skills
- Environment Adaptations
- Establish community links re: housing and supported employment
- Establish link with student in college/university in relevant program
- Examine opportunities within the community (e.g. workshops, courses)
- Expand work experience
- Expand volunteer opportunities

- First-then board
- FM System - transfer and training
- Home base/safe place
- Home/school communication books
- Gather information from high school Special Education Dept. re: special education services
- Gather specific information about colleges/universities and special needs departments
- In-school meeting(s)
- Initiate college visits/tours
- Initiate job shadowing
- Initiate part-time work
- Initiate post-secondary research
- Initiate post-secondary visits/tours
- Initiate summer work
- Initiate supported employment
- Initiate university visits/tours
- Investigate Ontario Youth
- Investigate continuing and adult education
- Learn to use OC Transportation
- Independently
- Learn to use Transportation Independently
- Model/Practice Desired Behaviour
- Non-verbal cues
- Organizational Aids
- Orientation and mobility supports/training
- Participate in IPRC review
- Participate in a career fair
- Participate in a high school tour/visit
- Participate in a work placement visit
- Participate in co-op experience
- Participate in development of IEP
- Participate in mentor program at college or university
- Participate in school-work program

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Transition Plan Actions (Including ASD Transitions) *(Continued)*	
• Participate in school-work program • Participate in work experience • Peer Assistance • Plan Course Selection • Positive Reinforcement • Power Card • Preferred Activity • Quiet/Calming Area • Relaxation Strategies • Review career selection activities (CHOICES, etc.) • Review course options • Review learning styles inventory • Review occupation information • Role Play • Shared School Information (All About Me Booklet)Social Narratives	• Social Scripts • Social Skills Coaching • Specific Plan for Meeting • Communication Needs • Stories for Social Understanding • Student Meets Receiving Teacher(s) • Student Orientation (tour, map, locker practice) • Timer • Transfer Equipment • Undertake an internet search on - (field of interest) • Verbal Prompts • Visit to New School/Class • Visual Supports (timer, calendar, visual schedule)

Provincial and Demonstration Schools in Ontario

Purpose of the Standard

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

Provincial/Demonstration Schools

Provincial Schools and Provincial Demonstration Schools are operated by the Ministry of Education and are accessed through an application process that is initiated collaboratively between parents and the student's school. Provincial and Demonstration Schools provide alternative education placement and educational supports for students who are Deaf, blind, Deafblind or who have severe learning disabilities. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Provincial Schools provide residential and day programs. Transportation to Provincial Schools for students is provided by school boards.

All students attending either a Provincial or Demonstration school require an Identification Placement and Review Committee (IPRC) meeting conducted at the child's home school in the OCDSB. Programs at provincial schools are tailored to the needs of the individual students and:
- are delivered by specially-trained teachers;
- follow the Ontario curriculum and alternative expectations as outlined in the Individual Education Plans (IEP);
- offer a full range of programs at both elementary and secondary level

In addition, these schools:
- serve as regional resource centres for students who are Deaf, blind, or Deafblind;
- provide outreach and home visits to preschool for students who are Deaf or Deafblind;
- develop and provide learning materials and media for students who are Deaf or hard of hearing, blind or have low vision, or are Deafblind;
- provide school board staff with resource service; and,
- play a valuable role in teacher training

Current Statistics (2018/2019)

Type of School	School Name	Program	Number of students	Transportation (with escort)
Provincial	W. Ross MacDonald	Blind	0	Plane
Provincial	Ernest C. Drury	Deaf	0	Plane
Provincial	Sir James Whitney	Deaf	5	Highway coach
Provincial	Robarts School	Deaf	0	Plane
Demonstration	Trillium	Deaf	0	Plane
Demonstration	Sagonaska	Learning Disabled	0	Highway coach

<u>Provincial Schools for the Deaf</u>

The following Provincial Schools offer services for Deaf and hard-of-hearing students: Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario), Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario) , Robarts School for the Deaf in London (serving western Ontario) , Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario). These schools provide alternative placement for Deaf students from kindergarten through secondary. Programs provide opportunities to acquire and develop language, literacy, numeracy, and inquiry skills in American Sign Language (ASL) and English or French.

Schools for the Deaf
- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL), English or French;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school

The following are provided by resource services department at these schools:
- consultation and educational advice to the parent(s) of Deaf and hard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parent(s), school boards, and other agencies
- an extensive home-visiting program delivered to parent(s) of Deaf and hard-of-hearing pre-school children by teachers trained in pre-school and deaf education

Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
TTY: (905) 878-7195
Fax: (905) 878-1354
www.psbnet.ca/eng/schools/ecd/index.html

Robarts School for the Deaf
1515 Cheapside Street,
London, ON N5V 3N9
Tel. and TTY: (519) 453-4400
Fax: (519) 453-7943
www.psbnet.ca/eng/schools/robards/index.html

Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, ON K8P 1B2
Tel. and TTY: (613) 967-2823
Fax: (613) 967-2857
www.psbnet.ca/eng/schools/sjw/index.html

Provincial School for the Blind and Deafblind
W. Ross Macdonald School is located in Brantford and provides education for blind, low vision, or deafblind students.
The school provides:

- a provincial resource centre for the visually impaired and deafblind children;
- support to local school boards through consultation and the provision of special learning materials, such as braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis;

Programs at this school:
- are tailored to the needs of the individual student and are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- offer a comprehensive life-skills program;
- provide assistance in preparing pre-school deafblind children for future education

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
Tel: (519) 759-0730
Fax: (519) 759-4741
https://pdsbnet.ca/en/schools/w-ross-macdonald/

Provincial Demonstration Schools

The Provincial Demonstration schools provide a specialized residential program for students with severe learning disabilities. The length of stay at a Provincial Demonstration School is typically one year in a highly specialized and resourced special program. It should be noted that the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards. Since Provincial Demonstrations Schools are to act as a resource to school boards rather than to function as a separate education system, every effort is made to help the student return to the school in their local community as soon as possible. Transition planning with the community school board is key to this process.

Each provincial demonstration school has an enrolment of no more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

Provincial Schools Branch
Ministry of Education
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-5405
https://pdsbnet.ca/en/

Amethyst School
1090 Highbury Avenue
London, ON N5Y 4V9
Tel: (519) 453-4408
Fax: (519) 453-2160
https://pdsbnet.ca/en/schools/amethyst/

Sagonaska School
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2830 ext. 320
Fax: (613) 967-2482
https://pdsbnet.ca/en/schools/sagonaska/

Trillium School
347 Ontario Street South
Milton, ON L9T 3X9
Tel: (905) 878-8428
Fax: (905) 878-7540
https://pdsbnet.ca/en/schools/trillium/

Francophone School for the Deaf, Blind, DeafBlind and for those with Learning Disabilities

Centre Jules-Leger
281, rue Lanark
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300
TTY: (613) 761-9302, (613) 761-9304
Fax: (613) 761-9301
https://centrejulesleger.ca/en/

Special Education Staff

Purpose of the Standard

To provide specific details on board staff to the Ministry and to the public.

Special Education Staff 2018-2019	Staff Qualifications	Elementary Panel FTE	Secondary Panel FTE
1.Teachers of Exceptional Students			
1.1 Learning Support Teacher / Learning Resource Teacher	Special Education Part 3 (Specialist)	242.75	38.67
1.2 Teachers of Specialized Classes	Minimum of Special Education Part 1	142	85.83
2. Other Special Education Teachers			
2.1 Itinerant Teachers of Blind / Low Vision	Minimum of Special Education Part 1, AQ - Teaching Students who are Blind	8.25	0
2.2 Itinerant Teachers of the Deaf and Hard of Hearing	Minimum of Special Education Part 1, AQ - Deaf Education	11.3	0
2.3 Itinerant Teachers of Social /Emotional Learning	Special Education Part 3 (Specialist)	3.0	0
2.4 Itinerant Teachers of Assistive Technology	Special Education Part 3 (Specialist)	4.0	2.0
2.5 Learning Support Consultants	Special Education Part 3 (Specialist)	14.0	3.0

3.0 Educational Assistants in Special Education		
Educational Assistants	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program	720.0
Other Professional Resource Staff		
4.1 Psychologists and Psychological Associates, Psychoeducational Consultants	Ph.D. or Masters, Psychologists and Psychological Associates are registered with College of Psychologists of Ontario. The Psychoeducational Consultants are supervised by a registered member of the College	28.8
4.2 Speech-Language Pathologists	Masters in Speech-Language Pathology, registration with CASLPO	29.0
4.3 Social Workers	Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers	28.8
Paraprofessional Resource Staff		
5.1 Orientation and mobility personnel	Orientation and Mobility Specialist	1.0
5.2 Transcribers (for blind students) Braillist	Certified Braille Transcriber or equivalent knowledge	0.5
5.3 Applied Behaviour Analysis (ABA) Coordinator	ABA certificate courses	1.0
5.4 Board Certified Behavior Analyst (BCBA)	Successful completion of the BCBA exam through the Behavior Analyst Certification Board	1.0

A. District Level Support

The following individuals / teams / personnel are available to support the staff in schools:

- Superintendent of Learning Support Services
- System Principals of Learning Support Services
- Managers of Learning Support Services / Mental Health and Critical Services
- Multi-Disciplinary staff
- Assistive Technology Team
- Learning Support Consultants
- Itinerant Teachers (Deaf / Hard of Hearing and Blind / Low Vision)
- Itinerant Educational Assistants
- Professional Student Services Personnel (Social Workers, Psychologists, Speech Language Pathologists)

District Level Staff Roles / Descriptions

All members of the LSS department work in collaboration with teaching personnel and parent(s)/guardian(s) to provide special education supports and services to meet the needs of students and schools. Under the direction of the superintendent and the leadership team, LSS is comprised of:

- Administrative and support personnel
- Braillist
- Educational assistants
- Itinerant teachers Assistive Technology
- Itinerant teachers of Autism
- Itinerant teachers of the Blind/ Low Vision
- Itinerant teachers of the Deaf/ Hard of Hearing
- Itinerant teacher of Learning Disabilities
- Learning Support Consultants
- Psychology staff
- Social Workers
- Speech Language Pathologists

Braillist

- produces Braille transcriptions, electronic Braille transcriptions, e-text, large print materials, and tactile diagrams according to specific requirements as requested by the ITB/LV staff for students;
- maintains the program's blind/low vision inventory of teaching materials and equipment, reference books, computers, and technological equipment;
- is responsible for conservation, storage and inventory of Braille texts in print and electronically;

Itinerant Teachers of Assistive Technology
- support students who have technology based claims through the Special Equipment Amount (SEA) Funding;
- provide consultative services to classroom teachers on assistive technology equipment and software;
- provide staff and student training on assistive technology equipment and software;
- support the implementation and training of Ministry Licensed software for assistive technology system-wide;

Itinerant Teacher Autism
- increases capacity of regular classroom teachers to meet the variety of needs of students with Autism; provides professional development and in class support;
- provides instructional and educational support services to students diagnosed with Autism, including support in the development of ABA strategies;
- consults with teachers and other LSS team members (e.g. ASD team, SLP,)
- provides professional development to all school staff including principals, EA's, ECE, teachers etc.;
- reviews and provide resources including research and assistive technology;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- Supports IEP development, programming and transition plan development;

Applied Behaviour Analysis (ABA) Coordinator
- develops an ABA toolkit and resources to support ABA strategies for all schools;
- provides professional development and guidelines on how to use the toolkit and embed ABA strategies into the classroom;
- supports the dedicated space pilot; liaises with medical professionals in the community who provide IBI and ABA support (e.g. CHEO, Portia, etc.);
- supports all Autism initiatives such as; Autism awareness month, parent /guarding conferences and events;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- Supports pilot projects and evidence-based social skills development initiatives;

Board Certified Behaviour Analyst (BCBA)
- works to support school staff in understanding how to support students with Autism and behavioural needs;
- provides professional development using the task list from the registered behavioural technician course;
- models and co-teaches the use of BCBA strategies;

- reviews and provides research related to emerging supports available for students with behavioural needs;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports and mentors staff enrolled in the Registered Behaviour Therapy (RBT) course and oversees the implementation of these strategies into their regular school duties;

Itinerant Teachers of Blind/Low Vision
- direct instruction in Braille and other tactile learning strategies;
- develop accommodations/modifications and acquisition of curriculum materials (Braille, tapes, large print, etc.);
- provide orientation and mobility instruction (i.e., safe travel techniques);
- provide training in specialized equipment including computer hardware and software, optical aids, and other equipment used in the classroom;
- provide consultation and support to schools related to vision;
- provide consultative services and interpretations of vision reports to teaching staff;
- facilitates the transition of students from pre-school/outside agencies to elementary school and from elementary school to secondary schools;
- supports the development of IEPs, programming, and transition plans;
- monitors student needs and provides feedback to school related to supports required as student needs fluctuate;

Itinerant Teachers of the Deaf/Hard of Hearing
- provide assessment, direct instruction, and academic support services to students with hearing losses ranging from mild to profound (K to 12);
- provide consultative services to classroom teachers and school staff, and ongoing guidance to parent(s) of students who are deaf/hard of hearing;
- apply an Auditory-Verbal/ Oral approach to maximize the student's auditory potential, speech and language development, and participation alongside his/her hearing peers;
- provide training and ongoing management of specialized equipment used in the classroom;

Learning Support Consultants (K to 12)
- develop and deliver special education professional development for staff;
- assist school teams with all aspects of special education program and service delivery;
- promote current teaching methodologies and instructional practices which reflect the Ontario curriculum and Ministry documents and direction;

- identify and support best practices in all specialized classes and provide program support;
- central referral to specialized classes committee member;
- Supports IEP development, programming and transition plans

District Level Central Teams

The Assistive Technology Team
- provides support and training district-wide to schools on assistive technology purchased through Special Equipment Amount (SEA) funds;
- coordinates the ordering of SEA equipment;
- coordinates and facilitates training/professional development sessions on SEA equipment and software for students and staff;
- assists in the completion of special equipment applications;

The Autism Spectrum Disorder Team/ Developmental Disability Support Team
- provides direct and consultative program support to schools;
- facilitates transitions for students who are both within and new to the OCDSB;
- provides ongoing support to students with a diagnosis of Autism Spectrum Disorder (ASD) and a developmental disability (DD);
- assists in the development and implementation of IEPs, behavioural programs, communication strategies and assessment practices;
- provides ongoing support in the area of professional development in partnership with the CHEO School Support Program;
- supports new Ministry initiatives and pilots related to the field of Autism;
- responds to multi-disciplinary team requests for support as needed;
- provides professional development to the District and the community;
- supports PPM 140 and ABA practices in schools;
- provides resources to schools to support environmental accommodations and recommendations for sensory rooms / spaces;
- provides support to two specialized schools for students with developmental disabilities, Crystal Bay Centre for Special Education and Clifford Bowey Public School and all specialized classes for ASD and DD district-wide;
- provides program support for teachers and administration while working with parent(s)/guardian(s) and community agencies to facilitate new admissions;
- supports an intake process which provides information to schools and parents upon entering into the OCDSB;

The Behaviour Support Team / Social-Emotional Learning Teachers
- provides support to the Behavior Intervention Program (BIP), students, parent(s)/guardian(s), staff, and administration;
- provides consultation and classroom observations specific to students who present challenging behaviours;
- SELTs (Social-Emotional Learning Teacher) provide consultation and classroom observations specific to students demonstrating stress behaviour or challenging behaviour in Kindergarten to grade 3;

The Early Learning Team
- provides class wide and student specific support for Kindergarten educator teams
- the multidisciplinary team includes speech-language pathologists, psychology staff, social workers, educators and educational assistants
- consultation is available to address a range of concerns for Kindergarten students including, language, self-regulation, behavior, development, social skills and well-being
- all LSS Kindergarten supports are now accessed through a common referral process

The Gifted Support Team
- provides support to schools in the area of programming and planning for students who have been identified with giftedness;
- provides consultation and recommendations pertaining to giftedness identification procedures;
- creates awareness around supports and connects staff with a wide variety of supports available to support students with giftedness;

Itinerant Educational Assistants (IEA)
- provide consultative and direct services to students experiencing behavioural challenges, including the development of behavior support plans;
- provide consultation to school staff on behaviourally related issues;
- assist in the development of student plans (safety plans, safe plans, and Behaviour Management Plans);
- provides professional development in promoting positive behavior;

Psychology Professional Staff
- provides ongoing consultation to schools on student related issues;
- engages in early screening and intervention on learning, student development, and mental health;
- provides both direct or indirect support or intervention to students;
- provides assessments for students K - 12;

- plays an integral role as a school multi-disciplinary team member and is the key point person to respond to threat making, high risk behaviour, and tragic events within the school;
- collaborates with community partners and facilitates access to external resources, when appropriate;
- participates in central referral committees for specialized classes;
- engages in staff training in such areas as suicide prevention, mental health promotion, and behaviour management

Social Work Professional Staff
- consults with each assigned school to establish priorities with respect to students, staff and families;
- provides direct intervention with students, families and school staff directed at resolving or managing a range of social, mental health and/or behavioural issues affecting all students;
- provides crisis intervention typically focusing on assessment and follow up in regard to risk issues including suicide, violence and threat making behaviour
- participates in central referral committees for specialized classes;
- provides support to school staff and students in the aftermath of tragic events
- investigates truancy as mandated in the *Ontario Education Act and Regulations* and assists with student and parent re-engagement in school;
- provides counseling support of students in the SAL program where required;
- provides support to families facing financial hardship;
- may provide interventions at all levels of the Tiered-Approach to Intervention district-wide;

Speech-Language Pathology
In consultation with the LST and the principal of the school, speech-language pathologists provide an array of service to students from kindergarten through grade 12.
- scope of practice includes identification, prevention, assessment, consultation and programming/intervention of communication disorders in the areas including language, speech, communication, reading and writing, and augmentative and alternative communication;
- speech-language pathologists facilitate internal and external referrals as appropriate, provide professional development to educational staff and parents, and provide services at all tier levels;
- weighted services are provided to some OCDSB specialized program classes including: language learning disability, and specialized and integrated programs for students with developmental disabilities and Autism;
- OCDSB speech-language pathologists provide integral support to teams such as Early Learning and ASD / DD Teams;

Tragic Events Response Team

When a tragedy occurs, the school community may play a critical role in responding to the needs of students and staff. The psychology and social work staff at the OCDSB provide support services following a tragic event in the school community on an as-needed basis. Along with school staff, the psychology and social work staff support students, educational staff and parents / guardians in the aftermath of crisis by providing a safe haven, disseminating information, identifying individuals at risk, providing mental health services, linking individuals with community services, and supporting long-term recovery.

Urgent Care Team

A related service offered by the psychology and social work staff at the OCDSB is the Urgent Care Team. The Urgent Care Team comprises psychology staff and social workers who provide consultation to our professional services staff around individual students who may be experiencing extreme stress (e.g., suicidal ideation, extraordinary distress and/or psychotic symptoms). The Urgent Care Team also provides a liaison to the CHEO Emergency Department, who provide assessment and follow-up services.

B. School Level Support

The following supports are available within schools:
- School Principals (and Vice-Principals where applicable);
- Classroom Teachers
- Learning Support Teachers and Learning Resource Teachers
- Specialized Classroom Teachers / Staff
- Educational Assistants
- Early Childhood Educators (Elementary panel only)

School Level Staff Roles and Descriptions

School Principal
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP) including a transition plan, according to provincial requirements is developed and followed;
- chairs Identification Placement and Review Committee (IPRC) meetings;
- supervises all school staff;
- consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for students with special education needs;
- ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;

- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained;
- provides the parent guide, and other relevant documents to parent(s)/guardian(s);

Classroom Teacher

The role of the classroom teacher is to be the front line in the identification of students who may need accommodations/modification of program. Although not all classroom teachers have special education qualifications, they play a vital role in the delivery of services to all special education students. Within the regular classroom, the teacher works with all students to meet their individual needs.

Learning Support Teacher (LST) / Learning Resource Teacher (LRT)

- play a major role in the delivery of special education and deal with the overall administrative and educational needs of students requiring special education programs /services within the school;
- undertake a variety of roles including consulting with and assisting classroom and other special education teachers with early identification, curriculum differentiation and modification, assessment, intervention strategies, the development and coordination of IEPs and in-class or withdrawal support for exceptional learners;
- liaise with members of the multi-disciplinary team;
- provide the highest level of support offered in a school-based program;
- work with a variety of exceptional students who require intensive support in core academic areas;

Specialized Program Classroom Teacher

- provide learning opportunities tailored to each student's specific exceptionality, learning style, and special education needs as outlined on the student's IEP;
- Support students to progress at their appropriate level and reach their potential within the parameters of the Quality Program Indicators for the specialized program class placement;

Educational Assistant

Educational Assistants (EA) are supervised by the school principal in consultation with the classroom teacher. The role may vary from assignment to assignment but usually includes:

- assisting in crisis prevention and intervention;
- supporting the planning, organizing, and implementing of the behavior/social/instructional program in cooperation with the classroom teacher;
- assisting students in various ways, with safety, behaviour and/or medical needs;

- specialized skills and qualifications are required for specific assignments (e.g. Braille, American Sign Language, catheterization) with respect to the EAs assigned to schools;

School EA allocations are reviewed and approved by the school Superintendent of Instruction.

Early Childhood Educator (ECE)
- assists in implementing and planning education to Kindergarten children;
- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that is healthy physically, and social learning
- relays information to families;
- undertaking of duties assigned by the principal in regards to the Kindergarten program.

Staff Development

Purpose of the Standard

To provide details of the Board's professional development plans for special education staff to the Ministry and to the public.

The OCDSB Learning Support Services Staff Development Plan
The overall goal of the LSS Staff Development Plan is to build capacity of Special Education staff, classroom teachers, support staff, and administrators to provide them with access to information, materials, and skills necessary to implement and support programming for exceptional students. The OCDSB continues to focus on student achievement rooted in the Ontario Curriculum, EQAO assessments, and alternative programs and goals specific to the individual learner. These focus areas are also linked to the goals in the following District frameworks:

- The OCDSB Strategic Plan
- The Exit Outcomes

LSS Staff Development Plans incorporate feedback from school-based special education staff, (learning support teacher (LST), learning resource teacher (LRT), specialized classroom staff, and through an ongoing evaluation of system needs. In addition, the following are other ways staff provide input for staff development planning:
- written and verbal feedback;
- requests from school administrators and special education teachers for school-based in-service around specific school needs (including teaching staff);
- feedback from Learning Support Services (LSS) staff;
- requests from senior administration around in-service requests;
- requirements as prescribed in legislation and District policies and procedures;

In addition, we are required to follow specific regulations and mandates from the Ministry of Education. Priorities in the area of staff development are determined by Ministry of Education initiatives and Board initiatives. The following factors are considered:
- direction from the Director's Executive Council (DEC);
- changes in Board policy and procedures;
- system-level professional development focus;
- perceived needs as determined by LSS staff;
- requests from schools;
- requests from staff;

Professional Development Input from SEAC
- all recommendations for staff development are open for consideration;
- staff consider input received at each SEAC meeting;

Staff Development Budget

The LSS Department has spent the following on professional development. These figures are approximate. These figures do not reflect additional costs such as: travel, food, supplies etc.

Release and Professional Development	Amount spent
ABA Release	$19,642.40
American Ed. Research Association Conference	$326.85
American Ed. Research Association Membership	$320.89
APPIC Match (Psychology)	$391.26
ASD Webinar (Brett DiNovi)	$81.14
Autism Awareness Conference	$2519.90
Autism Certificate Course for Educators	$700.00
Autism Intervenor Course	$1,876.00
Autism Presentation to Staff & Parents (D.J. Weiss)	$2,601.32
Autism & Stress	$1,370.94
Autism Webinar (Dr. J. Weiss)	$175.00
Behaviour Management Systems Training Release	$39,225.36
Blind /Low Vision Workshop Release	$1,715.05
Brain Based Learning /Behavioural Challenges	$5,234.16
Bytown OPC	$ 40.00
Cannabis in Schools	$615.85
Cannabis Workshop	$100.00
CASLPO	$750.00
CPI Membership Renewals (2 staff)	$350.00
CPI Trainer Certification	$4,279.87
Deaf/Hard of Hearing Workshop Release	$9,136.63
Empower Reading Program	$132,898.17
Empower Reading Program Training Release	$ 60,000.00

Geneva Centre for Autism - Webinars	$373.00
Geneva Symposium (Autism)	$12,136.00
Hanen Centre Training - SLP (3 staff)	$2,903.55
ITAT Training Release	$6,254.00
Inquiry Based Learning for Students with ASD	$2,100.00
ILLD Workshop Release	$ 3,530.45
New LST Training/Networking	$2,325.33
Mental Health Conference	$635.00
Mental Health Law for Children And Adolescents	$615.85
National Association for Gifted Children Conference	$1,460.60
NVCI training (Membership Fee- 2 staff)	$350.00
Ontario Association for Behaviour Analysis Conf.	$847.50
Ontario College of SLPs membership	$271.20
Osgoode Law Professional Development	3412.85
SafeTalk (2 Sessions)	$523.67
Stress and Autism	$1,370.94
Registered Behaviour Technician Course (21 Staff)	$7,093.00
Total	**$ 534,893.56**

Principals and Vice-Principal Intern Program / Training Opportunities

- mandatory intern program for newly appointed principals and vice-principals;
- ongoing professional learning at District Operations Meetings;
- workshops organized for principals and vice-principals, e.g., Assistive Technology, IEP Online Training, Autism Spectrum Transition Planning, ABA, Learning For All and IEP development, etc.

New Teacher Induction Program

The Ministry of Education initiative ensures beginning teachers are matched with a teacher mentor as they join the teaching profession. Great Beginnings is the name of the OCDSB New Teacher Induction Program (NTIP). Through the various components of Great Beginnings, new teachers are supported as they build knowledge, skills and self-confidence. New teachers are paired with an experienced teacher mentor who provides support by building relationships to create a collaborative, collegial environment in which new teachers feel supported both emotionally and professionally. They also participate in an extensive and differentiated professional development

program designed to address the specific needs of these new professionals in the areas of classroom management, assessment and evaluation, teaching students with special education needs, and literacy and numeracy.

Special Education Workshops for OCDSB Staff
The Learning Support Services Department is committed to ongoing professional development for all staff. Learning Support Teachers from all schools were presented with professional development from central staff during their LST Network meeting. During the 2018-19 school year professional development opportunities were limited due to occasional teacher and occasional staff shortages. This year, the following workshops were offered to OCDSB staff:
- ABA in Action – Prompting, Reinforcement and Errorless Learning
- ABA School Team Training
- Anxiety, Stress and Autism – Considerations for Supporting your Students
- Art of Play
- ASD Mentorship
- ASD New Teacher Training
- ASD Pilot Program - Ozobots Training
- ASD Specialized Program, Elementary and Secondary Sessions
- ASD Resources Room Model – Best Practices and Conversation
- ASD Working with Challenging Behaviours and Teaching Independence
- ASIST (Applied Suicide Intervention Skills Training)
- Autism Awareness Conference
- Behavior from a Communication Perspective, Part 2
- Behaviour Intervention Program Professional Development for BIP Staff
- Behaviour Management Systems Training (BMS)
- Best Practices in Supporting Students with ASD
- Brain Based Learning and Behavioural Challenges
- Cannabis in Schools
- Communication Strategies for the Early Learner
- Addressing Mental Health in Autism -Presentation by Dr. Jonathan Weiss
- Early Learning Strategies
- EA Autism Trainings
- Empower – Comprehension and Vocabulary
- Empower – Decoding and Spelling, Gr. 2 – 5
- Empower – Decoding and Spelling, Gr. 6-8
- Empower – Training Review Gr. 2-5
- Exploring Autism - The Early Years
- Geneva Centre E-Learning Modules
- General Learning Program - Program Planning - TBC
- Guiding Cooperation through Reinforcement
- Inclusion – Making it work for Students who are Deaf/Hard of Hearing

- Intermediate DDP - Developing Communication and Language
- ILLD - Executive Functioning
- ILLD - Grade 6 Transitions
- Inquiry Play Based Learning for Students with ASD
- LD-SIP Collaborative Learning and Program Monitoring
- LD-SIP Kick off Meeting
- LLD Assistive Technology Workshop
- LST Network Sessions
- Math LD Inquiry
- Mental Health Law for Children and Adolescents
- Post-Secondary Transitions for Students with Autism Spectrum Disorder
- Registered Behaviour Technician Training
- SafeTALK – (Suicide Alertness for Everyone), (Tell, Ask, Listen, Keepsafe)
- SLIP - Speech Language Intervention Program
- Social Thinking and Intro to e-learning for ILLD
- Social Thinking for LD-SIP Sites
- Structured Teaching for Elementary Teachers
- Structured Teaching for Teachers
- Supporting Structured Teaching
- The Autistic Brain
- Three Strategies for Independence
- Tools for Social Understanding
- Training for New LSTs
- Transitions for Students with ASD
- Working with Students with Visual Impairment

Cost Sharing Arrangements

Some staff development is provided on a cost-sharing or partnership basis with other ministries or agencies. The following are examples of such cost-sharing arrangements:

- Ministry of Child and Youth Services – Child and Youth Workers;
- M.F. McHugh Education Centre (Care and Treatment Program);
- Children's Hospital of Eastern Ontario – Connections Program with Autism Spectrum Disorders;
- Algonquin College – early health screening for vision, hearing, height etc.;
- Ottawa Catholic School District (OCSB);

Communication of Professional Development

In-service workshops are communicated to staff via the Ottawa-Carleton District School Board electronic messaging system and posted on our electronic registration system, ePLC. In some instances, invitations for training and workshops are sent to specific schools to reach a target audience.

Equipment

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

General Overview
Special Equipment Amount (SEA) may originate from two sources:
- Per Pupil Amount
- Claims-Based

Per Pupil Amount (Computers) component supports the purchase of all computers, software, computing related devices and 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.

Claims-Based funding (Non-computers) is accessed through a claims-based process and supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, vision, personal care and physical assist equipment. Boards are responsible for the first $800 in costs for Claims-Based funding per student per year (May 1st - April 30th).

Examples of Specialized Equipment for Use at School
The OCDSB strives to ensure that specialized equipment is provided for students who require it. Specialized equipment for use at school include:
- Sensory equipment
- Hearing support equipment
- Vision support equipment
- Personal care support equipment
- Physical assists support equipment
- Computer and software related equipment

A full overview of the SEA Guidelines for 2018-2019 is outlined on the Ministry of Education website.

Funding Information and Allocation for Specialized Equipment

SEA provides funding to school boards to assist with the costs of equipment *essential* to support students with education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school. All equipment purchased through SEA funding is the property of OCDSB, who reserves the right to make the final decision in purchasing, and allocating equipment for students. The OCDSB consistently researches and purchases the most relevant equipment (i.e. technology) to assist students. The OCDSB reserves the right to reassign SEA purchased equipment.

Determination of Need

The determination of need is based upon a recommendation by a qualified practitioner, as listed in the SEA guidelines, with input by school staff. The recommendation is based on equipment deemed essential to the student in order to access the curriculum as outlined in the IEP.

Required Documentation

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 to be purchased (non-computer)
3. a current copy of the student's IEP signed by principal
4. an action plan from the school indicating the integration of the equipment into the student's program a consent form to release the report from the qualified practitioner
5. a copy of the student's report card (PPA only)

SEA Process

- Student identified with school staff
- Parental consultation
- Student identified with a need from a professional recommendation
- SEA Trial and Test Equipment completed with student
- Equipment was <u>successful</u> in supporting student needs
- Equipment was <u>unsuccessful</u> in supporting student needs
- SEA application completed and submitted to LSS for procession and approval
- Application approved Equipment purchased and deployed to student
- Revision needed
- Student ongoing support and training for student/staff

ITAT support

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 and pedagogical practices.

Ottawa-Carleton District School Board Special Education SEA Claim

In the 2018-2019 SEA year (May 1, 2018 – April 30, 2019) the OCDSB processed the following number of applications:

Claim Types	Number of students	Dollar Amounts Spent
Computer (Claims)		
Computers and support components (PPA)	630	803,948.85
Training	N/A	764,366.76
Technician	N/A	139, 500.00
Total		**1, 707, 815.61**
Non Computer (Claims)		
Number of students Below $800	130	55, 944.29
Number of students Above $800	230	824,669.71
Other Expenses	N/A	$0
Total		**880,614.00**

Accessibility of School Buildings

Purpose of the Standard

To provide the Ministry of Education with further details of the Board's multi-year plan, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

The annual accessibility plan that is required under the Accessibility for Ontarians with Disabilities Act (AODA is normally submitted to the Board of Trustees in June of each year for publication in September. You can locate the review at http://www.ontario.ca/government/accessibility

The public can obtain and access the Ottawa-Carleton District School Board Accessibility Plan on the OCDSB Board website. A hard copy is available by contacting Communications and Information Services at 596-8211, ext. 8310.

Based on the 2006 OCDSB Accessibility Audit, cost estimates were developed for each facility to meet AODA's 100% "barrier-free" expectations. The individual site estimates ranged between $101,000 and $2.2M.

In order to fulfill the accessibility needs required by the AODA by 2025, an annual revenue stream of $4.2M, totaling in excess of $80M between 2006 and 2025 is required.

Annual expenditures on accessibility for the past thirteen years are as follows:

2006/2007	$	483,000.00
2007/2008	$	948,902.00
2008/2009	$	1,077,588.00
2009/2010	$	703,488.00
2010/2011	$	1,576,416.00
2011/2012	$	764,984.00
2012/2013	$	728,577.00
2013/2014	$	542,998.00
2014/2015	$	1,155,182.00
2015/2016	$	1,091,119.00
2016/2017	$	1,011,038.00
2017/2018	$	974,023.00
2018/2019	$	1,600,000.00 (approximate to date)

Transportation

Purpose of the Standard
To provide details of the Board's transportation policies to the Ministry and to the public.

Transportation providers must, in all respects, meet the requirements of federal and provincial legislation, regulations and standards governing student transportation using vans, school buses and public transit. They must also comply with relevant Ministry of Education requirements and Board policies and procedures governing student safety and transportation. The Ottawa Student Transportation Authority (OSTA) is responsible for the provision and administration of all Ottawa-Carleton District School Board (OCDSB) transportation services.

Information about OSTA may be found on their website at Ottawa Student Transportation Authority website.

The Board encourages integration of students with special needs with other students in regular programs as much as possible. In the event integration is not possible, the Board agrees to provide specialized transportation for students with special education needs for whom the Board has received an acceptable medical certificate and/or the Learning Support Services Department has determined that regular transportation is not the best option for a student given the nature of the student's disability or safety concerns.

Under the Accessibility for Ontarians with Disabilities Act (AODA), individual school transportation plans are required for students with disabilities to ensure that accessible and appropriate transportation services are provided to them. To request specialized transportation, a Student Request for Accessible Transportation and Personalized Accessibility Plan form must be completed in consultation with the parent(s)/guardian(s) of students with disabilities. Requests for students with disabilities must be approved by the Board's Learning Support Services Department. Medical requests should be directed to the school principal for approval by the school's Superintendent of Instruction. In addition, transportation operators must comply with all AODA requirements.

To ensure the safety of special needs students, drivers shall deliver each student into the care of a responsible adult. Should any student require assistance getting on, or off the bus, such assistance must be provided by the parent(s)/guardian(s) or school personnel. In the event that a responsible adult is not available, the driver shall report this to OSTA.

Older students in grades 9-12 are exempted from this requirement providing the parent/guardian has given written permission to OSTA, and the school concurs the student does not require supervision when on their own.

For some students with special needs it may be most appropriate for transportation to be provided separately from other students. School teams carefully consider these circumstances and document a request for solo transportation on the Student Request for Accessible Transportation and Personalized Accessibility Plan form. These requests require approval from the Superintendent of Instructions or the Manager of Learning Support Services.

Students in specialized program classes in schools outside their home communities, as supported by Board policy, may be provided transportation without reference to distance units. Students residing within 800m from their designated school may be assessed for their ability to walk to school, with support, on an annual basis. The Board provides transportation for special needs students enrolled in the Summer Learning Program or Care and Treatment (CTCC) programs, also known as, Section 23 programs.

Students attending provincial or demonstration schools are transported by the Board. Provincial and demonstration schools are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Drivers must complete a Vulnerable Sector Check and participate in sensitivity training and other specialized training when dealing with students with special needs. The OCDSB actively supports and participates in any region-wide school vehicle safety committee or initiatives with a view to improving the uniformity of school bus safety procedures and to assisting school bus drivers to improve their management of students.

Part 4: The Board's Special Education Advisory Committee (SEAC)

Purpose of the Standard
To provide details of the operation of the board's SEAC to the Ministry and to give members of the public information to which they are entitled.

The Role and Responsibilities of SEAC
- to advise the Board with respect to the establishment, development, and delivery of programs and services to exceptional pupils;
- to participate in the Board's annual review process of the Special Education Plan;
- to participate in the OCDSB annual budget process as it relates to special education by appointing a SEAC member to the Budget Committee;
- to encourage the public to bring special education issues to the attention of SEAC by requesting to delegate at SEAC monthly meetings;
- to pass motions which are presented as advice to the Board;
- to appoint a non-voting representative to the Committee of the Whole to ensure that the interests of students with special education needs are considered in Board deliberations;
- to review procedures and make recommendations;
- to organize and prepare meeting agendas prior to monthly SEAC meetings with a focus on current issues and requests for information;
- to respond to reviews of special education programs and services;
- to guide parent(s)/guardian(s) in policies and procedures relating to students with special needs and inform them of their rights and responsibilities, as requested;
- to create and maintain a guide of SEAC members and contact information;

SEAC Meetings
- occur on the second Wednesday of each month (except July and August) at 7:00 p.m., at the Ottawa-Carleton District School Board, 133 Greenbank Road, Ottawa (Nepean), Ontario;
- all members of the public are welcome and encouraged to attend;
- members of the public are encouraged to make their views known to SEAC by contacting representatives directly or by appearing as a delegation
- a delegation will be allocated time as follows:
  - up to four minutes where the request was made in advance of the meeting;
  - up to two minutes if the request was made after the publication of the agenda and prior to the start of the meeting;

Composition of SEAC

- consists of three trustees, representatives of local associations, and three community members committed to furthering the interests of students with special education needs;

For more information on the role of SEAC and the nomination process, see *Special Education Advisory Committee Policy P. O19.GOV*. This can be located on our website at www.ocdsb.ca. A hard copy is available upon request. Please contact Communications and Information Services at 613-596-8211, ext. 8310.

SPECIAL EDUCATION ADVISORY COMMITTEE (OCDSB) MEMBERS 2018-19

OCDSB TRUSTEE MEMBERS

Christine Boothby, Trustee, Zone 2   613-809-4929

Rob Campbell, Trustee, Zone 5   613-808-8190

Lyra Evans, Trustee, Zone 9   613-868-0076

MEMBER ASSOCIATION REPRESENTATIVES

Association for Bright Children of Ontario (ABC)
Cathy Miedema (Member)   cathymiedema@gmail.com

Autism Ontario, Ottawa Chapter
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Samantha Banning (Alternate)   samantha_banning@hotmail.com

Down Syndrome Association
Mark Wylie (Member)   mwylie@sympatico.ca

Learning Disabilities Association of Ottawa-Carleton (LDAO)
Linda Barbetta (Member)   lindageordie@gmail.com
Andrea Nelson (Alternate)   andrea.webber@rogers.com

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

Ian Morris (Member)   ian.morris6655@gmail.com
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Terry Warner (Alternate)   terry.warner@sympatico.ca

VIEWS for the Visually Impaired
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COMMUNITY REPRESENTATIVES

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Part 4- Coordination of Services With Other Ministries or Agencies

Purpose of the Standard

To provide the Ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

The OCDSB liaises and plans carefully for student transitions. When a student with special education needs enters a school or transfers to an OCDSB school from another board of education, the school principal will:

- facilitate the collection of pertinent documentation;
- ensure the successful admission or transfer of students from one program to another, in accordance with available resources.

It is the practice of the OCDSB 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 special education program or service. In order to use these documents and share them with the required individuals, a written consent is required from the parent/guardian. The assessments shared must be current and conducted by a qualified professional (according to the standards set by each profession). If additional assessments are needed to make an informed decision, in relation to the student's special education needs, they may be conducted by Board personnel.

Advanced special education planning is done for students with special needs who are arriving from or leaving for other programs. Here are some links to the different transition resources that we have created to support students, families, and schools:

Special Needs Students in Transition: A Practical Guide for Schools and Parents

Planning for Successful Transitions

Autism and Transition Supports

The current OCDSB student information database, Trillium, tracks all student information including special education programs and placements. The school location of OCDSB students in other facilities (i.e., Provincial and demonstration schools) is also recorded in Trillium.

Programs and Services	Description
Preschool nursery program	• Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment • consultation with parent(s)/guardian(s) is an integral part of the process; • completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s).
Preschool programs for students who are deaf	• Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment; • consultation with parent(s)/guardian(s) is an integral part of the process; • completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s); • for primary students who communicate using American Sign Language (ASL), the school principal may submit an application for the Specialized Deaf/Hard of Hearing program class, if appropriate.
Preschool speech and language program	**Preschool Speech/Language Initiative (First Words)** • Coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO (including Children Treatment Centre services) and the City of Ottawa and funded by the Ontario Ministry of Children, Community and Social Services; • province-wide initiative designed to ensure that every preschool child has access to speech and language services focuses on prevention, early identification, and intervention strategies to promote speech and language development in children until the September they are eligible for Year 2 (senior kindergarten). Medically fragile children who can attend school, can be serviced until they are eligible for grade 1; • First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and informs parent(s)/ guardian(s) of next steps in the transition from preschool speech and language services to school based speech and language services. First Words and the OCDSB

Programs and Services	Description
Preschool speech and language program *(continued)*	meet formally 1-2 times per year as part of the Transition to School sub-committee; • The transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning.
Family Reception Centre (FRC)	• Schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language development; • the FRC assists in developing a learner profile and providing program recommendations for English Language Learning (ELL) and English Literacy Development (ELD) students; • Learning Support Services ELL/ELD liaison consults with the FRC on an as-needed basis regarding ELL/ELD students with special education needs.
Ministry of Health	**Champlain Local Health Integration Network (LHIN)** • Provides professional health services such as nursing and nutrition to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings); • in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by LHIN.
Ministry of Children, Community and Social Services	**Healthy Babies, Healthy Children** • A prevention/intervention initiative to screen all births, identify infants and families at risk, and provide home visiting for high-risk families; • the OCDSB is a member of the steering committee which guides the initiative locally; • services are provided in seven languages to a variety of multicultural populations.

Programs and Services	Description
CHEO	**Ontario Autism Program (East Ontario)** Provides behavioural treatment to children and youth based on the principles of Applied Behaviour Analysis. **CHEO Autism Spectrum Disorders School Support Program** • The OCDSB and the CHEO School Support Program are in partnership through Connections for Students Program; • Facilitates transitions of students from Ontario Autism Program (intensive services) to full time within the OCDSB; • The School Support Program can provide training and supports to staff who are supporting a student with ASD. **OCTC School** • Serves children with physical disabilities from four to eight years of age who have physical or therapy requirements that are difficult to meet in the community school; • liaison teachers work with schools staff to transition children with physical disabilities. **Development and Rehabilitation (Children's Treatment Centre services)** • Delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth up (to 18 years of age) with physical and/or developmental disabilities; • provide assessment, treatment, consultation, and education from a variety of specialists including orthopedic surgeons, developmental pediatricians, psychiatrist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work); • share relevant information with OCDSB staff. **School Health Professional Services** • Provides professional health services such as occupational therapy, physiotherapy,and/or speech therapy to students attending school who require such services (see Standard 7 —

Programs and Services	Description
CHEO *(continued)*	Specialized Health Support Services in School Settings) • in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by CHEO **Coordinated Service Planning** • Supports children and youth with multiple and/or complex special needs who require services from multiple agencies (e.g., medical, educational, developmental, social services) • CSP is a process to support families that are struggling to navigate and coordinate multiple services to ensure the best plan of care for their child/youth • referrals can be initiated by the family, school team, medical team or other community agency with parent/guardian consent
Ministry of Children, Community and Social Services	**Care and Treatment Programs** These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school. Programs available through Coordinated Referral to Care and Treatment Program classes are: • Children's Hospital of Eastern Ontario — Kindergarten Unit • Children's Hospital of Eastern Ontario — Steps to Success • Crossroads Children's Centre • Roberts/Smart Centre • The Ottawa Royal Hospital • Ottawa Children's Aid Society (CAS) • Children's Hospital of Eastern Ontario, Psychiatry (CHEO) • Back-On-Track When students are returning from any of these treatment programs, a case conference is scheduled with the school team to provide an overview of all data / information gathered to best support a successful transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.

Programs and Services	Description
Ministry of Children, Community and Social Services *(continued)*	**The Coordinated Referral Committee is the centralized access point for all school referrals** • Committee members include representatives from all treatment programs in the Ottawa-Carleton region and a special education contact from each local board of education; • admission to the program is determined by the clinical partners based on information provided and based on its own assessment; • the clinical partners are responsible for contacting schools and parent(s)/guardian(s) and deciding the date of admission and demission; • transition to middle schools or residential moves is the responsibility of the sending community school to attend treatment plan meetings and pass information to the receiving community school; • the principal or designate is the key contact while the student attends day treatment programs, the next phase of treatment is reintegration into the community school or other program discussed during a treatment plan meeting once the student is re-registered and attending an OCDSB school, an IPRC may be convened by the school principal, if appropriate.
Ministry of Education	**Supervised Alternative Learning** • Is intended to re-engage young people 14 to 17 years of age who are not attending school and who are therefore at risk of not graduating as outlined in *Ontario Regulation 374/10*; • applications are considered by the Supervised Alternative Learning Committee, which is comprised of OCDSB staff and a trustee, as well as community representatives who are non-employees of the OCDSB; • regular contact with the student is maintained by a teacher and/or social worker from the sending school to ensure that the student conforms to the program requirements (Policy P.044.CUR).

Programs and Services	Description
Ministry of Children, Community and Social Services	**Post 21 Programs for Students with Developmental Disabilities** • school personnel will encourage families to apply to Developmental Services Ontario. Their mandate is to help families access programs and services for adults with developmental disabilities and/or autism • after completion of the DSO application process, a case manager from Service Coordination is assigned to work with the student, parent(s)/guardian(s), and school personnel to collect information in order to match the needs of the student with an appropriate adult community program
Ottawa-Carleton District School Board	**Home Instruction** • provided for students who are unable to attend school for medical reasons and have a doctor's written statement of need; • must be recommended by the school principal and approved by the appropriate supervisory officer and/or the Principal of Learning Support Services; • approved for up to a maximum of five hours per week of instruction; • may begin after the ninth week of consecutive absence from an elementary school and in the sixth week for a semestered secondary school; • may be provided for up to six months in any given school year (Policy P.070.SES and Procedure PR.559.SES).

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

2019
SPECIAL EDUCATION REPORT

In accordance with Regulation 306, school boards must submit a special education report on the delivery of special education programs and services to the Ministry of Education every two years on the odd year. The purpose of the report is to provide the Ministry of Education with a summary of the provision by the school board of special education programs and special education services.

The Ottawa-Carleton District School Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. The OCDSB is also committed to early identification and intervention to address learning needs. It is through this early identification and intervention process that learners remain confident about their abilities and are engaged in their learning journey.

The OCDSB's approach to special education and its special education delivery model are aligned with the Board's Mission Statement and Strategic Plan. Our mission, *Educating for Success: Inspiring Learning and Building Citizenship* forms the foundation of our work. Many components of our current Strategic Plan 2015-19 connect and support the delivery of our special education programs and services. Please refer to the following graphic for detailed information about the OCDSB Strategic Plan 2015-19.
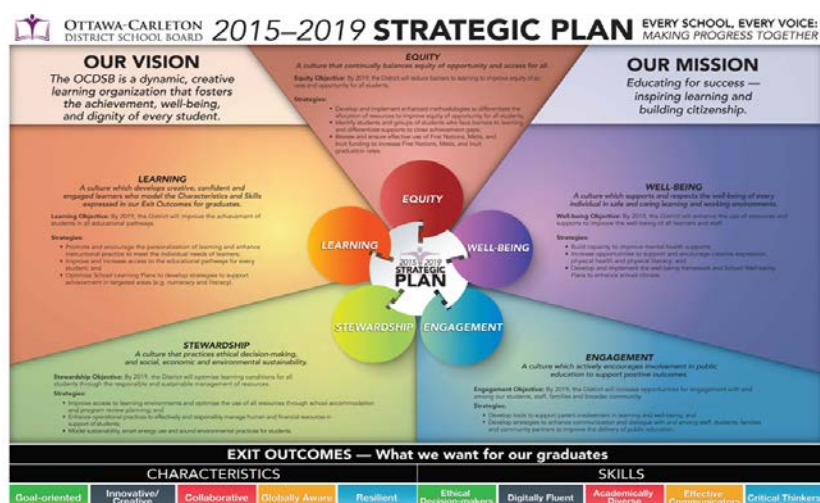
Embedded in the OCDSB Strategic Plan 2015-19 are the OCDSB Exit Outcomes. The OCDSB Exit Outcomes provide a framework of what all OCDSB staff want for all students graduating or leaving the OCDSB. The OCDSB Exit Outcomes are divided into two categories, characteristics and skills for students.

The OCDSB Special Education Service Delivery Model

The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive to help every student reach their full potential, while fostering the highest level of independence possible for each student. In the OCDSB, we work with parents / guardians and district staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a specialized program class. We value collaboration and consultation with parents/guardians to best understand the strengths and needs of each learner.

The OCDSB places a strong emphasis on the inclusion of our students with special education needs. Our ongoing commitment is to provide the structures and support each student needs to foster their growth and development in programs, which foster integration and independence as defined for each student based on their areas of strength and need. The District expression of these supports is in the Special Education Programs and Services Policy, which outlines how the variety of learning supports are delivered from K to 12.

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the support of the school's learning support teacher (LST) or learning resource teacher (LRT) and/or central district staff, are able to provide individualized programming that allows the student to meet required expectations with success. The regular classroom is always an option that parents or guardians may consider, regardless of the student's needs. A regular classroom allows the student to be surrounded by peers, while receiving personalized programming that is outlined in the student's Individual Education Plan (IEP). The regular class is considered the most inclusive of placements in the OCDSB.

The OCDSB special education service delivery model is rooted in the tiered approach to intervention, as outlined in the Ministry of Education document; _Learning for All_ : A Guide to Effective Assessment and Instruction for All Students, _K-12_ (2013). An overview of the tiered approach to intervention is summarized in the following chart:

OCDSB Special Education Programs

Special Education Placements established by the Ministry of Education

Regular class with indirect support
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular class with resource assistance
The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

Regular class with withdrawal assistance
The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

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

Special education class full time
A student is placed by the IPRC in a special education class, where the student–teacher ratio conforms to *Ontario Regulation 298, section 31,* for the entire school day.

It should be noted that the first three program options listed above are supports provided in the regular classroom setting. In the OCDSB, these three special education programs involve either monitoring, withdrawal support, or specialized support from either a learning support teacher (LST), learning resource teacher (LRT) (in elementary settings only), or specialized indirect or direct support from itinerant teachers, such as:

- Itinerant Teacher of the Blind/Low Vision (ITB/LV)
- Itinerant Teacher of the Deaf/Hard of Hearing (ITD/HH)

TIER 3
For students who require intense support to achieve learning goals, even more precise and personalized assessment and instruction are planned, often with the help of the in-school team and/or other available resources. Monitoring of progress continues.

TIER 2
On the basis of assessment results, differentiaated instruction and interventions are planned for students who are having leaning challenges in a partixcular area, or in general. Student profress in response to these interventions is closely monitored, and instruction is adjusted as needed.

TIER 1
Assessment and instruction are planned in relation to the curriculum for all students, applying principles of UDL and DI. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty

A special education class, with either partial integration or full time designation, is referred to as specialized program classes in the OCDSB.

The specialized program classes include:
Autism Spectrum Disorder Secondary Credit Program (ASDSCP)
Autism Spectrum Disorder Program (ASDP)
Behaviour Intervention Program (BIP)
Blind/Low Vision (B/LV)
Deaf/Hard-of-Hearing Program (D/HH)
Developmental Disabilities Program (DDP)
Dual Support Program (DSP)
General Learning Program (GLP) / Storefront
Gifted Specialized Program (Elem/Sec) *
Language Learning Disability Program (LLD)
Learning Disability Programs (LDSIP / LDP)
Physical Support Program (PSP)
Primary Special Needs (PSN)
*Note: At the secondary level, gifted students wishing to attend congregated specialized gifted courses may apply directly to the designated secondary school that offers gifted as determined by their place of residence.

The OCDSB works collaboratively with provincial specialized programs that are available to qualifying students. In Ontario, the following provincial program options are possible:

- Care and Treatment Programs (CTCC)
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

When students from OCDSB schools are referred or opt to attend one of the provincial programs, school staff and when appropriate district staff work to develop appropriate transition plans and supports.

OCDSB Special Education Services

The OCDSB has a wide variety of special education services. Services and supports are offered at all levels of the organization. Outlined below are the variety of services available to students, staff, parents / guardians at the school-level, district-level, and provincial level:

Special Education Services / Supports - School level

- School Principal or Vice-Principal (if applicable)
- Learning Support Teacher (LST)
- Learning Resource Teacher (LRT) (elementary only)
- Classroom Teacher
- Educational Assistant (EA)
- Early Childhood Educator (ECE)
- Parents / Guardians

Special Education Services / Supports - District level

- Learning Support Consultant (LSC)
- Psychologist/Psychological Associate
- Social Worker
- Speech Language Pathologist
- System Principals
- Manager of Learning Support Services
- Manager of Mental Health and Critical Services
- Discipline Supervisors (Psychology, Speech Language Pathologists, Social Workers)
- Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing
- SELT (Social / Emotional Learning Teacher)
- ITAT (Itinerant Teacher of Assistive Technology)
- Itinerant Emergency Educational Assistant
- Itinerant Educational Assistant
- Autism Spectrum Team
- Behavior Support Team
- Early Learning Team

Special Education Services / Supports - Provincial level

- Community Agencies
- Care and Treatment (CTCC)
- Local Health Integration Network (LHIN)
- Children's Hospital of Eastern Ontario (CHEO)
- Demonstration and Provincial Schools

COMMITTEE OF THE WHOLE   **18 June 2019**
Report No. 19-067

Adoption of Education Development Charges (EDC) Amending By-law

Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211 ext. 8881

PURPOSE:

1.   To obtain Board approval for the adoption of an amendment to the Education Development Charges (EDC) By-law, for implementation within the jurisdiction effective 29 June 2019.

CONTEXT:

2.   Under the Ministry's education funding formula, the collection of education development charges is the main source of funding for growth-related education land costs. These are costs incurred by a Board to acquire and prepare land as a result of the need to build new schools in areas of new development. The province's capital funding formula does not include a separate per-pupil grant to fund the purchase of new school sites.

       The District recently conducted a year-long consultative process with the objective of adopting a successor new EDC By-law. The previous EDC By-law's expiration date was 31 March 2019.

       At the 26 March 2019 meeting of the Board, trustees adopted Education Development Charges By-law No. 01-2019 (Attached as Appendix A). The approval of the By-law served to continue the collection of EDCs for the OCDSB as of 1 April 2019.

       In accordance with legislative amendments made by the Province in October 2018, the charges which were implemented were the same as those in-force under the previous By-law; $723.00 per new residential unit and $0.52 per new square foot of non-residential gross floor area.

       The October 2018 amendments served to maintain the status quo with respect to the collection of EDCs until the Ministry had completed a review of the policy framework surrounding the charges. EDC rates would be frozen at levels no

higher than those contained in existing By-laws, geographic areas covered would not be able to be changed, and those school boards without By-laws in place would not be able to adopt new ones.

KEY CONSIDERATIONS:

3. **Interim Changes to EDCs**
    With a provincial review of the larger framework in progress, on 29 March 2019 staff received Ministry Memorandum 2019: B11 Interim Changes to Education Development Charges (EDC).

    The memo provided notice of recent amendments made to Ontario Regulation 20/98, Education Development Charges, which governs the implementation of EDCs within the province.

    These amendments removed the existing freeze on EDC rates which had been put in place in October 2018. School boards are now restricted to the consideration of rate increases of:

    i)   a maximum yearly increase of the greater of 5% or $300 per residential unit; and
    ii) a maximum yearly increase of 5% for non-residential rates.

    Memo No. 19-055, Education Development Charges (EDCs) – Interim Changes was provided to trustees on 2 April 2019.

4. **Amending EDC By-law**
    The OCDSB is now in a position to amend its recently adopted EDC By-law in order to reflect the calculated charges contained in the December 2018 EDC Background Study. Amending the charges would ensure that adequate revenues are collected over the period of the By-law to meet future obligations.

    The EDC Background Study formed the basis for the public meeting held by the Board on 15 January 2019, as well as discussions with development community stakeholders in Ottawa.

    Staff has reviewed the calculated charges contained in the EDC Background Study to determine if they conform to the requirements of the most recent amendment to Ontario Regulation 20/98.

    Assuming the continuation of an 80% residential/20% non-residential percentage sector split, the rates would be $787.00 per new residential unit and $0.58 per new square foot of non-residential gross floor area.

    The residential charge of $787.00 meets the restricted rate increase and could be implemented immediately. The non-residential charge of $0.58 exceeds the restricted rate increase of 5% per year, and would therefore have to be phased in over a three year period ($0.55 effective 29 June 2019; $0.57 effective 1 April 2020; and $0.58 effective 1 April 2021).

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5. **Key Policy Decisions**
There are a number of key policy decisions that form the foundation of the calculation of an EDC.

   a) Application of EDCs Jurisdiction-wide
   In accordance with the legislation governing EDCs, a school board may choose to implement a jurisdiction-wide charge or an area-specific charge.

   Staff is recommending that the District continue to levy EDCs jurisdiction-wide as part of the adoption process of the EDC amending By-law. The lower quantum of the charge plus the increased flexibility in using EDC proceeds for needs across the District, support this recommendation.

   b) Application of a Differentiated Residential Rate
   Although there is some merit to the consideration of a differentiated residential rate from a needs-based perspective, given input received during past consultative processes and the local historical link to a uniform rate, staff is recommending the continuation of a single residential rate.

   c) Inclusion of Non-Statutory Exemptions in the New EDC By-law
   The regulations governing the implementation of EDCs list a number of statutory exemptions. These are exemptions which are required to be included within the By-law in accordance with the legislation.

   Revenue lost through the provision of non-statutory exemptions within a By-law is foregone and not recoverable from any other source such as increasing the levy on other categories of buildings.

   The current By-law includes the following four non-statutory exemptions: publicly-funded post-secondary institutions; places of worship and cemeteries (if exempt under Section 3 of the *Assessment Act*); farm buildings; and farm retirement lots.

   All four local school boards have chosen to limit the inclusion of additional non-statutory exemptions given the revenue impact and the challenge it would present in determining which organizations to exempt.

   d) Percentage of Residential Development to Fund EDCs
   The regulations governing the collection of EDCs state that a Board shall choose the percentage of growth-related net education land cost that is to be funded by charges on residential development, and the percentage (if any) that is to be funded by charges on non-residential development.

   The non-residential development sector has paid a share of EDCs within the Ottawa-Carleton area for every By-law implemented to date. The current EDC By-law is based upon an 80% residential/20% non-residential sector split. Staff is recommending a continuation of the current percentage split.

   It should be noted that a fulsome discussion of the above policy decision areas was included in Report No. 19-021, Adoption of Education

development Charges By-law (2019-2024), that was presented to Committee of the Whole on 19 February 2019, as part of the approval process for the existing in-force EDC By-law No. 01-2019.

6.   **Summary**
     Staff is recommending the adoption of EDC amending By-law No. 02-2019 (attached as Appendix B) to ensure that adequate revenues are collected over the period of the By-law to meet future obligations.

     The amending By-law was prepared by the District's solicitor in consultation with the EDC consultant, the Quadrant Advisory Group, Planning staff, and our coterminous school boards.

     Should the amending By-law be approved by the Board it would come into force on 29 June 2019, five days after its adoption.

     The By-law would approve charges of $787.00 per new residential unit and $0.58 per new square foot of non-residential gross floor area. The non-residential unit charge would commence at $0.55 and then increase annually until it reaches a maximum charge of $0.58 per new square foot of non-residential gross floor area in April 2021. As indicated earlier, this schedule of charges is in line with the most recent amendments made to Ontario Regulation 20/98.

     Staff is recommending a status quo with regard to the policy decisions which shaped the rates contained within the previous EDC By-law. The recommended charges of $787.00 per new residential unit and $0.58 per new square foot of non-residential gross floor area are based upon this.

     In accordance with Section 257.63 (3) of the *Education Act*, a Board may choose to hold additional public meetings to consider any changes to a proposed new by-law arising from discussions at previously held public meetings.

     The Board conducted a comprehensive consultative process in advance of the approval of the original By-law, with all necessary legislative requirements completed. In recognition of the fact that no comments were received nor concerns expressed, and that the rates in their original form were part of that process, staff is of the opinion that there is no need for an additional public meeting.

     As noted earlier in the report, the Ministry of Education has indicated it will be conducting a comprehensive review of the EDC framework. Staff will provide additional information to trustees as it becomes available.

RESOURCE IMPLICATIONS:

7.   Amending the existing EDC By-law No.01-2019 and implementing the recommended rates would serve to reduce any future shortfall in collections.

     Staff has been calculating the shortfall which has resulted from having temporarily frozen EDC rates in place since 1 April 2019. We will continue to

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monitor the difference in EDC collections as the non-residential rate phases in over the next three years under the capped increases.

At this time there has been no information from the Ministry with regard to how this funding shortfall might be addressed. It is likely that the issue will be examined as part of the provincial EDC framework review.

COMMUNICATION/CONSULTATION ISSUES:

8. In conjunction with the other two local school boards who have chosen to amend their EDC By-laws, a notice of advertisement for tonight's meeting (and for the Board meeting on 24 June 2019) was published in both the Ottawa Citizen and Le Droit on 23 April 2019. The advertisement contained a detailed schedule of the EDC rates under the recommended By-law Amendment.

    The Education Act and the regulation which governs the imposition of EDCs do not require that a separate public meeting be held for a By-law amendment process.

    In accordance with the legislation, notice of the proposed By-law Amendment and tonight's meeting was provided to the Ministry of Education, the City of Ottawa, and our three coterminous school boards. Notice was also provided to development community stakeholders.

    It should be noted that the OCDSB fulfilled all of its mandated public meetings and notice requirements in adopting and implementing the currently in-force EDC By-law No. 01-2019.

STRATEGIC LINKS:

9. The provision of safe and caring learning environments is a priority of the District. Student accommodation and the effective management of enrolment pressures are critical aspects of our ability to provide safe learning spaces and to mitigate unnecessary risk.

    Acquisition of new school sites in a timely manner is a key element in order to implement future decisions on school construction to address enrolment growth.

RECOMMENDATIONS:

A. THAT the Board confirm that an additional public meeting under section 257.63 (3) of the *Education Act* is not required prior to the adoption of the Ottawa-Carleton District School Board's Education Development Charges Amending By-law No. 02-2019;

B. THAT the Board approve the Ottawa-Carleton District School Board Education Development Charges Amending By-law No. 02-2019 (attached as Appendix B to Report 19-067), and authorize staff to undertake steps regarding its implementation effective 29 June 2019; and

C.   THAT the Board set the rates of $787.00 per new residential dwelling unit and $0.58 per new square foot of non-residential gross floor area, to be implemented in accordance with the schedules contained in Appendix B to Report 19-067.

Michael Carson
Chief Financial Officer
(ext. 8881)

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

Appendix A   OCDSB Education Development Charges By-law No. 01-2019
Appendix B   OCDSB Education Development Charges Amending By-law No. 02-2019

EDUCATION DEVELOPMENT CHARGES BY-LAW
OTTAWA-CARLETON DISTRICT SCHOOL BOARD
BY-LAW No. 01-2019

A By-law for the imposition of education development charges

BACKGROUND

WHEREAS the *Education Act,* R.S.O. 1990, Chapter E.2, as amended authorizes a school board to pass By-laws for the imposition of education development charges against land undergoing residential and non-residential development in the area of jurisdiction of the board where residential development in such area would increase education land costs;

AND WHEREAS the Board has determined that there is residential development and nonresidential development in its area of jurisdiction that will increase education land costs;

AND WHEREAS the Ottawa-Carleton District School Board has referred to the Ministry of Education and Training the following estimates for approval:

(1)   the total number of new elementary school pupils and new secondary school pupils; and

(2)   the number of elementary school sites and secondary school sites used to determine the net education land costs;

and such estimates have been approved by the Ministry of Education and Training;

AND WHEREAS the Board has complied with the conditions prescribed by section 10 of Ontario Regulation 20/98;

AND WHEREAS the Board has conducted a review of its education development charge policies, given notice, and held a public meeting on January 15, 2019, in accordance with section 257.60 and section 257.63 of the *Education Act;*

AND WHEREAS the Board has permitted any person who attended the public meeting to make representations in respect of the proposed education development charges.

2

NOW THEREFORE THE OTTAWA-CARLETON DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

PART 1

APPLICATION

Definitions

1.   The Definition and terms contained in the Act and Regulations made in accordance with the Act, as amended from time to time, shall have the same meanings in this By-law. In the event of ambiguity, the Definitions contained in this By-law shall prevail.

2.   In this By-law,

(1)   "Act" means the *Education Act,* R.S.O. 1990, c.E.2, as amended, or a successor statute;

(2)   "Board" means the Ottawa-Carleton District School Board;

(3)   "development" means the construction, erection or placing of one or more buildings or structures on land or the making of an addition or alteration to a building or structure that has the effect of increasing the size or usability thereof, and includes redevelopment;

(4)   "dwelling unit" means a room or suite of rooms used, or designed or intended for use by one person or persons living together, in which culinary and sanitary facilities are provided for the exclusive use of such person or persons, and shall include, but is not limited to, a dwelling unit or units in an apartment, group home, mobile home, duplex, triplex, semi-detached dwelling, single detached dwelling, stacked row dwelling (townhouse) and row dwelling (townhouse). Notwithstanding the forgoing, (i) a unit or room in a temporary accommodation to the travelling or vacationing public and (ii) living accommodation in a nursing home as defined in and governed by the provisions of the *Long Term Care Homes Act* 2007, *S.O. c.8*, shall not constitute dwellings units for purposes of this Bylaw.

(5)   "education land costs" means costs incurred or proposed to be incurred by the

Board,

(i)   to acquire land or an interest in land, including a leasehold interest, to be used by the Board to provide pupil accommodation;

(ii)   to provide services to the land or otherwise prepare the site so that a building or buildings may be built on the land to provide pupil accommodation;

(iii)   to prepare and distribute education development charge background studies as required under the Act;

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(iv)   as interest on money borrowed to pay for costs described in paragraphs (i) and (ii); and

(v)   to undertake studies in connection with an acquisition referred to in paragraph (i).

(6)   "education development charge" means development charges imposed pursuant to this By-law in accordance with the Act;

(7)   "existing Industrial Building" means a building used for or in connection with:

(a)   manufacturing, producing, processing, storing or distributing something,

(b)   research or development in connection with manufacturing, producing or processing something;

(c)   retail sales by a manufacturer, producer or processor of something they manufactured, produced or processed, if the retails sales are at the site where the manufacturing, production or processing takes place,

(d)   office or administrative purposes, if they are,

i.   carried out with respect to manufacturing, producing, processing, storage or distributing of something, and

ii.   in or attached to the building or structure used for that manufacturing, production, processing, storage or distribution.

(8)   "farm buildings" are defined as a building or structure located on a bona fide farm which is necessary and ancillary to a bona fide farm operation including barns, tool sheds and silos and other farm related structures for such purposes as sheltering of livestock or poultry, storage of farm produce and feed, and storage of farm related machinery, and equipment but shall not include a dwelling unit or other structure used for residential accommodation or any buildings or parts thereof used for other commercial, industrial or institutional purposes qualifying as non-residential development;

(9)   "gross floor area" means the total floor area, measured between the outside of exterior walls or between the outside of exterior walls and the centre line of party walls dividing the building from another building, of all floors above the average level of finished ground adjoining the building at its exterior walls and for the purpose of this definition, the non-residential portion of a mixed-use building or structure is deemed to include one-half of any area common to the residential and non-residential portions of such mixed-use building or structure;

(10)   "mixed use development" means land, buildings or structures used, or designed or intended for use, for a combination of non-residential and residential uses;

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(11) "non-residential development" means a development other than a residential development and includes commercial, industrial and institutional development;

(12) "residential development" means a development comprised of land or buildings or structures of any kind whatsoever, used, designed or intended to be used as living accommodations for one or more individuals and includes land or a building or part thereof used, designed or intended for a use in connection therewith.

Application of By-law and Exemptions

3.   Subject to any exemption contained herein:

(1)   This By-law applies to all lands located within the City of Ottawa subject to any exemption contained herein and for greater clarity, this By-law applies to all lands within the former Cities of Ottawa, Nepean, Kanata, Gloucester, Cumberland, Rockcliffe and Vanier and the former Townships of Goulbourn, Osgoode, Rideau and West Carleton, as constituted on December 31, 2000.[the Area] This By-law shall apply to all categories of Residential Development and all related uses of land, buildings or structures thereof, and all categories of Non-Residential Development and all related uses of land, buildings or structures thereof.

(2)   This By-law shall not apply to lands that are owned by and are used for the purpose of:

   (1)   a municipality;

   (2)   a district school board;

   (3)   a publicly-funded university, community college or a college of applied arts and technology established under the *Ministry of Colleges and Universities Act,* or a predecessor statute;

   (4)   Residential Development on lands designated as Farm Retirement Lots as this term is defined in the Official Plan of the City of Ottawa, as amended from time to time;

   (5)   a place of worship and land used in connection therewith, and every churchyard, cemetery or burying ground, if they are exempt from taxation under Section 3 of the *Assessment Act, R.S.O. 1990, ChapterA.31, c.3. as amended;*

   (6)   farm buildings as defined herein.

Development Approvals

4.   In accordance with the Act and this By-law, the Board imposes an education development charge against land undergoing Residential Development, Non-Residential Development, or redevelopment in the City of Ottawa, if the Residential Development, Non-Residential Development, or redevelopment requires any one of those actions set out in sub-section 257.54(2) of the Act (or any successor provision thereto) as follows:

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(1)   passing of a zoning By-law or of an amendment thereto under section 34 of the *Planning Act* (or any successor provision thereto);

(2)   the approval of a minor variance under section 45 of the *Planning Act* (or any successor provision thereto);

(3)   a conveyance of land to which a By-law passed under subsection 50(7) of the *Planning Act* (or any successor provision thereto) applies;

(4)   the approval of a plan of subdivision under section 51 of the *Planning Act* (or any successor provision thereto);

(5)   a consent under section 53 of the *Planning Act* (or any successor provision thereto);

(6)   the approval of a description pursuant to the provisions of the *Condominium Act 1998* (or any successor provision thereto); or

(7)   the issuing of a permit under the *Building Code Act, 1992* in relation to a building or structure.

PART II

EDUCATION DEVELOPMENT CHARGES

A.   Residential Education Development Charges

5.   Subject to the provisions of this By-law, an education development charge of $723.00 per dwelling unit shall be imposed upon all categories of residential development and all the designated residential uses of lands, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. An Education Development Charge will be collected once in respect of a particular residential development, but the forgoing does not prevent the application of this By-law to future development of the same property.

Exemptions from Residential Education Development Charges

6.   (1)   As required by subsection 257.54(3) of the Act an education development charge shall not be imposed with respect to,

(a)   the enlargement of an existing dwelling unit that does not create an additional dwelling unit; or

(b)   the creation of one or two additional dwelling units as prescribed in section 3 of Ontario Regulation 20/98 as follows:

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Name of Class of Residential Building	Description of Class of Residential Buildings	Maximum Number of Additional Dwelling Units	Restrictions
Single detached dwellings	Residential buildings, each of which contains a single dwelling unit, that are not attached to other buildings	Two	The total gross floor area of the additional dwelling unit or units must be less than or equal to the gross floor area of the dwelling unit already in the building
Semi-detached dwellings or row dwellings	Residential buildings, each of which contains a single dwelling unit, that have one or two vertical walls, but no other parts, attached to other buildings	One	The gross floor area of the additional dwelling unit must be less than or equal to the gross floor area of the dwelling unit already in the building
Other residential buildings	A residential building not in another class of residential building described in this table	One	The gross floor area of the additional dwelling unit must be less than or equal to the gross floor area of the smallest dwelling unit already in the building

7.   Pursuant to Section 4 Ontario Regulation 20/98:

(1)   Education development charges under section 5 of this By-law shall not be imposed with respect to the replacement, on the same site, of a dwelling unit that was destroyed by fire, demolition or otherwise, or that was so damaged by fire, demolition or otherwise as to render it uninhabitable.

(2)   Notwithstanding section 7(1) of this By-law, education development charges shall be imposed in accordance with section 5 of this By-law if the building permit for the replacement dwelling unit is issued more than 2 years after,

(a)   the date the former dwelling unit was destroyed or became uninhabitable;

or

(b)   if the former dwelling unit was demolished pursuant to a demolition permit issued before the former dwelling unit was destroyed or became uninhabitable, the date the demolition permit was issued.

(3)   Notwithstanding section 7(1) of this By-law, education development charges shall be imposed in accordance with section 5 of this By-law against any dwelling unit or

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units on the same site which are in addition to the dwelling unit or units being replaced.

(4)   An education development charge shall be imposed in accordance with section 5 of this By-law where a non-residential building or structure is replaced by or converted to in whole or in part, a dwelling unit or units.

B.   Non-Residential Education Development Charges

8.   Subject to the provisions of this By-law, an education development charge of $0.52 per square foot of gross floor area of non-residential development shall be imposed upon all categories of non-residential development and all non-residential uses of land, buildings or structures and, in the case of a mixed-use building or structure, upon the non-residential uses in the mixed-use building or structure. An Education Development Charge will be collected once in respect of a particular non-residential development, but the forgoing does not prevent the application of this By-law to future development of the same property.

Exemptions from Non-Residential Education Development Charges

9.   Notwithstanding section 8 of this By-law, education development charges shall not be imposed upon a non-residential development if the development does not have the effect of creating gross floor area of non-residential development or of increasing existing gross floor area of non-residential development.

10.   (1)   Education development charges under section 8 shall not be imposed with respect to the replacement, on the same site, of a non-residential building or structure that was destroyed by fire, demolition or otherwise, or that was so damaged by fire, demolition or otherwise as to render it unusable.

(2)   Notwithstanding section 10(1) of this By-law, education development charges shall be imposed in accordance with section 8 of this By-law if the building permit for the replacement non-residential building or structure is issued more than 5 years after,

(1)   the date the former building or structure was destroyed or became unusable; or

(2)   if the former building or structure was demolished pursuant to a demolition permit issued before the former building or structure was destroyed or became unusable, the date the demolition permit was issued.

(3)   Notwithstanding section 10(1) of this By-law, an education development charge shall be imposed in accordance with section 8 of this By-law against any additional gross floor area of any non-residential development on the same site in excess of the gross floor area of the non-residential building or structure being replaced, subject to the following calculation:-

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If the gross floor area of the non-residential part of the replacement building exceeds the gross floor area of the non-residential part of the building being replaced, the exemption applies with respect to the portion of the education development charge calculated in accordance with the following formula:

Exempted portion = [GFA(old) / GFA(new)] X EDC

where,

"Exempted portion" means the portion of the education development charge that the Board is required to exempt;

"GFA (old)" means the gross floor area of the non-residential part of the building being replaced;

"GFA (new)" means the gross floor area of the non-residential part of the replacement building;

"EDC" means the education development charge that would be payable in the absence of the exemption;

(4) Education development charges shall be imposed in accordance with section 5 of this By-law if the non-residential building or structure described in section 10(1) of this By-law is replaced by or converted to, in whole or in part, a dwelling unit or units.

(5) Education development charges shall be imposed in accordance with Section 8 of this By-law where a dwelling unit or dwelling units described in section 10(1) of this By-Law, are replaced by or converted to, in whole or in part with a non-residential development or use.

11. If a development includes the enlargement of the gross floor area of an existing industrial building, the amount of the education development charge that is payable in respect of the enlargement shall be determined in accordance with the following rules:

(a) if the gross floor area is enlarged by 50 percent or less, the amount of the education development charge in respect of the enlargement is zero;

(b) if the gross floor area is enlarged by more than 50 percent the amount of the education development charge in respect of the enlargement is the amount of the education development charge that would otherwise be payable multiplied by the fraction determined as follows:

(1) determine the amount by which the enlargement exceeds 50 percent of the gross floor area before the enlargement;

(2) divide the amount determined under paragraph (i) by the amount of the enlargement.

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C.   Mixed Use Development

12.   The education development charge to be imposed in respect of the Mixed-use development or redevelopment shall be the aggregate of the amount applicable to the residential development component and the amount applicable to the Non-Residential Development component.

13.   For the purpose of calculating the education development charge to be imposed in respect of the Mixed-use development or redevelopment, the Gross Floor Area of the non-residential portion of the building shall include a proportional share of the common areas of such building.

PART III

ADMINISTRATION

Payment of Education Development Charges

14.   Education development charges are payable in full to the municipality in which the development takes place on the date a building permit is issued in relation to a building or structure on land to which this education development charges By-law applies.

15.   The Treasurer of the Board shall establish and maintain an education development charge reserve fund in accordance with the Act, the Regulation and this By-law.

Payment by Services

16.   Pursuant to the Act, the Board may, with the consent of the Minister, accept land for pupil accommodation in place of the payment of all or a part of the education development charge. If the Board accepts land, as stated herein, the owner shall be given credit toward the education development charges imposed on the owner by the Board.

Collection of Unpaid Education Development Charges

17.   Part XI of the *Municipal Act 2001* applies with necessary modifications with respect to an education development charge or any part of it that remains unpaid after it is payable.

Date By-law In Force

18.   This By-law shall come into force at 12:01 a.m. on April 1, 2019.

Repeal

19.   By-law No. 02-2014 is repealed upon this By-law, this being By-law No. 01-2019, and coming into force April 1, 2019.

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Severability

20.　In the event any provision, or part thereof, of this By-law is found by a court of competent jurisdiction to be *ultra vires,* such provision, or part thereof, shall be deemed to be severed, and the remaining portion of such provision and all other provisions of this By-law shall remain in full force and effect.
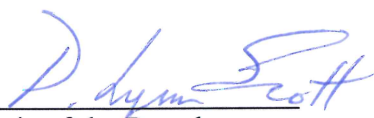
Interpretation

21.　Nothing in this By-law shall be construed so as to commit or require the Board to authorize or proceed with any specific school site purchase or capital project at any time.

22.　In this By-law where reference is made to a statute or a section of a statute such reference is deemed to be a reference to any successor statute or section.

Short Title

23.　This By-law may be cited as the Ottawa-Carleton District School Board Education Development Charges By-law No. 01-2019.

　　　　ENACTED AND PASSED this 26th day of March, 2019.

_____
Chair of the Board

_____
Director of Education

**OTTAWA-CARLETON DISTRICT SCHOOL BOARD
EDUCATION DEVELOPMENT CHARGES
AMENDING BY-LAW No. 02-2019**

**A by-law to amend the Ottawa-Carleton District School
Board Education Development Charges By-law No. 01-2019**

WHEREAS Section 257.70 of the Education Act, R.S.O. 1990, c. E.2 (the "Act') provides that a district school board may pass a by-law amending an education development charge by-law;

WHEREAS the Ottawa-Carleton District School Board (the "Board") passed the Ottawa-Carleton District School Board 2019 Education Development Charges By-law No. 01-2019 (the "2019 By-law") on March 26, 2019;

WHEREAS the Board wishes to amend the 2019 By-law to increase the education development charges payable thereunder consistent with the legislative provisions established by O. Reg. 55/19 and adopted by the Province of Ontario on March 29, 2019;

AND WHEREAS the Board has given notice of the proposed amendment to the 2019 By-law in accordance with the regulations made pursuant to the Act, has ensured that the education development charge background study for the 2019 By-law and sufficient information to allow the public to understand the proposed amendment have been made available to the public, and has held a public meeting on June 24, 2019;

NOW THEREFORE THE OTTAWA-CARLETON DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

1. Section 5 of the 2019 By-law is hereby repealed and replaced with the following:

    Subject to the provisions of this By-law, an education development charge per dwelling unit shall be imposed upon all categories of residential development and all the designated residential uses of lands, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. An Education Development Charge will be collected once in respect of a particular residential development, but the forgoing does not prevent the application of this By-law to future development of the same property. The education development charge per dwelling unit shall be in the following amounts for the periods set out below:

    i.   June 29, 2019 to March 31, 2020 - $787.00

    ii. April 1, 2020 to March 31, 2021 - $787.00

    iii. April 1, 2021 to March 31, 2022 - $787.00

    iv. April 1, 2022 to March 31, 2023 - $787.00

    v.   April 1, 2023 to March 31, 2024 - $787.00

2.   Section 8 of the 2019 By-law is hereby repealed and replaced with the following:

Subject to the provisions of this By-law, an education development charge per square foot of gross floor area of non-residential development shall be imposed upon all categories of non-residential development and all non-residential uses of land, buildings or structures and, in the case of a mixed-use building or structure, upon the non-residential uses in the mixed-use building or structure. An Education Development Charge will be collected once in respect of a particular non-residential development, but the forgoing does not prevent the application of this By-law to future development of the same property. The education development charge per square foot of non-residential floor area shall be in the following amounts for the periods set out below:

     i.   June 29, 2019 to March 31, 2020 - $0.55
     ii. April 1, 2020 to March 31, 2021 - $0.57
     iii. April 1, 2021 to March 31, 2022 - $0.58
     iv. April 1, 2022 to March 31, 2023 - $0.58
     v.   April 1, 2023 to March 31, 2024 - $0.58

3.   For greater certainty, the 2019 By-law remains in full force and effect subject only to the amendments thereto described in Sections 1 and 2 of this amending by-law.

4.   This amending by-law shall come into force on June 29, 2019.

ENACTED AND PASSED this 24th day of June, 2019

_____   _____
Chairperson of the Board   Director of Education and Secretary

COMMITTEE OF THE WHOLE   **18 June 2019**
Report No. 19-070

New Fernbank Elementary School – Approval of Opening Grade Structure, Program, and Attendance Boundary

Key Contact: Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881

PURPOSE:

1.   To seek approval of staff's recommendations regarding the opening grade structure, program, and attendance boundary for a new elementary school to be opened in the Fernbank development area, and other associated changes.

CONTEXT:

2.   Fernbank is a new residential area in the western part of the District, located south of Highway 417 between Kanata and Stittsville. The development is expected to contain an estimated 11,000 new homes at full build out. Construction in Fernbank has been on-going for a number of years. As of the end of December 2018, building permits had been issued for an estimated 2,350 residential units within the community.

        In May 2018, the Board approved an updated list of capital priorities which ranked the opening of a new elementary school in the Fernbank development area as the highest project. At that time, the identified planned opening date for the new school was September 2020.

        There are four elementary school sites that were identified for the OCDSB as part of the completed Fernbank Community Design Plan (CDP) process. The site which is expected to accommodate the first new school is situated at the southwest corner of Cope Drive and Rouncey Road within the Blackstone subdivision. It is a development-ready 2.84 hectare parcel of land (approximately seven acres) located adjacent to a municipal park.

        Most of the students residing in the Fernbank development area are currently directed to John Young Elementary School, located in the Glen Cairn neighborhood of Kanata South.

John Young Elementary School is experiencing significant accommodation pressure and currently requires the use of 11 portable classrooms on site (see Appendix A). As of 31 October 2018 the school accommodated 735 students in a building with a pupil capacity of 547 (a utilization rate of 134%).

In January 2019, the Board approved a study consultation plan and timeline for the setting of an opening grade configuration, program offering, and attendance boundary for a new elementary school in the Fernbank area (see Appendix B).

Although there has been no information from the Ministry as to when the next capital request will be received, establishing a program and an attendance area for the future new school will be beneficial given the timing of need.

KEY CONSIDERATIONS:

3. In accordance with the approved timeline, a locally-formed working group met during the winter of 2018 and the spring of 2019 in order to consider potential options and receive input. The group was comprised of council representatives and principals from potentially impacted schools, District staff, and members of various local community associations. Trustees were also invited to attend.

    The following summarizes the key objectives that helped guide the working group process:
    *   propose an opening grade structure, program offering, and attendance boundary for a new Fernbank elementary school;
    *   examine local Middle French Immersion (MFI) program attendance boundaries, and suggest revisions if necessary; and
    *   analyze options with consideration being given to existing school feeding patterns, neighborhood alignments, the creation of viable programs, and the planning of future new school facilities.

    Following a review of potential attendance boundaries and a discussion of local issues and concerns, the working group endorsed the preparation of a proposed plan for the purpose of receiving input from the larger school community.

    The proposed plan was presented at a public consultation meeting held on 23 May 2019 in the gymnasium of John Young Elementary School.

4. **The Proposed Plan**

    a. <u>New Fernbank Elementary School Opening Grade Structure, Program Offering, and Attendance Boundary</u>
        Under the proposed plan the new school would be a dual-track kindergarten to grade 6 facility, offering both an English program with Core French (ENG) and an Early French Immersion (EFI) program.

        The new school's attendance boundary would be comprised of that portion of the John Young Elementary School boundary located west of Terry Fox Drive and the Carp River. More specifically, the attendance

area would be bounded by Hazeldean Road to the north, Iber Road and Robert Grant Avenue to the west, Fernbank Road to the south, and Terry Fox Drive and the Carp River to the east (see Appendix C).

The new school's attendance area includes a significant amount of future residential development. Creating a larger attendance boundary for the first OCDSB school to be opened in the community would make good use of the new building, and would serve to accommodate a higher number of students locally, for a longer period of time.

When capital funding is provided for the opening of a second elementary school in the Fernbank development area, the attendance boundary would be reduced to a more sustainable longer-term size.

In order to limit disruption to existing students and families, the new school would open with a kindergarten to grade 5 structure. The new school would progress to kindergarten to grade 6 for the following school year.

The kindergarten to grade 5 opening grade structure would allow grade 6 students residing in the new school's attendance boundary to complete their final year at John Young Elementary School. These students would also avoid having to attend three different schools in three successive school years.

For the purpose of the study, an opening date of September 2021 for a new Fernbank elementary school was assumed. Projected enrolments would see the school open with 322 students in 2021. It would then grow to 685 students and a utilization rate of 109.1% by 2025 (see Appendix D).

It should be noted that projecting enrolment for a new school can be challenging and is impacted by a number of different factors and assumptions: student movement and choice; the rate of enrolment growth and development; and the presence or absence of other local school options. Enrolment for the new school could therefore vary more than would typically be expected.

b. <u>Associated MFI Program Attendance Boundary Revision</u>
    The proposed plan also includes a revision to MFI program boundaries in the Fernbank development area. MFI program students residing east of Iber Road and Robert Grant Avenue are currently directed to Bridlewood Community Elementary School (grades 4 to 6) and Glen Cairn Public School (grades 7 and 8). MFI program students residing west of Robert Grant Avenue are directed to A. Lorne Cassidy Elementary School (grades 4 to 8).

    MFI attendance boundaries in the area could be revised so that the entire Fernbank development area is directed to the same set of schools for the program, located within the Stittsville area (see

Appendix D). To minimize disruption to existing students and families, this proposed change would be phased in.

Upon the opening of the new Fernbank elementary school, Grade 4 MFI program students residing within the Fernbank development area, and a future residential development area located north of Hazeldean Road (west of Terry Fox Drive and the Carp River), would be directed to A. Lorne Cassidy Elementary School. These revised areas would phase out of Bridlewood Community Elementary School and into A. Lorne Cassidy Elementary School, one grade per year thereafter.

MFI program students attending Bridlewood Community Elementary School during the year prior to the opening of the new school, and residing within the affected boundary areas, would remain at Bridlewood Community Elementary School until the completion of grade 6.

c. Student Movement under the Proposed Plan
Kindergarten to grade 4 students attending John Young Elementary School in the year prior to the opening of the new Fernbank elementary school, and residing in the new school's attendance area, would be relocated to the new school in a block move upon its opening.

The plan above would serve to alleviate the significant enrolment pressures being experienced at John Young Elementary School. Projected enrolment at John Young Elementary School would be reduced to 624 students for 2021, and further decrease to 567 students by 2025 (a utilization rate of 103.7%).

Given the pressures at John Young Elementary School, staff is not proposing that a grandfathering provision be put in place to permit students who reside within the new school's attendance boundary to continue at the school.

The proposed MFI program boundary revisions would be phased in beginning at grade 4 when the new school is opened, and would progress one grade per year thereafter.

5. **Input Received Regarding the Proposed Plan**
At the public consultation meeting a majority of those in attendance expressed support for the presented plan. Feedback was provided regarding the program and opening grade structure for the new school. Support was expressed for the new school's proposed attendance area, and also the MFI boundary revisions.

The following summarizes some of the common themes of input received before, during, and after the public consultation meeting:
- proposed attendance boundary makes sense given the variables involved;
- opening the school with a kindergarten to grade 5 structure will help limit disruption to students and families;
- a dual-track program for the first elementary school to be opened in the community is important;

- long-term accommodation planning for students in the Fernbank development area should be accounted for;
- how can the capital funding process be expedited in order to have new schools opened when planned;
- consider future intermediate and secondary feeding patterns for the new Fernbank elementary school students; and
- would the new school include pre-school child care and an extended day program.

All input received by staff during the consultation process has been provided to trustees in its original form.

Concern was expressed by an individual at the meeting that the Trailwest community (located within the southern portion of the John Young Elementary School attendance boundary) was not considered for inclusion in the attendance boundary discussion for the new Fernbank elementary school.

The working group did examine the possibility of dividing the existing John Young Elementary School attendance area in a north-south manner, rather than one which used Terry Fox Drive and the Carp River.

This was not deemed viable given that it would (in the longer-term once a school was opened in the northern part of Fernbank) reduce enrolment at John Young Elementary School to a level which may not be sustainable. This could result in a need to redirect the Trailwest community back to John Young Elementary School.

Under the proposed plan the attendance area for John Young Elementary School would be comprised of a mix of neighborhoods and homes. It would include more mature areas in the northern section, and newer residential units and future development potential in the southern portion. Projected enrolment would see the school at or just above capacity.

In response to the concern expressed regarding the Trailwest community, working group package #2 which contained some information related to the Trailwest area was subsequently posted to the study webpage.

6. **The New Stittsville Secondary School Study**
    In March 2018 capital funding for the construction of a grade 7 to 12 secondary school in the Stittsville area was approved by the Ministry of Education. The school is scheduled to open in September 2022.

    The site which will accommodate the new secondary school is located within the Fernbank development area, at the southwest corner of Cope Drive and Robert Grant Avenue.

    It is expected that a study will commence in the fall of 2019 which will serve to determine the new school's attendance boundary, program offering, and opening grade structure. In doing so, that study will also examine local Intermediate

(grade7-8) MFI program attendance boundaries, taking into account decisions already made as part of this current process.

Although still to be confirmed during the fall study, it is anticipated that students attending the new Fernbank elementary school would feed to the new Stittsville secondary school.

7. **Staff Recommendation**
    Staff is recommending that the proposed plan which was presented to the community at the 23 May 2019 public consultation meeting be recommended for approval.

    The plan results in a set of recommendations which cover all of the study's key objectives. The working group process was collegial and constructive in providing local input regarding a variety of options. The proposed plan was well-received by most in attendance at the public consultation meeting, and those who have provided feedback.

    Note that all of the recommendations would come into effect upon the opening of the new Fernbank elementary school.

RESOURCE IMPLICATIONS:

8. The cost of conducting the new Fernbank elementary school study has been managed within existing departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

9. In accordance with the approved timeline, a working group for the study was formed in January of 2019. Over the course of the winter and spring the working group met on two separate occasions. The group was comprised of council representatives and principals from potentially impacted schools, District staff, and representatives from various local community associations.

    On 23 May 2019, a public consultation meeting was held in the gymnasium of John Young Elementary School in order to receive parent and community feedback on a proposed plan which was prepared during the working group process.

    Notice of the public consultation meeting was provided by the following:
    - an advertisement placed in the local community newspaper which serves this area of the District;
    - communication through school councils and local community associations;
    - a mass email distribution, synrevoice message, or school newsletter/website to parents and guardians of students attending potentially impacted schools;
    - a posting on the study webpage located on the District website; and
    - District social media notifications.

Approximately 25 members of the public attended the meeting at John Young Elementary School. An information package was provided to those in attendance that evening. Additional copies were made available in the offices of the four potentially impacted schools. A digital version of the package was also posted on the study webpage.

A staff presentation at the meeting was followed by a formal public question and answer period. The presentation provided an overview of the study process, key objectives, and details regarding the proposed plan.

STRATEGIC LINKS:

10.   The opening of a new elementary school within the developing Fernbank community would serve to provide improved access to learning environments and optimize the use of District resources. This is consistent with the stewardship objectives of the Board's 2015-2019 Strategic Plan.

RECOMMENDATIONS:

A.   THAT the opening grade structure, program offering, and attendance boundary for the new Fernbank elementary school be approved as outlined in Appendix C of Report No. 19-070, to be implemented upon its opening.

B.   THAT the revised attendance boundary for John Young Elementary School be approved according to Appendix C of Report No. 19-070, to be implemented upon the opening of the new Fernbank elementary school.

C.   THAT upon the opening of the new Fernbank elementary school, a boundary revision be approved that redirects a portion of the Bridlewood Community Elementary School Middle French Immersion program boundary to A. Lorne Cassidy Elementary School, beginning with grade 4 and adding one grade per year thereafter, as outlined in Appendix D of Report No. 19-070.

Michael Carson
Chief Financial Officer
(ext. 8881)

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

APPENDICES

Appendix A   31 October 2018 Actual Enrolments
Appendix B   New Fernbank Elementary School Study Timeline
Appendix C   Recommended School Attendance Boundaries
Appendix D   Recommended Middle French Immersion Attendance Boundary Revision
Appendix E   Staff Recommendation – School Enrolment Projections

New Fernbank E.S. Study
General Location Map

Ottawa-Carleton
DISTRICT SCHOOL BOARD

Holy Trinity Catholic H.S.

MORENZ TERR

CAMPEAU DR

HIGHWAY 417   HWY417 IC138 RAMP36

Holy Redeemer School

Roger-Saint-Denis

WESTBROOK RD

WALGREEN RD

MAPLE GROVE RD

KAKULU RD

St. Stephen School

St. Martin de Porres School

A. Lorne Cassidy E.S.

Fernbank E.S. 2

John Young E.S.

Holy Spirit School

Saint-Jean-Paul II

Paul-Desmarais

Sacred Heart High School

St. James School

Fernbank E.S. 4

Fernbank E.S. 3

Bridlewood Community E.S.

LIVERY ST

BALIKUN HTS

Élisabeth-Bruyère

New Stittsville S.S.

Fernbank E.S. 1

FERNBANK RD

Maurice-Lapointe

Guardian Angels School

St. Anne School

Westwind P.S.

SHEA RD

FAULKNER TRL

KHYMER CRT

AKINS RD

PIETY HILL WAY

Legend

Fernbank Development Area

■ New Stittsville Secondary School Site

● Reserved Future Elementary School Sites

● Core Study Schools

● Ottawa-Carleton District School Board

● Conseil des écoles catholique du Centre-Est

● Conseil des écoles publiques de l'Est de l'Ontario

● Ottawa Catholic School Board

New Fernbank Elementary School Study

31 October 2018 Enrolments

School	Capacity	Portables	Program	YR 1	YR 2	1	2	3	4	5	6	7	8	SE	Total	UF(%)
A. Lorne Cassidy ES	600	4	KGTN	44	51										95	97.5%
			ENG			7	12	22	11	17	19	10	18		116	
			EFI			44	43	40	40	43	47	33	23		313	
			MFI						17	9	8	18	9		61	
			Total	44	51	51	55	62	68	69	74	61	50		585	
Bridlewood Community ES	455	0	KGTN	47	45										92	80.2%
			ENG			10	14	12	14	14	9			17	90	
			EFI			27	28	24	25	15	18				137	
			MFI						20	17	9				46	
			Total	47	45	37	42	36	59	46	36			17	365	
John Young ES	547	11	KGTN	107	103										210	134.4%
			ENG			27	33	34	35	41	33			5	208	
			EFI			76	65	52	47	45	32				317	
			Total	107	103	103	98	86	82	86	65			5	735	
Westwind PS	628	0	KGTN	41	47										88	85.2%
			ENG			6	19	11	27	21	36				120	
			EFI			50	54	51	50	64	58				327	
			Total	41	47	56	73	62	77	85	94				535	

Utilization (UF%) = Total enrolment/capacity.
Programs: KGTN = Kindergarten, ENG = English Program with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education
Portable numbers reflect those required for instruction as of fall 2018.

NEW FERNBANK ELEMENTARY SCHOOL
STUDY TIMELINE

Activity	Date
Notice of Intention to Commence Study	
➤ Board Approval of Study Consultation Plan and Timeline	January 29, 2019
Consultative Stage	
➤ Formation of Working Group	Late January 2019
➤ Working Group Meeting #1	February 20, 2019
➤ Working Group Meeting #2	March 21, 2019
➤ **Public Consultation Meeting**	May 23, 2019
Recommendation and Decision Making Stage	
➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report	June 18, 2019
➤ Regular Board Meeting – Final Study Decisions	June 24, 2019
Communication and Implementation Stage	
➤ Communication of Board Approved Decision	June & September 2019
➤ Implementation of Board Approved Decision – School Opening	TBD

Recommended Attendance Boundaries
NEW Fernbank Elementary School
JK-6 English Program with Core French and Early French Immersion

Note: The New Fernbank Elementary School would open with a Kindergarten to 5 grade structure and progress to a Kindergarten to Grade 6 the following year.

John Young E.S.

New Fernbank E.S.

Legend

NEW Fernbank Eelementary School JK-6 English with Core French and Early French Immersion Program Attendance Boundary

REVISED John Young Eelementary School JK-6 English with Core French and Early French Immersion Program Attendance Boundary
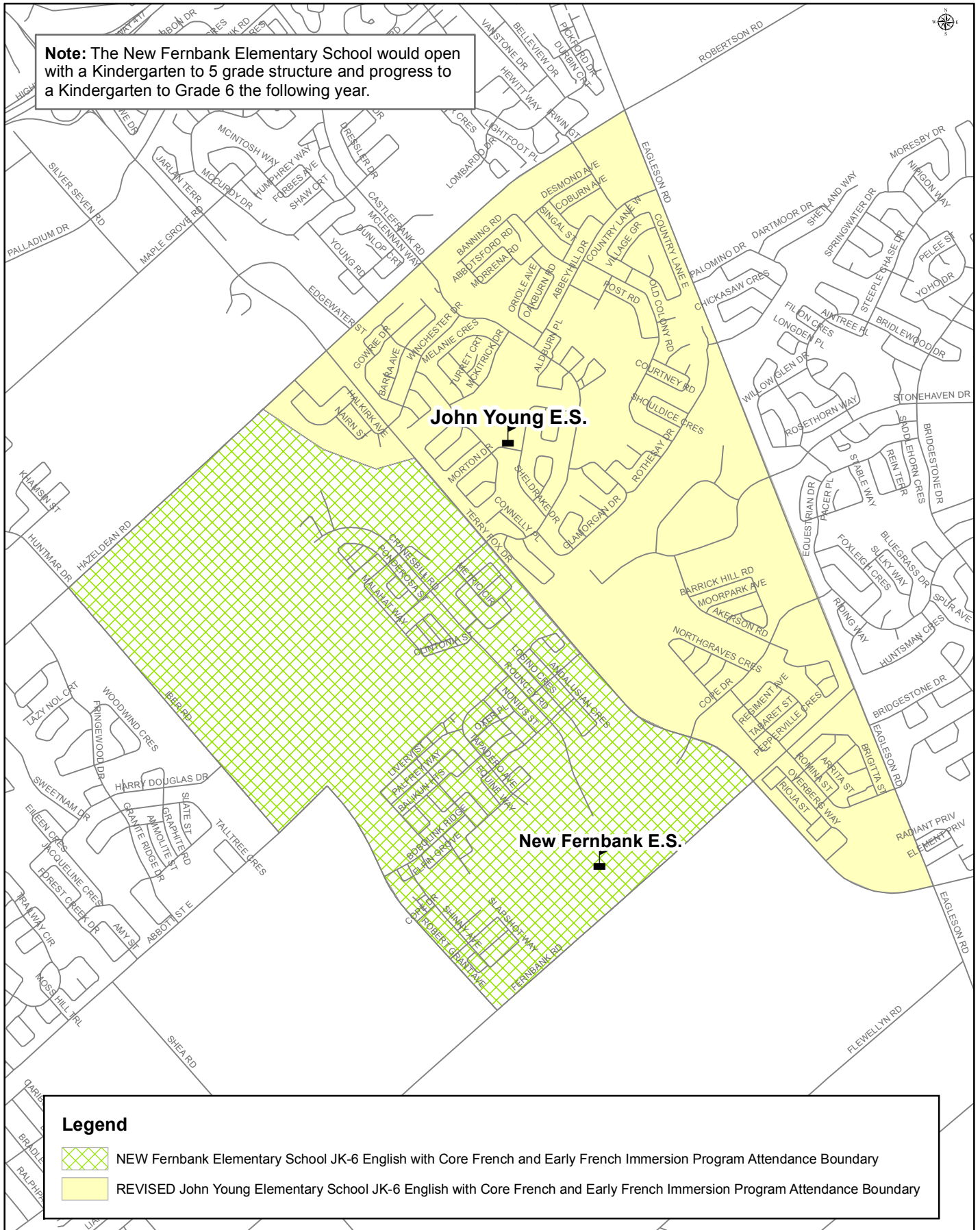
Recommended Attendance Boundary Revision
A. Lorne Cassidy E.S. and Bridlewood Community E.S.
Middle French Immersion Program

Ottawa-Carleton DISTRICT SCHOOL BOARD

Bridlewood Community E.S.

A. Lorne Cassidy E.S.

Legend

Area redirected from Bridlewood Community E.S. to A. Lorne Cassidy E.S. commencing with Grade 4 upon opening of New Fernbank Elementary School

Prepared by OCDSB Planning Department using digital data that was provided by the City of Ottawa and is protected by copyright.
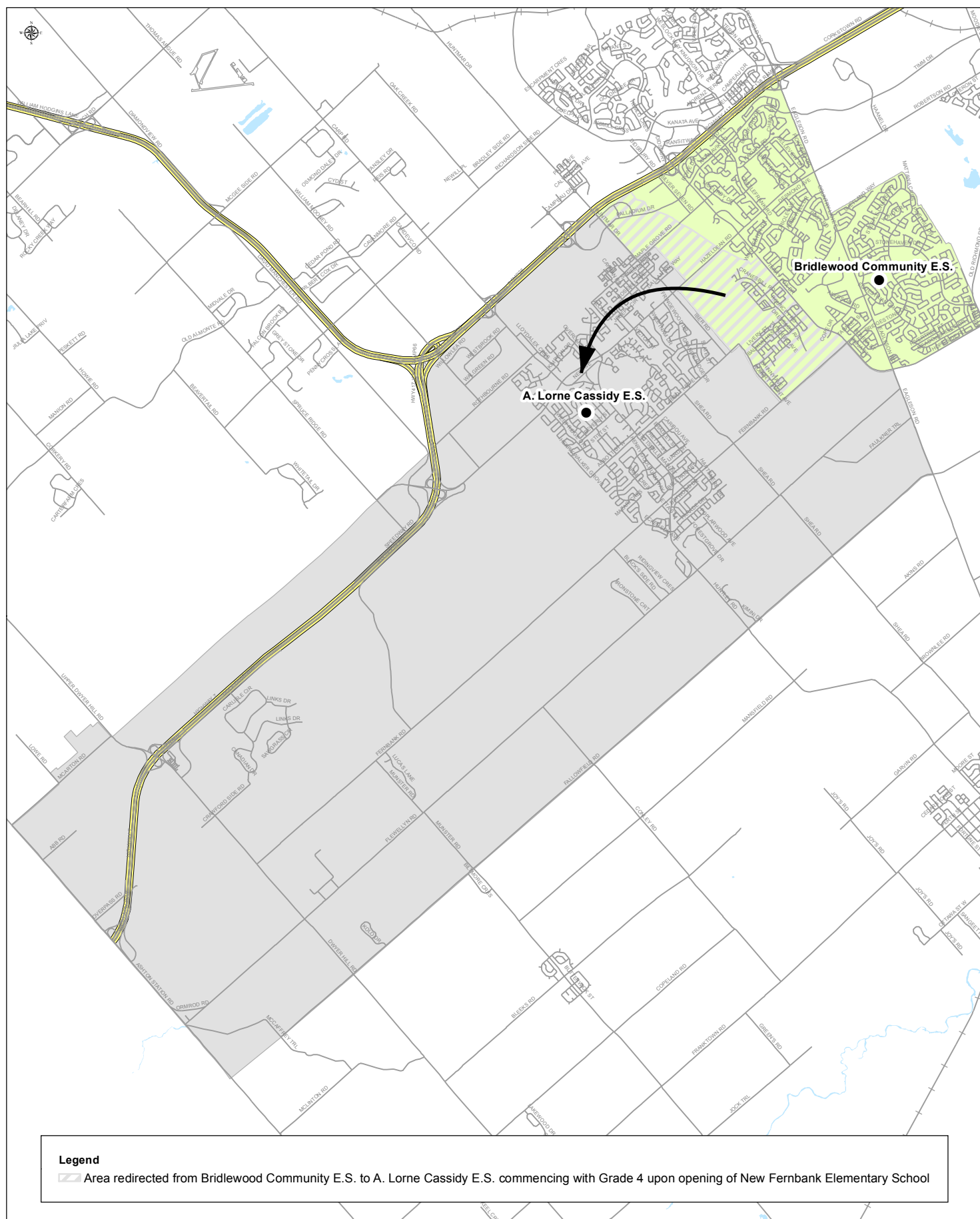
New Fernbank Elementary School Study

2021 Projected Enrolments

School	Capacity	Program	YR1	YR2	1	2	3	4	5	6	7	8	SE	Total	UF(%)
NEW Fernbank ES	628	KGTN	59	53										112	51.3%
		ENG			15	18	20	22	23					98	
		EFI			31	27	20	17	17					112	
		Total	59	53	46	45	40	39	40					322	
John Young ES	547	KGTN	72	71										143	114.1%
		ENG			17	24	32	30	31	49				183	
		EFI			58	54	52	46	41	47				298	
		Total	72	71	75	78	84	76	72	96				624	
A. Lorne Cassidy ES	600	KGTN	44	52										96	100.5%
		ENG			11	12	18	10	18	22	14	18		123	
		EFI			46	44	46	44	43	37	31	32		323	
		MFI						13	10	11	17	10		61	
		Total	44	52	57	56	64	67	71	70	62	60		603	
Bridlewood Community ES	455	KGTN	44	44										88	92.5%
		ENG			12	18	16	13	10	11			17	97	
		EFI			39	37	32	25	27	24				184	
		MFI						16	20	16				52	
		Total	44	44	51	55	48	54	57	51			17	421	
Westwind PS	628	KGTN	50	52										102	78.8%
		ENG			10	15	14	16	26	12				93	
		EFI			49	43	47	53	56	52				300	
		Total	50	52	59	58	61	69	82	64				495	

Utilization (UF%) = Total enrolment/capacity.
Programs: KGTN = Kindergarten, ENG = English Program with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education
Note: Projections assume a 2021 opening for the New Fernbank Elementary School.

APPENDIX F
to Report 19-070

New Fernbank Elementary School Study

2022 Projected Enrolments

School	Capacity	Program	YR1	YR2	1	2	3	4	5	6	7	8	SE	Total	UF(%)
NEW Fernbank ES	628	KGTN	69	63										132	69.1%
		ENG			18	20	25	24	30	29				146	
		EFI			37	34	27	21	20	17				156	
		Total	69	63	55	54	52	45	50	46				434	
John Young ES	547	KGTN	71	70										141	108.8%
		ENG			16	25	30	30	33	32				166	
		EFI			59	52	49	45	46	37				288	
		Total	71	70	75	77	79	75	79	69				595	
A. Lorne Cassidy ES	600	KGTN	45	51										96	101.2%
		ENG			10	12	17	14	12	18	22	14		119	
		EFI			45	46	46	44	44	42	30	30		327	
		MFI						12	13	11	10	19		65	
		Total	45	51	55	58	63	70	69	71	62	63		607	
Bridlewood Community ES	455	KGTN	43	48										91	95.4%
		ENG			11	18	18	14	11	13			17	102	
		EFI			35	36	36	33	24	27				191	
		MFI						16	16	18				50	
		Total	43	48	46	54	54	63	51	58			17	434	
Westwind PS	628	KGTN	55	55										110	82.2%
		ENG			10	17	20	14	16	27				104	
		EFI			51	49	44	48	54	56				302	
		Total	55	55	61	66	64	62	70	83				516	

Utilization (UF%) = Total enrolment/capacity.
Programs: KGTN = Kindergarten, ENG = English Program with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education
Note: Projections assume a 2021 opening for the New Fernbank Elementary School.

New Fernbank Elementary School Study

2023 Projected Enrolments

School	Capacity	Program	YR1	YR2	1	2	3	4	5	6	7	8	SE	Total	UF(%)
NEW Fernbank ES	628	KGTN	77	73										150	81.8%
		ENG			21	25	27	29	33	39				174	
		EFI			44	40	35	27	24	20				190	
		Total	77	73	65	65	62	56	57	59				514	
John Young ES	547	KGTN	72	69										141	107.9%
		ENG			15	24	31	28	33	33				164	
		EFI			59	53	45	42	44	42				285	
		Total	72	69	74	77	76	70	77	75				590	
A. Lorne Cassidy ES	600	KGTN	44	52										96	102.2%
		ENG			10	12	18	14	17	12	18	22		123	
		EFI			44	45	48	44	44	43	34	28		330	
		MFI						16	13	14	10	11		64	
		Total	44	52	54	57	66	74	74	69	62	61		613	
Bridlewood Community ES	455	KGTN	43	46										89	95.6%
		ENG			11	16	18	16	12	14			17	104	
		EFI			37	32	35	37	32	24				197	
		MFI						14	16	15				45	
		Total	43	46	48	48	53	67	60	53			17	435	
Westwind PS	628	KGTN	60	61										121	84.2%
		ENG			11	18	23	20	14	17				103	
		EFI			54	52	51	45	49	54				305	
		Total	60	61	65	70	74	65	63	71				529	

Utilization (UF%) = Total enrolment/capacity.

Programs:KGTN = Kindergarten, ENG = English Program with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

Note: Projections assume a 2021 opening for the New Fernbank Elementary School.

New Fernbank Elementary School Study

2024 Projected Enrolments

School	Capacity	Program	YR1	YR2	1	2	3	4	5	6	7	8	SE	Total	UF(%)
NEW Fernbank ES	628	KGTN	89	82										171	94.4%
		ENG			24	28	33	32	37	41				195	
		EFI			50	47	40	35	31	24				227	
		Total	89	82	74	75	73	67	68	65				593	
John Young ES	547	KGTN	71	69										140	106.4%
		ENG			16	24	30	28	31	34				163	
		EFI			60	53	46	39	41	40				279	
		Total	71	69	76	77	76	67	72	74				582	
A. Lorne Cassidy ES	600	KGTN	45	51										96	103.5%
		ENG			10	12	18	15	17	18	12	18		120	
		EFI			45	44	47	45	44	43	34	32		334	
		MFI						17	16	14	13	11		71	
		Total	45	51	55	56	65	77	77	75	59	61		621	
Bridlewood Community ES	455	KGTN	43	46										89	97.4%
		ENG			11	17	16	15	14	15			17	105	
		EFI			36	34	31	36	36	32				205	
		MFI						15	15	14				44	
		Total	43	46	47	51	47	66	65	61			17	443	
Westwind PS	628	KGTN	65	66										131	89.0%
		ENG			12	19	24	23	21	15				114	
		EFI			59	55	53	52	46	49				314	
		Total	65	66	71	74	77	75	67	64				559	

Utilization (UF%) = Total enrolment/capacity.
Programs: KGTN = Kindergarten, ENG = English Program with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education
Note: Projections assume a 2021 opening for the New Fernbank Elementary School.

New Fernbank Elementary School Study

2025 Projected Enrolments

School	Capacity	Program	YR1	YR2	1	2	3	4	5	6	7	8	SE	Total	UF(%)
NEW Fernbank ES	628	KGTN	99	95										194	109.1%
		ENG			27	32	38	38	42	46				223	
		EFI			57	55	47	39	39	31				268	
		Total	99	95	84	87	85	77	81	77				685	
John Young ES	547	KGTN	70	68										138	103.7%
		ENG			15	23	29	27	31	32				157	
		EFI			60	51	46	40	38	37				272	
		Total	70	68	75	74	75	67	69	69				567	
A. Lorne Cassidy ES	600	KGTN	44	52										96	104.8%
		ENG			10	12	17	14	18	18	18	12		119	
		EFI			44	45	46	45	45	43	34	33		335	
		MFI						18	18	17	13	13		79	
		Total	44	52	54	57	63	77	81	78	65	58		629	
Bridlewood Community ES	455	KGTN	43	46										89	97.8%
		ENG			11	17	17	14	13	17			17	106	
		EFI			36	34	34	32	35	36				207	
		MFI						14	15	14				43	
		Total	43	46	47	51	51	60	63	67			17	445	
Westwind PS	628	KGTN	70	72										142	96.7%
		ENG			13	21	26	24	24	22				130	
		EFI			65	60	57	54	53	46				335	
		Total	70	72	78	81	83	78	77	68				607	

Utilization (UF%) = Total enrolment/capacity.

Programs: KGTN = Kindergarten, ENG = English Program with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

Note: Projections assume a 2021 opening for the New Fernbank Elementary School.

**APPENDIX F
to Report 19-070**

COMMITTEE OF THE WHOLE (PUBLIC)   **Date: 18 June 2019**

Report No. 19-068 Report on the 2019-2023 Strategic Plan
Key Contact: Michèle Giroux, Executive Officer, 613-596-8211 x8607

PURPOSE:
To present the Strategic Plan 2019-2023 for discussion and approval

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 was designed with the understanding that student learning, well-being and equity are the core areas of our work and our job is to create a culture which fosters 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 was available for community feedback between May 7 and June 7, 2019. That feedback was reviewed by staff and informed the refinement of the draft plan.

KEY CONSIDERATIONS:

Building a Plan Based on Community Input
2.   During the consultation phase (November 2018-January 2019), considerable community input was collected which helped to inform the development of the new plan. A detailed report on the community input was presented to Committee of the Whole in Report 19-015. Based on the input received during the consultations, it was evident that stakeholders value many things about the district, but there are some key opportunities for change. This is reflected in the structure and content of the strategic plan.
(More details on the planning process, consultation and draft plan are included in the following reports: Strategic Planning Framework, Report 18-071, Strategic Planning Consultation Plan, Report 18-106, Updates on the Strategic Planning Process and Consultations Report 18-124, and 19-015, and Draft Strategic Plan Report 19-053).

Why a Culture of Innovation, Caring and Social Responsibility?
3.   After careful consideration of the community input and research data, the Board and senior staff engaged in fulsome discussion about future priorities and how to effectively transform the organization. The discussions lead to a recognition of culture as the driver of change, and from this the following three (3) key objectives were identified as the means to realizing transformational change in the OCDSB:

- A Culture of Innovation
    a.   *We will build a learning community where innovation and inquiry drive learning.*
- A Culture of Caring
    b.   *We will advance equity and a sense of belonging to promote a safe and caring community.*
- A Culture of Social Responsibility
    c.   *We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.*

The draft plan included the OCDSB vision statement and a revised mission statement.
- Vision Statement - *The OCDSB is a dynamic, creative, learning organization that fosters the achievement, well-being, and dignity of every student.*
- Revised mission statement - *Educating for Success- Inspiring Learning, Developing Well-Being and Building Social Responsibility.*

A draft plan built on these three objectives and mission and vision statement was presented to Committee for discussion in May 2018 and then shared with the community for feedback.

Feedback on Draft Plan
4.   During the period May 7 and June 7 the community was asked to provide feedback on the draft plan by answering five (5) questions:
- How does the plan reflect the input from the community?
- Does this plan point the OCDSB in the direction that you think the District should be heading?
- Do you see yourself represented in the plan?
- Is there anything you would change that would help the OCDSB move the goals of the plan forward?
- How will the community know that we did what we said we were going to do?

The draft plan and request for feedback was sent to all students (grades 7-12), staff, parents and guardians, and to community partners. The draft plan was presented for discussion at advisory committees, superintendency meetings, and also made available online on the District's website, and school websites. Invitations to share feedback were also encouraged through social media.

The majority of the **238 responses** from the online feedback came from **staff (47.6%)**, followed by **students (33.2%),** and by **parents and community (25%)**. There was significant support for the direction outlined in the plan, with **60.43%** of

respondents agreeing with it (See Appendix B). A large element of the feedback focused questions of "how" the goals of the plan would be realized. Overall the feedback received helped to inform the refinements made and will inform the Board's actions to support the plan's implementation. A summary of main themes is captured in the table below:

Table 1- Themes from online feedback on Draft Strategic Plan 2019-2023

Topic	Themes
Overall Draft Plan Content	● Great format/well organized ● Easy to read/friendlier ● Addresses the "whole child" ● Strategic areas/ 3 pillars- easier to process and manage ● An inclusive approach -staff, student and system ● Greater parent and student focus needed
Direction of the Board	● Right vision/direction/focus ● Great first step ● Questions about implementation and sustainability
Goals	● Clear and easy to understand ● Connect better to core work ● Make more measurable
Strategies	● Understandable ● Strengthen by being specific ● Provide clarity on implementation
Key Performance Indicators (KPIs)	● Metrics on culture of caring are excellent ● Detailed indicators ● Other KPIs need improvement
Outcomes	● Better academic outcomes in Math needed ● Focus on learning/assessment outcomes ● Develop measurable outcomes ● Focus on Exit Outcomes
Changes to move the goals forward	● Reinforce positives ● Strengthen and clarify language ● Outline clearly areas for improvement ● Focus on equity

Accountability to Community	● Have a Communication Plan
	● Reports on KPIs
	● Change will be demonstrated in:
	    ○ graduates/student behavior
	    ○ look and feel of classrooms
	    ○ reduced negative perceptions of school system

	○ positive teacher experiences

The overall feedback provides the general sentiments about the plan. A review of the specific comments, such as the three examples below, provides some interesting perspectives and opportunities when we move forward on the implementation of the plan.

> In terms of innovation, there should be a process where staff (in schools) can propose innovative practices that can be accepted as a pilot (at their school), monitored and supported by coaches and then if successful scaled to the whole board.

> By reaching out through innovative open houses or media events hosted within the various communities. Why not have our new director speak bi-monthly in a town hall approach. Make the partners WANT to come...what is in it for them..?

> A Culture of Innovation requires space (time) for thoughtful growth...and the room to err. As a tech teacher, I see other boards advancing at a more intense pace. Please find time for us to be immersed in more collaborative inquiry and orbit around EXPERTS!!

The table below captures a summary of the themes from the advisory committees and principals:

Table 2- Themes from Advisory Committees and Principals

Advisory Committees	Principals/Superintendency
- Refine and strengthen plan components: - goals - strategies - outcomes - KPIs - Plan implementation and monitoring - Focus of the plan - Organization's environmental considerations - Budget, financial resources - Infrastructure - Equity	- Refine and strengthen plan components: - goals - strategies - outcomes - KPIs - Plan implementation and monitoring - Resources (human, financial, equity) - Well-Being (Staff and student) - Define parents' role (planning and implementation) - Definitions/Clarify language

Revisions to the Draft Plan

5.   Overall, the feedback to the plan was very positive and guided some revisions to both the language and structure of the draft plan. The draft plan has been revised as follows:

- Revisions to the language in some of the goal statements;
- Restructured format to allow for more detail;
- Improved graphic design and layout;
- More evidence of connection to the Exit Outcomes which are foundational to the plan;
- Additional information about the monitoring and measurement of the plan;
- More information about the Key Performance Indicators.

Plan Architecture and Key Elements

6.   Throughout the development process, there was considerable discussion regarding the architecture of the strategic plan. The new plan had to build on the current strategic plan and carry forward key priorities.   The Exit Outcomes continue to be foundational to our work and need to be emphasized. In addition:

- the content of the plan had to be meaningful in the classroom as well as the Boardroom;
- our students, staff, parents and community members should be able to see themselves in the goals of the plan;
- the goals, outcomes and measures need to be clearly stated and aligned;
- the strategy should be sophisticated, the language should be simple;
- the plan needs to be measurable; and
- the layout had to be accessible, visually appealing.

Putting Student Achievement, Well-Being and Equity at the Centre of our Work

7.   Many previous plans included student achievement and well-being as objectives in the plan. In the development of this plan, it was largely recognized that these are the core of our work. We set priorities to improve student achievement and well-being. With this as our understanding, we set our focus on creating a culture in which students and staff can thrive.

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. Organizational culture is believed to be a major determinant of an organization's success or failure. In reviewing the consultation findings, and in conducting the internal and external analyses, culture was identified as one of the strengths of the OCDSB. The Board sought to leverage existing organizational strengths, i.e. to build on what the District was seen "to do well", to address weaknesses or areas for improvement, as well as to consider trends and best practices. As such, by focusing on further developing culture, the District is seeking to build in this area.

Culture of Innovation
8.   Innovation, creativity and modernization were important issues in the feedback
       and in the planning discussions. Creating a "Culture of Innovation" is intended to
       support the creation of engaging innovative, experiential, and exciting learning for
       students by addressing teaching practices and changing how and what is taught
       to meet the needs of students.

       A Culture of Innovation also entails setting the conditions for examining our
       delivery model to determine whether it works for all children. It entails doing an
       inventory of what is already happening in the District and recognizing and learning
       from it. Professional training, modernization of administrative and instructional
       practices, as well as modernization of business processes are vital to this culture
       shift.

Culture of Caring
9.   A Culture of Caring builds upon successes in addressing school climate and
       safety. It also seeks to extend actions taken over the life of the 2015-2019
       Strategic Plan to address well-being and equity in the District. A Culture of Caring
       is about furthering authentic engagement and strengthening the District with
       community partners' support. It is about putting, at the forefront, the dignity of all,
       as well as a safe and respectful school environment.

Culture of Social Responsibility
10.   A Culture of Social Responsibility seeks to focus on the breadth of experiences
       students gain during their school life including equipping them to be strong and
       socially responsible members of society. It also consists of a plan to build
       leadership (both in students and staff), strengthen governance, as well as to
       further evidence based practice in the District.

Goals, Strategies, Outcomes and Key Performance Indicators
11.   The goals, strategies, outcomes and key performance indicators are fully
       presented in the Strategic Plan attached as Appendix A. From the outset, the
       Board agreed that clarity and simplicity of language was fundamental to the plan
       and this is evident in the formulation of the goals and outcomes. The language in
       the plan is meant to guide instead of being specific, so as to offer insight on how
       to build over the next (4) years. The strategies are written with more complexity as
       they stand as bridge pieces that help to explain the path from goal to outcome.
       The key performance indicators were constructed to allow for the development of
       important dashboard measures that would allow "at-a-glance" views of
       performance as it relates to both strategic and operational work.

       The Strategic Plan sets a course for the next four (4) years. A strong
       accountability framework is critical to implementing the changes embodied in the
       Strategic Plan. Much of the feedback received in the month had to do with "how"
       the plan will be implemented. The Director and senior staff have been engaged in
       discussions regarding best practices for moving from strategy to implementation.
       A key feature of the implementation strategy is the development of operational
       plans or strategic action plans. Built on the concept of moving "From X to Y by
       when", these plans will be developed annually for key areas of work and will detail

the strategies, timelines and deliverables needed to achieve the desired outcomes.

Annually, the Board of Trustees adopts a Board workplan which establishes key dates for monitoring fiduciary responsibilities and progress on strategic priorities. The Director is responsible for ensuring the timely and effective implementation of the Board's strategic priorities. There is a necessary alignment between the Board workplan and the Director's Strategic Action Plan. In addition, expectations for student achievement are established in the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) and schools set their annual goals based on these expectations in the School Learning Plan. The Departmental work-plans are companion pieces to the Strategic Action Plan and are developed to reflect how departmental initiatives, programs and the operational activities will be directed by the Strategic Plan objectives. This structure is graphically depicted in the plan.

Monitoring Framework
12. The Strategic Plan defines the things we value and sets a path forward. To be effective, the plan has to be implemented and monitored across the organization. Monitoring change cannot be limited to periodic reports in the Boardroom. As a system, we have to monitor on all levels – in the classroom, at the school level, at the District level and in the Boardroom. These activities will help to create a cycle of accountability.

Boardroom Level
o Annual Progress report on each of the 3 strategic objectives (3 reports/year)
o Annual Student Achievement Report
o Budget alignment with strategic priorities
o Reports/Motions at Board & Committee are linked to and advance strategic priorities
o Director & Chair's reports about school based initiatives are tied to strategic priorities

District Level
o Strategic Action Plans
o School Visits
o Leadership Development/HR Management
o Data Support Model

School Level
o School Learning Plans
o Classroom Walk Throughs
o Staff Meetings
o Data Support

<u>Key Performance Indicators</u>

13. Key Performance Indicators are used to measure change. The following KPIs include a mix of current data sources as well as some new data sources. For example, satisfaction rates will require the collection of perceptual data from stakeholders. This type of data is an essential element of any strategy which seeks to effect change in culture. The KPI's will be reported on annually in a series of reports; one report on each of the three strategic objectives and in the Annual Student Achievement Report.

The current list of KPI's provides a comprehensive measurement framework, but it is not definitive. It is anticipated that additional or alternate measures could be identified in some areas, and the structure of the planning and monitoring process must support that kind of agility. Work has begun on the development of an electronic data dashboard which connects the KPIs to the desired outcomes in the plan. The Board has identified the benefits of further professional development on monitoring and measuring strategic priorities. That will follow the approval of the plan and allow for further discussion and exploration of strategic and tactical data sources, and which data best provides the strategic overview necessary to support the Board's accountability.

Table 3 - How we will know we are making progress

Strategic Area	Areas of Impact	Indicators	Schedule
Culture of Innovation	Student Achievement	• EQAO Scores • Graduation Rate • Certification Rate • Credit Accumulation • Report Card Data • Student, staff and parent experience	Annually
Culture of Caring	Safe & Caring Environment	• School Climate • Suspensions • Exclusions • Expulsions • Bullying incidents	Annually
		<u>Employee Engagement</u> • Absenteeism • Respectful workplace incidents • Workplace injuries • Employee experience	Annually
		<u>Student Engagement</u> • Attendance • Experience • Student voice	Annually
		<u>Parent/Community Engagement</u> • Participation • Experience	Annually

Culture of Social Responsibility	Environmental Stewardship	• Greenhouse Gas Emissions • ECO Schools • Waste Diversion • Energy conservation • Water Usage	Annually
	Social Responsibility	• Social Emotional Skills	
	Governance and Operations Management	• Leadership Diversity • Disproportionality Indices	

RESOURCE IMPLICATIONS:

14. The costs associated with the development of the 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 of the new plan. As the plan includes some new initiatives and measures, there will be costs associated with training, professional development, professional services, printing, et cetera. To ensure necessary resources are available to fund new initiatives, the 2019-2020 budget included a $500,000 Strategic Initiatives Fund. In addition, in alignment with the environmental components of the culture of social responsibility in the new strategic plan, the Board approved the creation of a $150,000 environmental fund to support school based greening initiatives.

COMMUNICATION/CONSULTATION ISSUES:

Communicating our Plan
15. Once approved, the District will undertake a comprehensive communications campaign to launch the new plan. The campaign will be multi-phased as follows:
   • **Awareness Building** – announce launch of plan via direct email to all stakeholders, websites, social media;
   • **Branding** – update, produce and distribute plan related materials including booklets, one pager, posters, presentation templates, web content, social media resources, et cetera;
   • **Strategic Integration and Alignment** – incorporation of strategic plan priorities into key documents and resources as appropriate, includes key messaging documents, and develop resources and tools to support the monitoring and reporting on strategic priorities, including report formats, strategic action plan templates, board improvement plan, school learning plans, departmental workplans, budget templates, research reports, data dashboards et cetera.
   • **Monitoring and Reporting** – establish cycles and methodologies for communicating progress on the strategic priorities and for receiving feedback.

STRATEGIC LINKS:

16.   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:

17.   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 provided an opportunity to solicit further feedback and engage the broader community in shaping the vision, mission, and priorities for public education in our District. The current plan will be supported by an effective implementation strategy using an integrated operational planning process. The plan provides a solid foundation and direction for the organization and a supporting monitoring and measuring process. The plan also provides some room for agility in a period The Board and community will have regular opportunities to monitor progress through the monitoring and measurement framework.

RECOMMENDATION:

THAT the Strategic Plan 2019-2023, attached as Appendix A of Report 19-068, be approved.

_____   _____
Michele Giroux   Camille Williams-Taylor
Executive Officer, Corporate Services   Director of Education and
(ext. 8607)   Secretary of the Board

APPENDIX A: Strategic Plan 2019-2023
APPENDIX B: Summary Statistics: Online feedback on Draft Strategic Plan 2019-2023

Ottawa-Carleton
DISTRICT SCHOOL BOARD

BUILDING BRIGHTER FUTURES TOGETHER

2019 – 2023 STRATEGIC PLAN

"Education must not simply teach work — it must teach life."

— W.E.B. Dubois
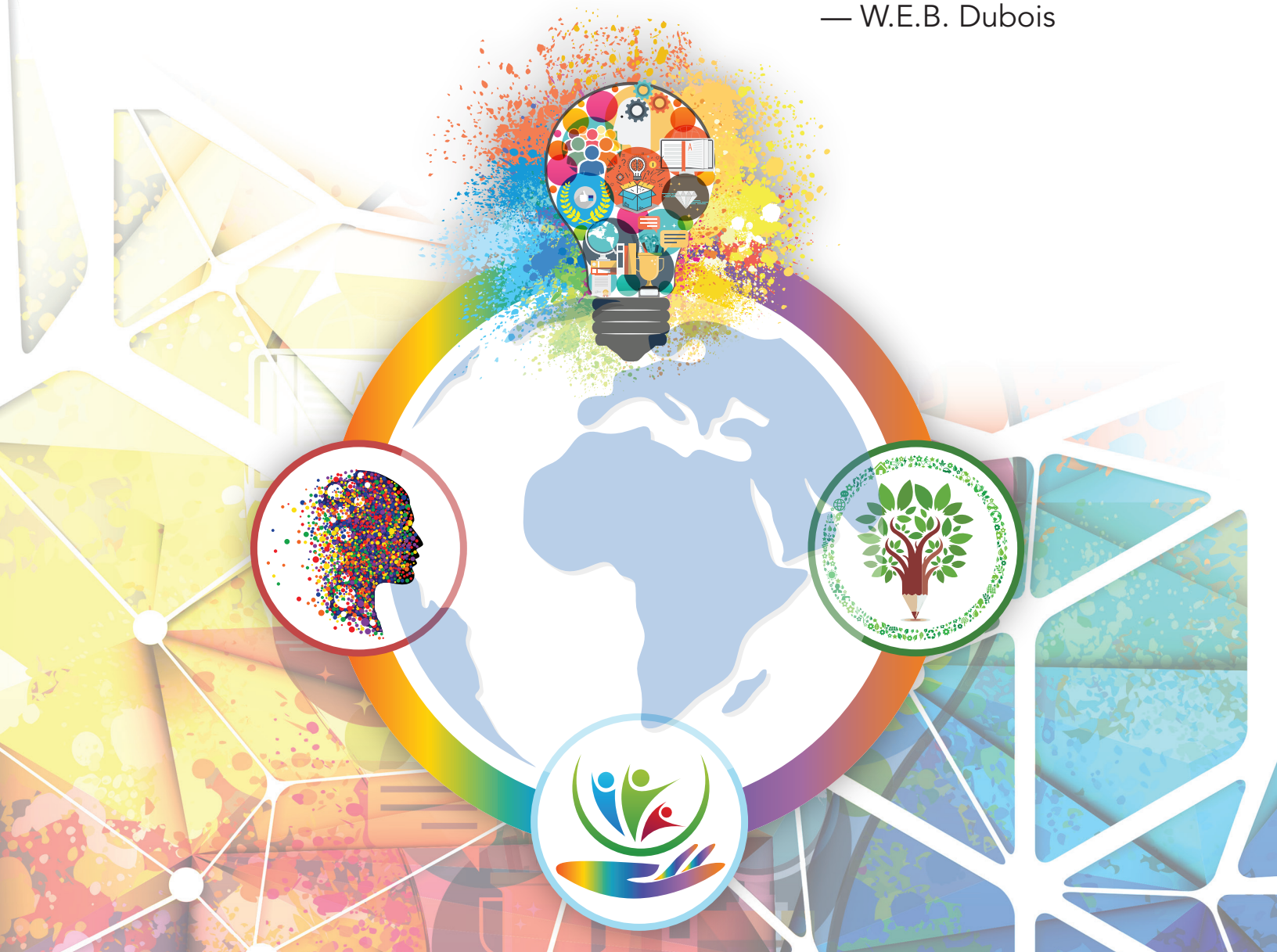
We acknowledge that our District is on unceded and unsurrendered Algonquin Territory, and we thank the Algonquin Nation for hosting us and recognize their enduring presence on this land.

Strategic Plan 2019–2023

Creating a culture of Innovation, Caring and Social Responsibility...

means ensuring our schools are welcoming places for all students and staff to engage, belong, learn, grow, explore and discover. From Kindergarten to Grade 12, our focus is to support student learning and well-being so that all students can develop the characteristics and skills they need to find success in the world. Our Exit Outcomes describe what we want for all of our learners.

With this in mind, our new strategic plan seeks to develop these characteristics and skills.

CHARACTERISTICS

GOAL-ORIENTED
Students who are goal-oriented have self-motivation, diligence, initiative and a sense of responsibility.

RESILIENT
Students who are resilient face and overcome adversity and challenging situations. They take risks, learn from mistakes, persevere, and move forward confidently.

GLOBALLY AWARE
Students who are globally aware are empathetic and responsive in their contributions to the local and global community. They demonstrate cultural proficiency and act in a respectful, inclusive manner.

COLLABORATIVE
Students who are collaborative understand the importance of working cooperatively in a team setting. Collaboration values diverse perspectives and effectively utilizes each person's contributions.

INNOVATIVE/CREATIVE
Students who are innovative and creative have original thoughts and ideas that are of value and are acted upon. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.

SKILLS

CRITICAL THINKERS
Students who are critical thinkers engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using rational and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.

ACADEMICALLY DIVERSE
Students who are academically diverse have strong literacy and numeracy skills; they will also have acquired a full spectrum of skills through exposure to a wide range of subjects including the arts, sciences, financial literacy, physical education, the trades and technology, in keeping with student needs.

DIGITALLY FLUENT
Students who are digitally fluent know how to engage with technology to enhance their learning; this includes interacting with, creating and sharing information (individually or collaboratively) in a responsible and ethical way to support their learning.

EFFECTIVE COMMUNICATORS
Students who are effective communicators are skilled at listening, speaking, questioning, and writing; they connect with people and know their audience.

ETHICAL DECISION-MAKERS
Students who are ethical decision makers model principles that govern their decisions through their actions. They embody honesty, respect and responsibility.

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

Our goal was to create a simple, measurable and impactful plan that is meaningful to 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. This is achieved by ensuring our schools are safe, caring and respectful. We need to look forward and think about how our world is changing and ensure we are ready to respond to 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 this 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 describe the change we want to 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:
- Champion high learning expectations for all students in all programs.
- Promote collaborative environments which foster innovation and creativity.
- Modernize instruction and administrative processes.

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.
- Champion and nurture a safe, caring and respectful workplace.
- Build authentic engagement with and among our communities.

Culture of Social Responsibility
We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Our Goals:
- Remove barriers to equity of access, opportunity, and outcomes.
- Model responsible and ethical leadership and accountability.
- Foster sustainable stewardship of the environment, and human and financial resources.

Culture of Innovation

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

OUR GOALS:

- Champion high learning expectations for all students in all programs;
- Promote collaborative environments which foster innovation and creativity; and
- Modernize instruction and administrative 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; and

For System

- Improved business processes and efficiency.

STRATEGIES:

- Establish targets for student achievement;
- 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 experience; and
- Optimize resources and technology to modernize business processes.

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;
- Champion and nurture a safe, caring and respectful workplace; and
- Build authentic engagement with and among our communities.

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; and
- More representative workforce.

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; and
- Build system capacity to support parent and family engagement at the classroom, school and district levels.

Culture of Social Responsibility

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

OUR GOALS:

- Remove barriers to equity of access, opportunity, and outcomes;
- Model responsive and ethical leadership and accountability; and
- Foster progressive stewardship of the environment, and human and financial resources.

DESIRED OUTCOMES:

For Students
- Improved social and emotional skills;
- Increased student voice;
- Improved student behaviour;
- Reduced disproportionate representation;

For Staff
- Improved leadership capacity;
- Improved employee engagement and recognition;

For System
- Improved decision-making;
- Improved governance practices; and
- Improved environmental practice and reduction in greenhouse gas emissions.

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; and
- Collect and use data to inform instructional practice, policy, and decision making.

How are we going to move this work forward?

The Strategic Plan sets a course for the next four (4) years. Annually, the Board adopts a workplan which establishes key dates for monitoring fiduciary responsibilities and progress on strategic priorities. The Director generates annual strategic action plans which lay out the key work, deliverables, timelines and anticipated progress on the strategic objectives. Expectations for student achievement are established in the Board Improvement Plan and schools set their annual goals based on these expectations in the School Learning Plan. The Departmental work-plans are companion pieces to the Strategic Action Plan and are developed to reflect how departmental initiatives, programs and the operational activities will be directed by the Strategic Plan objectives.

Equity
Access
Opportunity
Outcomes

Student Learning & Well-Being

Departmental Work Plans

Board Improvement Plan

School Learning Plan

Strategic Action Plans (Annual)

Board Work Plan (Annual)

Strategic Plan (4 Years)
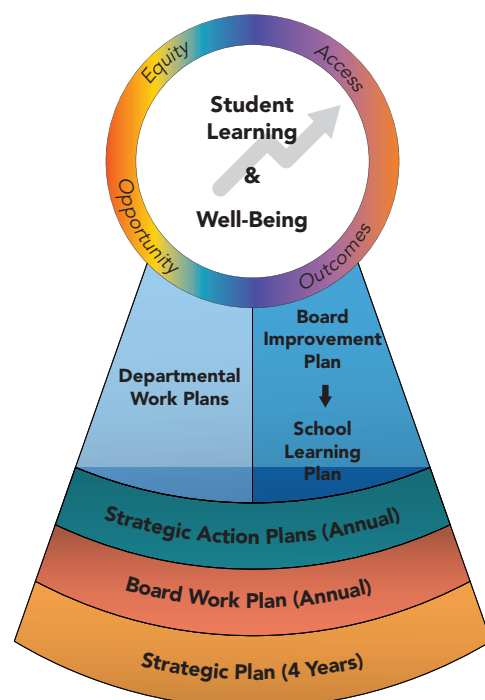
How will we monitor progress?

District Level
- Strategic Action Plans
- School Visits
- Leadership Development/ HR Management
- Data Support

School Level
- School Learning Plans
- Classroom Walk Through
- Staff Meetings

Equity
Access
Opportunity
Outcomes

Student Learning & Well-Being

Board Level
- Annual Progress report on each strategic objective (3x/year)
- Budget alignment with strategic priorities
- Reports/Motions at Board & Committee are linked to and advance strategic priorities
- Director & Chair's reports about school based initiatives are tied to strategic priorities

As a system, we have to monitor progress in the classroom, at the school level, at the District level and in the Boardroom. This creates a cycle of accountability. Some sample questions to guide our monitoring include:

1. Is there evidence of these priorities in schools, classrooms, and workplaces?

2. Is decision-making guided by the strategic priorities ?

3. Are we creating conditions to promote a change in culture?

4. Do we see a disproportionate representation of students in programs, classrooms, and success/recognition activities?

5. How does the data/evidence inform our work?

Key Performance Indicators (KPI's)

Key Performance Indicators are used to measure change. The following KPIs include a mix of current data sources as well as some new data sources. For example, measuring student, staff, and parent experiences will require the collection of perceptual data. This type of data is an essential element of any strategy which seeks to effect change in culture.

The District currently collects and reports on student achievement data. Our capacity to differentiate data by group will expand with the collection of identity-based data. This includes the ability to generate disproportionality indices as a measure of progress in removing barriers and improving equity of access, opportunity, and outcome.

The KPI's will be reported on annually in a series of reports — one report on each of the three strategic objectives and in the Annual Student Achievement Report. This data provides the strategic overview necessary to support the Board's accountability.

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

Key Performance Indicators:

- Graduation Rate
- Annual Certification Rate
- EQAO Results
- Achievement Gaps
- Parent, Student, Staff Experience (Annual survey data)

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

Key Performance Indicators:

- School climate (sense of belonging, bullying incidents, suspensions & exclusions)
- Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
- Student engagement (attendance, student voice)
- Parent engagement (participation, parent voice, representation)

Culture of Social Responsibility
We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Key Performance Indicators:

- Social Emotional Skills (OECD study data)
- Leadership Diversity
- Disproportionality indices
- Environmental Stewardship (GHG emissions rate)

APPENDIX B: Summary Statistics: Online feedback on Draft Strategic Plan 2019-2023

Q1 Please select the category that applies:

Answered: 238   Skipped: 0
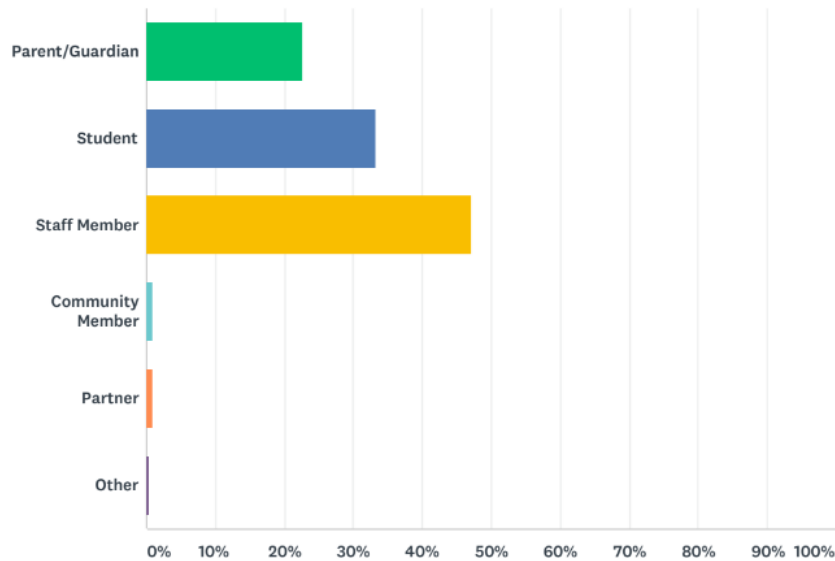
ANSWER CHOICES	RESPONSES	
Parent/Guardian	22.69%	54
Student	33.19%	79
Staff Member	47.06%	112
Community Member	0.84%	2
Partner	0.84%	2
Other	0.42%	1
Total Respondents: 238		

Q2 How does the plan reflect the input from the community?

Answered: 214   Skipped: 24
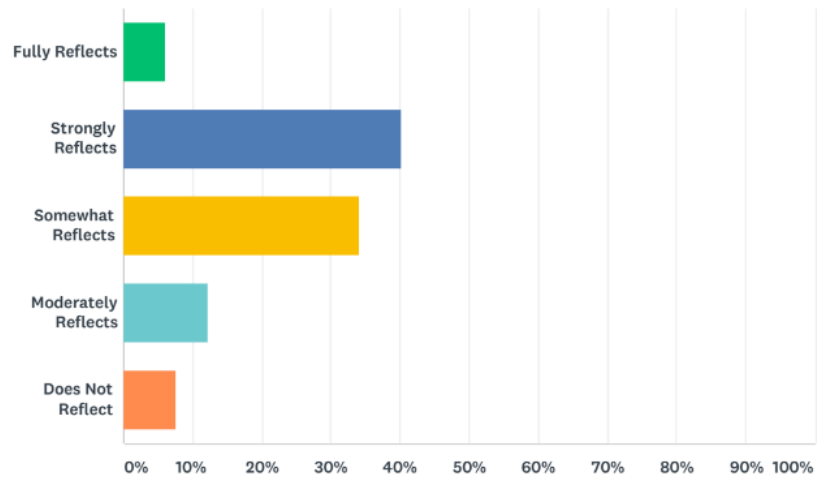
ANSWER CHOICES	RESPONSES	
Fully Reflects	6.07%	13
Strongly Reflects	40.19%	86
Somewhat Reflects	34.11%	73
Moderately Reflects	12.15%	26
Does Not Reflect	7.48%	16
TOTAL		214

Q3 Does this plan point the OCDSB in the direction that you think the district should be heading?

Answered: 235   Skipped: 3
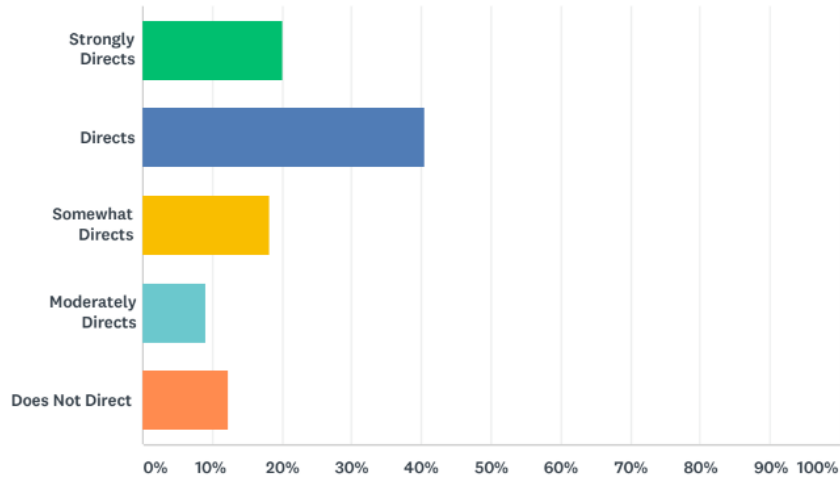
ANSWER CHOICES	RESPONSES	
Strongly Directs	20.00%	47
Directs	40.43%	95
Somewhat Directs	18.30%	43
Moderately Directs	8.94%	21
Does Not Direct	12.34%	29
TOTAL		235

Q4 Do you see yourself represented in this plan?

Answered: 235   Skipped: 3
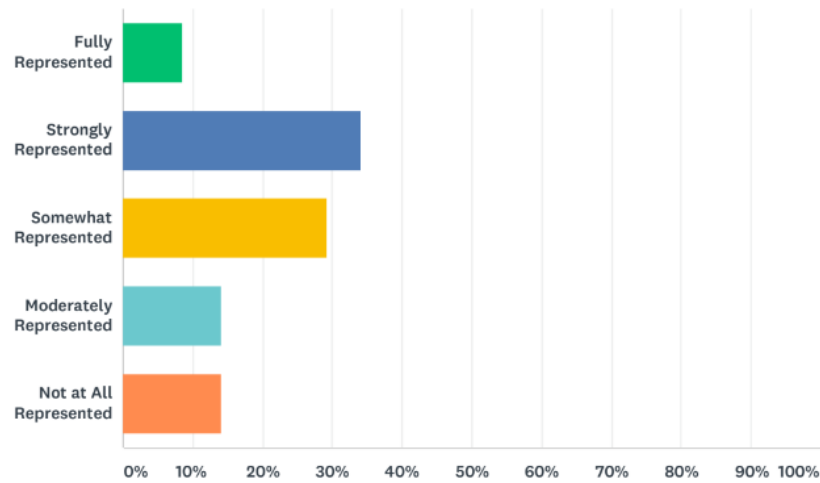
ANSWER CHOICES	RESPONSES	
Fully Represented	8.51%	20
Strongly Represented	34.04%	80
Somewhat Represented	29.36%	69
Moderately Represented	14.04%	33
Not at All Represented	14.04%	33
TOTAL		235

AUDIT COMMITTEE REPORT (PUBLIC)

Wednesday, May 22, 2019
7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members: Sandra Schwartz (Trustee), Mark Fisher (Trustee), Keith Penny
                 (Trustee), Erik Husband (External Member)
Staff and Guests: Lynn Scott (Trustee), Camille Williams-Taylor (Director of
                 Education), Michael Carson (Chief Financial Officer), Kevin
                 Gardner (Manager of Financial Services), Sandra Lloyd (Manager
                 of Risk and Supply Chain Management), Genevieve Segu
                 (Regional Internal Audit Manager), Gord
                 Champagne (Senior Regional Internal Auditor), Nicole Guthrie
                 (Board/Committee Coordinator)

1.   Call to Order

      Trustee Schwartz called the public session to order at 7:03 p.m and acknowledged
      that the meeting is taking place on unceded Algonquin Territories and thanked the
      Algonquin Nations for hosting the meeting on their land.

2.   Approval of Agenda

      Moved by Trustee Penny

      THAT the agenda be approved.

      Carried

3.   Delegations

      There were no delegations.

4.   Superintendent's Report

      Chief Financial Officer (CFO) Carson shared that the senior team will meet to
      discuss the Strategic Enterprise Risk Management (SERM) framework. Jan
      Mattingly, Risk Management Advisor, will work with staff to review the concepts and
      next steps.

      CFO Carson advised that on 21 May 2019 Premier Doug Ford announced that
      funding would be made available to large municipalities and school boards to review
      their budgets to find savings. He added that the District is awaiting further details.

CFO Carson noted that the District would present the 2019-2020 Staff Recommended Budget on 29 May 2019. He added that staff are confident the recommended budget will permit the District to operate at a similar level of service in 2019-2020 but advised that ongoing reductions in revenue will necessitate an earlier start to the budget deliberations for the 2020-2021 budget year.

Mr. Husband queried the choice of the International Standards Organization (ISO) 31000 model over the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework, CFO Carson noted that Ms. Mattingly was involved in the development of the ISO 31000 model and that it was customized for Ontario School Districts.

Mr. Husband commented that he was pleased to see reference to SERM in the 27 March 2019 Audit Report. He expressed confidence that the District is headed in the right direction.

5. Matters for Action

   5.1 Review of Audit Committee Report

      a. 27 March 2019

         Moved by Trustee Penny,

         THAT the Audit Committee report dated 27 March 2019 be received.

         Carried

      b. Business Arising

         There was no business arising from the report.

6. Matters for Discussion

   6.1 Report 19-040, 2018-2019 Updated Financial Forecast (February)

      Your committee had before it Report 19-040, 2018-2019 Updated Financial Forecast, providing information on the District's 2018-2019 Updated Financial Forecast as of 28 February 2019.

      CFO Carson advised that the Ministry has announced transitional support for transportation in 2019-2020 and suggested that the funding formula will be reviewed. The funding for 2019-2020 is set at the current years' deficit plus 4%. The amount of funding to offset the deficit is based on the District's performance in the effectiveness and efficiency reviews and the District anticipates receipt of the maximum entitlement.

      In response to a query from Trustee Penny, staff advised that the increase of the occasional teacher costs by $2.9 million was identified in the forecast.

2

Staff advised that the legal provision to address potential costs relating to legal claims is approximately $4.5 million.

6.2 Report 19-046, Student/Visitor Incidents Reported to OSBIE

Your committee had before it Report 19-046 providing a summary report on the various types and the number of student/visitor incidents reported to the District's insurer, the Ontario School Board Insurance Exchange (OSBIE) for the period 1 September 2017 to 31 August 2018.

Incident reports are submitted to OSBIE to inform the insurer of incidents that have occurred that may result in potential claims. Risk management staff also reviews the information with follow-up with principals and other departments to assist in the mitigation of further incidents.

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

- Trustee Fisher queried whether or not the severity of the injury is noted. Staff advised that in some cases, severity will be recorded. Incidents may be updated with further details as the school receives confirmation of the injury. When detailed information of incidents are confirmed after the initial reporting, updates are provided to OSBIE;
- Staff advised that the category listed as "other", is input by school staff. Items typically not listed as a cause are input as other. A comment box enables staff to annotate the other;
- Staff had previously been recording every incident, but the requirement is only to report if an ambulance is called or medical attention is sought. This has resulted in a decrease in the number of reported incidents. However, the risk management training provided to staff has also contributed to the reduction;
- Mr. Husband shared that he was pleased to note the trend was towards an overall decrease in the number of incidents reported; however, he queried whether or not the District had a target for further reductions. Staff is working with the Employee Wellness division to ensure the safety of personnel is improved in the same area. Staff noted that it would be difficult to improve in the area of sport-related incidents given the nature of sport. Slips and falls are an area the District can expect further improvement and staff are optimistic the pilot project of salt use during the 2018-2019 school year will show up in the comparison of 2018-2019 to 2017-2018;
- Mr. Husband suggested the report highlight comparisons with other school boards;
- Trustee Fisher expressed the view that a blended report comparing staff incidents, especially those within the classroom, with that of student/visitor incidents would be of value. Staff is working with the Human Resources department to provide a comparison. A hazard is a hazard, regardless of

who is impacted. There may be some common aspects related to injury, but some categories may not have a comparator; and

- Chair Schwartz recommended that Appendix B note comparisons to previous years.

7. Information Items

7.1 Long Range Agenda

The long range agenda was provided for information.

Mr. Husband expressed appreciation for the new format and noted the importance of the document to ensure all the elements required under the Act are met. CFO Cason advised that he would review the long range agenda to reflect the status of each element.

7.2 Information from the Regional Internal Audit Manager

Ms. Segu, Regional Internal Audit Manager, noted that she began in mid-January 2019 and has spent the first several months deepening her understanding of the role and function of the Regional Internal Audit Team (RIAT) in the Ontario East region and familiarizing herself with the nine school boards that make up the portfolio.

Ms. Segu noted that conversations with the Human Resources department had been undertaken to begin the audit of attendance support. Using a data visualization tool from Deloitte, the RIAT plans to map the results of the attendance support audit into an informative report. The audit will focus on the process, and the Deloitte tool will help the RIAT team make comparisons with other boards. She added that the field work for the audit would be completed by August and the RIAT may be in a position to report in September 2019.

Ms. Segu noted that the RIAT intends to provide the Audit Committee with a report regarding the follow-up of the audits on health and safety, continuing education and school council funds in September 2019. The RIAT is reassessing the relevance of the recommendations noting that processes and systems may have changed and may no longer be applicable. She added that the RIAT will provide follow-up reporting to the Audit Committee on a more regular basis in the future.

Ms. Segu advised that the RIAT will align the work of the risk assessment with the timeline of the District's work plan for SERM. She noted that the school boards have suggested that one audit be conducted across the nine boards allowing the boards to benchmark results and make comparisons.

Ms. Segu noted that she is in the process of acquiring a data analytics tool to enable full data analytic audits offsite.

Trustee Fisher expressed the view that facilities and fleet management and revenue and expenditure management are areas of concern to the District

and hoped to see them added to the audit plan. Ms. Segu responded that until the SERM has been implemented or the RIAT has had an opportunity to conduct a risk assessment she could not advise whether these would be priority areas or not.

Mr. Champagne noted that the last audit of facilities was conducted in 2012 and that it may be reviewed again.

In response to a query from Trustee Fisher regarding the scheduling of audits, Ms. Segu responded that the RIAT works with senior staff in advance of the risk assessment to gather information and input prior to the audit's commencement to avoid duplication of effort.

8. New Business

There was no new business.

9. Adjournment

The public meeting adjourned at 7:59 p.m.

_____

Sandra Schwartz, Chair, Audit Committee

ADVISORY COMMITEE ON EQUITY

**May 23, 2019
6:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Members: Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Ruth Sword (Spiritual Care in Secondary Schools), Lisa Montroy (Family Services Ottawa), Raigelee Alorut (Tungasuvvingat Inuit), Susan Cowin (Special Education Advisory Committee, Alternate), Sonia Nadon-Campbell (Special Education Advisory Committee), Ryan Doucette (Young Leaders Advisory Council)

Non-Voting Members: Rob Campbell (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Curriculum Services), Jacqueline Lawrence (Equity and Diversity Coordinator), Milo Salem (Student Senator)

Staff and Guests: Donna Blackburn (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Petra Duschner (Manager of Mental Health and Critical Services), David Sutton (OCDSB), Ken Mak (OCDSB), Bob Dawson (Community Representative), June Girvan (J'Nikira Dinqinesh Education Centre), Jean Goulet (Spiritual Care in Secondary Schools), Maxine Adwella (National Collaboration for Youth Mental Health), Nicole Guthrie (Board/Committee Coordinator)

1.   Welcome

Chair Hayles called the meeting to order at 6:28 p.m and acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nation for hosting the meeting on their land.

2.   Approval of the Agenda

Moved by Ruth Sword

THAT the agenda be approved.

Carried

3.   Community Voice (delegations)

There were no delegations.

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4. <u>Student Voice</u>

Indigenous Voice (Objibway)

- She noted that her high school has little programming or information to engage Indigenous students but the District's Indigenous Youth Symposium and some of the leadership initiatives it offers make her feel more welcomed. She noted that as a minority at her high school she feels that she stands out and that other students act differently around her;
- She expressed the view that it is essential for the District to provide resources and spaces for all cultures so that students feel comfortable. She noted that she often has to research on her own and it would be helpful if the school provided more information;
- She explained that another student had bullied her and the school administration did little to intervene, despite having brought the matter to their attention. She had to take time away from school to escape and begin to heal;
- She suggested that the ODCSB host presentations throughout the year to inform all students about Indigenous history to create an awareness and understanding;
- She requested that teachers be better educated in the presentation of Indigenous history and studies; and
- She advised that many students may not feel comfortable with providing accurate information to the identity based data collection initiative if it is not anonymous.

Transgender Voice, Female to Male, he/him pronouns

- He noted that before entering high school, he had no Trans experience and little contact with the 2SLGBTTQ+ community. In high school he met numerous students at school and through the Rainbow Youth Forum and was able to begin to come to terms with his feelings to help shape and fully express himself;
- He highlighted the importance of having 2SLGBTTQ+ history and information included in the curriculum. He noted that many Trans students are forced to get their information online and that there is a lot of misinformation. He noted that it would be safer and more comfortable for students to get that information at school. He encouraged staff to provide training to teachers on transsexual health as it is an area most trans students struggle with;
- He suggested that schools encourage the use of they/them pronouns and use more non-gender language. He noted that this small change would help foster feelings of inclusion;
- He indicated that gay and Trans are not the same things and that even within the 2SLGBTTQ+ community, he often feels excluded. He suggested the

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District host a trans-specific event and expressed his interest in being an event organizer;

- He advised that the Children's Hospital of Eastern Ontario (CHEO) has an excellent gender clinic that has therapists and doctors supporting trans children and youth;
- He shared that the Rainbow Youth Forum provides 2SLGBTTQ+ students with a safe place to explore the issues students experience at school. He noted that his current school is a welcoming place and the staff have a great understanding of his identity and work to make him and his peers more comfortable;
- He recalled a difficult experience at her first high school. He expressed the view that the school was unwelcoming and unsafe, and the teachers and administrators did little to help him and his peers even after a violent incident. He and his peers had to move about the school in packs to feel safe. He had to transfer to another school where he was warmly welcomed and supported;
- He expressed concern about participating in the identity based data collection online. He noted that students are cautious about what they do online at school for fear others are looking over their shoulders. He suggested a voting box or private booth format where paper forms could be completed in private;
- He shared that he was once locked in a gender-neutral washroom and described the uncomfortable nature of using and accessing these washrooms. He noted that accommodations such as gender-neutral washrooms end up singling students out and often other students use the spaces to vape or make-out as they are single stall and the door can be locked. Trans students are often anxious about washroom use owing to the lack of availability and the safety issues of using their preferred washroom. He suggested the use of an "I'll go with you" system, whereby other students wear an identifier to indicate their willingness to help support trans peers; and
- Ron advised that Trans is not strictly an adult topic. He suggested that educators and administrators need to be more informed of the broad terms and language of the 2SLGBTTQ+ community and that courses must including their history. He noted that is difficult to find Trans history and would like to find himself represented in the lessons within the classroom.

Black and Muslim Voice

- He noted is while his high school is a multi-cultural school, he still feels he is a visible minority within his school as a black Muslim man;
- He expressed the importance of representation and diversity at the staff level. He indicated he would feel more empowered if he could see himself in his teachers, support staff and administrators. He highlighted his immense respect and admiration for his Principal. He noted that as a black woman in a place of authority, she can often empathize and has a real understanding of the types of issues he faces both at school and within the community;

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- He advised that OCDSB schools need more conduits, programs and activities to support and engage Black students. He warned that when his peers do not have these outlets, they feel closed off and disengaged in school and community. He highlighted the continued support and persistence of a teacher who saw his potential and engaged him in a variety of school initiatives which helped him to take risks and brought him to the Black Youth Forum. Amar noted that he now works as a leader in his school to empower fellow and future students;
- He highlighted his recent involvement in his school's "Seeing in Colour" campaign to help raise awareness of the stigma of Black and Diasporic students in the 2SLGBTTQ+ community. He noted that small campaigns help create a spirit of equity and make everyone feel welcome;
- He stressed the importance of seeing himself in future career opportunities. He advised that Black students need to hear the stories of Black lawyers, scientists, doctors, and business leaders. The Black Youth forum provides this opportunity for Black students, and he would like to see more opportunities like these across the District;
- He spoke of the importance of inclusivity in education. He noted that the histories of many of his peers are mere side topics and if they were highlighted it could help broaden understanding; and
- He spoke of the micro aggressions he experiences as a Black student and that they help perpetuate the division and attitudes.

All three students agreed that OCDSB teachers and administrators should always be willing to ask, be curious, never assume and ask for pronouns and other information about their identities.

5.   Review of Advisory Committee on Equity Report

   5.1   25 April 2019

      Moved by Ruth Sword,

      THAT the ACE Report of 25 April 2019 be received.

      Mr. Dawson requested that his name be added to the list of attendees.

      Moved by Ruth Sword,

      THAT the ACE Report of 25 April 2019 be received, as amended

      Carried

      In response to a query from Ms. Alorut, Superintendent Baker advised that information on Indigenous events and resources is shared with senior staff, administrators and trustees. She indicated that a monthly bulletin is shared with the Indigenous Education Advisory Council and could also be shared with ACE.

5.2   <u>Review of Long Range Agenda</u>

The long range agenda was provided for information.

5.3   <u>Motion/Action Tracking Report, Business Arising</u>

The motion/action tracking report was provided for information.

6.   <u>Action/Discussion/Information Items</u>

6.1   <u>Report 19-053, Report on the 2019-2023 Draft Strategic Plan</u>

Your committee had before it Report 19-053, seeking feedback on the draft 2019-2023 Strategic Plan.

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

- Mr. Dawson complimented the staff on the draft strategic plan and stated he was impressed with the project. He queried whether or not there will be more context provided. Executive Officer Giroux advised that the letter of transmittal that accompanies the draft strategic plan contains more detailed information, background, and context. When the draft strategic plan is presented to the Board in June, further information from the consultation will be included. She noted that the data and input from the Thoughtexchange process, available on the District website, is another source for background information;
- In response to a query from Mr. Weaver regarding the focus on mathematics, staff noted that the Annual Student Achievement Report (ASAR) documents overall student achievement through a comparison of EQAO measures as well as District compiled data to the provincial average. The District undertakes focused monitoring of specific groups of students that may experience barriers to learning. These groups are boys, English language learners (ELL), students with special education needs, students who self-identify as Indigenous, and students residing in lower-income neighbourhoods (SES). The examination of results for each of these groups of students relative to all students can expose achievement gaps. The identity based data collection project the District has undertaken will allow for further layers to the ASAR. Staff noted that mathematics is identified specifically in the draft 2019-2023 Strategic Plan as a result of feedback from the community. During the feedback process, staff have heard that literacy should also be an area of focus;
- The District aims to mitigate the dis-proportionality in achievement by removing barriers to success for students. The first goal listed within the culture of innovation is "set high expectations for all student in all programs";

- Mr. Sutton recommended that key performance indicators for staff include a reference to staff diversity;
- Ms. Girvan queried how the draft 2019-2023 Strategic Plan honours the District's commitment to recognizing the United Nations Decade for people of African descent. Staff noted that within the culture of caring, the District intends to build capacity to support historically marginalized groups. Staff and trustees wished to be inclusive with the language. Staff expressed confidence in the draft 2019-2023 Strategic Plan and its ability to respond to the elements of the motion in support of the decade for people of African descent. The draft 2019-2023 Strategic Plan is intended to drive a culture of innovation, a culture of caring, and a culture of social responsibility with intentional impact on students, staff and the system;
- Ms. Girvan queried how ACE and the community hold the Board accountable to its commitment to the United Nations Decade for people of African descent. Staff will review the declaration further. The culture of social responsibility and modeling ethical leadership and equitable practice help ensure that the District is fostering good stewardship. The Board must follow up and monitor the strategic plan within the measurement framework;
- Ms. Adwella recommended the 2019-2023 Strategic Plan include a reference to race, culture and gender; and
- Mr. Doucette expressed concern that issues of privacy may impact the identity based data collection, as evidenced in the comments made by the students during their presentations within item 4. He noted that it would be necessary for the District to communicate the message that the intent is not to stigmatize communities but to acquire objective information to improve student outcomes.

6.2   Memo 19-072, Draft Mental Health Strategy

Your committee had before it Memo 19-072, Draft Mental Health Strategy Class locations, providing information regarding changes to specialized program

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

- Ms.Nadon-Campbell queried whether or not the strategy references students with special education needs. Staff noted that the District will explore best practices in supporting the mental health needs concurrent with student special education needs and that staff agree that these students often require a different level of mental health support;
- Ms. Adwella expressed concern about the timing of the discussion and noted that the draft mental health strategy requires further discussion

by the committee. She expressed the view that the strategy was too general and requested that the strategy identify specific mental health strategies based on culture, race and gender. She commented that youth mental health must be reflective of the diverse population;

- Superintendent Symmonds requested that comments and feedback be forwarded to Diversity Coordinator Lawrence. The collective feedback will be shared with the Mental Health Team;
- Ms. Girvan noted that students spoke of environmentally induced mental ill-health. She expressed the view that much of the students energy and time is devoted to mental survival and the problem is systemic;
- Chair Hayles noted that the item would be added to the September 2019 agenda for further discussion.

6.3 Launch of the ACE Membership Campaign

Diversity Coordinator Lawrence advised that per the suggestion of the committee the ACE membership campaign will launch on 28 May and remain open until 28 August 2019 to ensure that all communities have an opportunity to engage with the campaign material and have time to submit applications. The members were engaged to collect a poster and the invitation letter and distribute within their communities. She noted that the District will also be utilizing a variety of media sources to promote the campaign.

6.4 Draft ACE Annual Report

Diversity Coordinator Lawrence advised that she will be sending out the draft ACE Annual Report to the members for comment. She encouraged the members to provide her with suggestions on the document.

7. Department Update

There was no department update.

8. Committee Reports

8.1 Committee of the Whole

There was no report from the Committee of the Whole.

9. New Business

Ms. Nadon-Campbell advised that the Odawa Native Friendship Centre will host its annual Pow Wow on 25 and 26 May 2019 at 200 Moodie Drive and invited members to attend.

Ms. Girvan June advised that plans are underway to have Ottawa declared a Child Friendly City. She noted that the City of Ottawa will celebrate the 30th

anniversary of the United Nations Universal Children's Day on 20 November 2019.

10. <u>Adjournment</u>

The meeting adjourned at 9:00 p.m.

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Elaine Hayles, Chair, Advisory Committee on Equity

COMMITTEE OF THE WHOLE (PUBLIC)   **18 JUNE 2019**

Report No. 19-063

Learning Disabilities Specialized Intervention Program (LD SIP) Monitoring Results

Key Contact: Peter Symmonds, Superintendent of Learning Support Services, 613-596-8211 ext. 8254

PURPOSE:

1.   This report outlines the program monitoring results for the Learning Disabilities Specialized Intervention Program (LD SIP), in accordance with Memo No. 18-080, Learning Disabilities Specialized Intervention Program (LD SIP) Update. Additional information regarding implementation is also presented for discussion purposes.

CONTEXT:

2.   The LD SIP was initiated in September 2016 following Board approval of the recommendations in Report No. 16-036, Changes to the Program Structure of the Learning Disabilities Specialized Intensive Program (LD SIP).

The following structural changes to the LD SIP program were approved:

- The program shall be known as the Learning Disabilities Specialized Intervention Program (LD SIP) (Junior and/or Intermediate);
- The program delivery model be formalized as a half-day of specialized intensive program support for students for a one year duration; subject to consideration of individual student needs, and up to one additional year may be provided; and
- The program be offered to junior and/or intermediate aged students, as required, in a grade 5/6 (Junior) and grade 7/8 (Intermediate) configuration.

Criteria for LD SIP was developed using the expertise of a multi-disciplinary team and is reviewed annually. Broadly, the LD SIP specialized program class is designed to support students with at least average intellectual ability and evidence of cognitive strengths accompanied by evidence of significant learning difficulties

with regard to reading, written expression and/or mathematics based on evidence of the tiered approach to intervention, and where the student is expected to benefit from a specialized program class at that time.

The LD SIP focuses on intensive remediation and the development of compensatory strategies with the aim of maximizing student independence, academic achievement and well-being. Using curriculum as a vehicle, students:
- develop concepts, practice skills and strategies; and
- reflect on strategies in order to develop an understanding of themselves as learners.

Supports in the form of human and technical resources are provided to students to transition back to the regular program.

The LD SIP has several sites across the District each with a half time junior (grades 5 & 6) and intermediate (grades 7 & 8) class. Each class can accommodate up to 8 students and therefore 16 students per site (total of 112 student placements across the District). In alignment with the Geographic Model for specialized program class locations there is a LD SIP site in each of the five geographic zones with two sites in both the East and West zones. LD SIP sites for 2019-2020 and corresponding geographic zones are provided in the chart below.

LD SIP School Sites	Geographic Zones
Fallingbrook Community Elementary School	Far East
Queen Elizabeth Public School	East
Alta Vista Public School	East
Broadview Avenue Public School	West
D. Roy Kennedy Public School	West
Vimy Ridge Public School	South
Katimavik Elementary School	Far West

KEY CONSIDERATIONS:

3. **Program Monitoring Plan**
   In January 2016, a two-year program monitoring plan for the LD SIP was developed in consultation with the LD Steering Committee (see Appendix A). In Year 1 (2016-2017), several formative evaluation activities were undertaken to monitor student well-being and the impact of the LD SIP program on students, including i) academic skills through compensatory strategies; ii) acquisition of executive functioning skills; and iii) self-awareness and self-advocacy skills. This information was gathered via a parent survey and staff focus groups. Additional data was gathered through research collaboration with Dr. Maria Rogers at the University of Ottawa. Program monitoring in Year II (2017-2018) consisted of conducting structured interviews with students and gathering achievement data from non-standardized student assessments. The results from these qualitative and quantitative program monitoring activities are presented below.

4. Quantitative Program Monitoring Data

I. Student Assessment Results

A non-standardized version of the Wechsler Individual Achievement Test, 3rd Edition (WIAT-III) was administered to students between grades five and seven at the LD SIP sites. Students were provided with the necessary accommodations outlined in their Individualized Education Plans (IEP) including the use of assistive technology, extended time limits, and virtual and/or concrete manipulatives. The assessments were administered in April-May 2018, over three sessions for reading, writing and math in order to accommodate the learning styles of LD learners. Results showed that students' average percentile scores increased significantly from their initial entry into the LD SIP to the time of testing (see Figure 1, next page).

Figure 1: LD SIP Pre/Post WIAT-III Scores, 2018
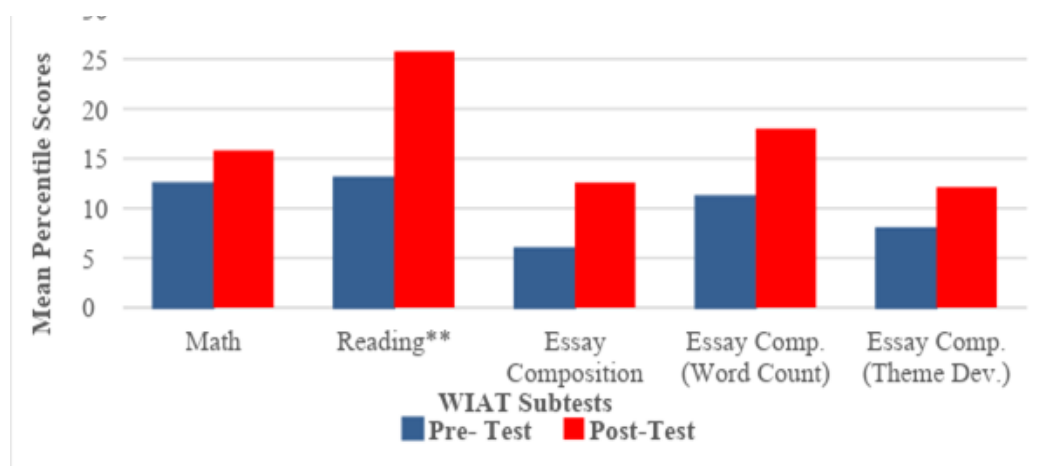
Highlights of the WIAT-III Testing Results:
- results showed an overall increase in pre and post test scores in each of the three different assessments of reading, writing and math;
- the reading assessment showed a statistically significant increase in percentile scores over time;
- the math assessment showed an average overall increase between pre-test and post-test scores as well; however, this difference was not statistically significant; and
- in writing, there were no statistically significant differences between the pre and post-tests in the essay composition; word count; or theme development subtests.

Results from the WIAT-III testing suggest that the LD SIP had an overall positive impact on academic achievement. However, caution should be exercised in interpreting these findings. Data was unavailable for several students on the pre-test (as it was not archived in historic electronic records), which may contribute to the lack of significant differences in certain subject areas. Also, the post-test was conducted using a modified, unstandardized version of the WIAT-III. Therefore, additional data should be collected before making any definitive claims about the efficacy of the LD SIP on academic achievement.

II. Parent/Guardian Survey

In the spring of 2017, an online survey was distributed to all parents/guardians of Ottawa-Carleton District School Board (OCDSB) students registered in the LD SIP program. The purpose of the survey was to assess parent/guardian perceptions about the impact of the LD SIP on their child in the following areas: i) wellbeing and overall satisfaction with school; ii) compensatory strategies for acquiring academic skills (reading, writing and/or math); iii) executive functioning skills; iv) understanding/use of assistive technology; and v) self-awareness and ability to self-advocate. Permission was also sought from parents/guardians to participate in a research study conducted in partnership with Dr. Maria Rogers at the University of Ottawa. In total, 25 parents/guardians responded to the survey, yielding a response rate of 20%.

Parent/Guardian Survey Highlights:
- the majority of parents/guardians reported seeing improvements in their child's reading and math skills (80% and 70%, respectively), and approximately half (47%) saw improvements in their child's writing (see Figure 2);
- nearly 2/3 of parents/guardians agreed that their child enjoyed attending school (67%), and/or were satisfied with the specialized class placement their child received (57%);
- approximately half of respondents agreed that their child's social skills; self-esteem and/or self-confidence towards school work improved;
- the majority of parents/guardians (42%) agreed that their child had a better understanding of their learning disability and/or of themselves as a learner;
- most respondents agreed that their child received adequate support in the specialized component of the LD SIP (58%), whereas 60% felt their child did not receive adequate support during the integration component; and
- approximately half of parents/guardians agreed that their child's IEP was effectively implemented in both the specialized class and/or the regular class components of the LD SIP.

Figure 2: LD SIP Parent Survey Improvement in Academic Skills
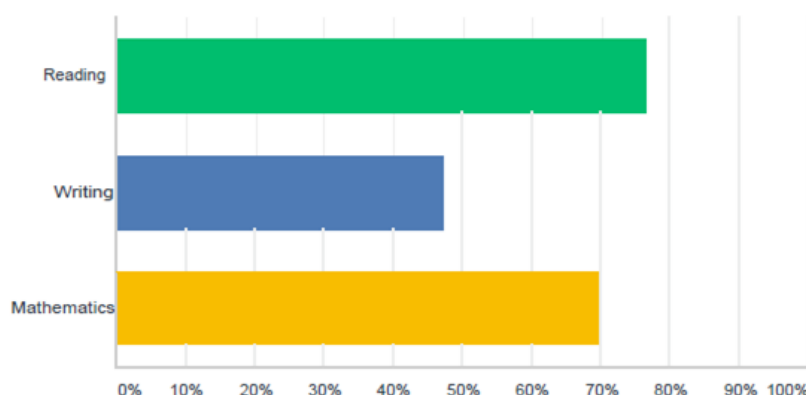
Results from the parent/guardian survey suggest generally that the LD SIP program had a positive impact on their child in terms of the program's goals. However, caution should be used when interpreting these findings as responses were required from more parents/guardians in order for the results to be reasonably representative of the population and/or to avoid biased results.

III. Assistive Technology Teacher Survey

In the spring of 2017, an assistive technology teacher survey was completed by 30 educators at LD SIP sites, including regular classroom teachers (i.e., integration teachers), LD SIP teachers, Learning Support Teachers (LST) and/or Learning Resource Teachers (LRT) and core French teachers. The majority of respondents taught in the regular program (English) and were fairly evenly distributed across the Junior and Intermediate panels. The purpose of the survey was to gather information about educators' experiences with assistive technology support for students in the LD SIP.

Assistive Technology Teacher Survey Highlights:
- the majority of teachers (77%) rated students' skills and understanding of assistive technology at least Level 3 (proficient) at their site (see Figure below);
- approximately 2/3 of teachers (i.e., 64%) agreed that their own skills and understanding of assistive technology were at least proficient; and
- several teachers indicated that they, or their LD SIP students, would benefit from additional assistive technology training in many areas.

Information from this survey was used to better understand and improve the assistive technology services being offered to all students with LD in the OCDSB. For example, anecdotal data from the survey suggests that assistive technology use can enable students with LD to better access the curriculum.

Please rate the LD SIP students at your site in terms of their general skill level and understanding of assistive technology:

30 responses
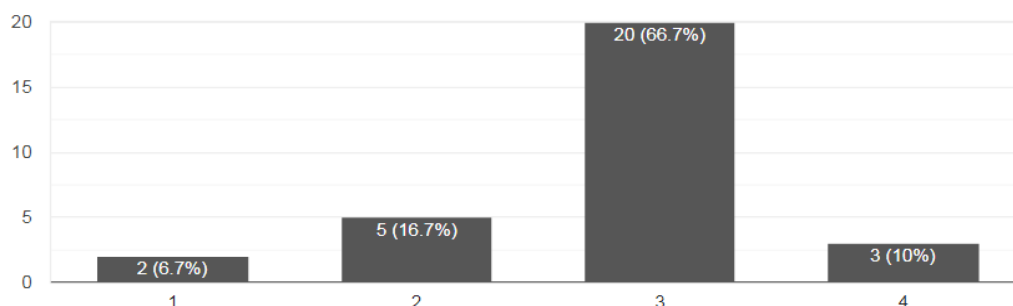
IV. University of Ottawa Research Collaboration

In 2017, teachers of 90 students in the OCDSB's LD SIP completed standardized rating scales measuring students social-emotional functioning at school, as well as their academic competencies (i.e., motivation, engagement and study skills). For most students, both the LD SIP teacher and the Integration teacher completed the battery of tests which asked teachers to rate their students in various areas including: i) self-regulation; ii) social competence; iii) empathy; iv) responsibility; v) teacher/student relationships; and vi) ADHD symptoms (i.e., inattention and/or hyperactivity/impulsivity). The purpose of the study was to describe the social-emotional functioning of students with LD and to compare the students' social-emotional functioning across two instructional contexts. Another major purpose was to compare LD SIP students' social-emotional functioning to established norms (i.e., students without special education needs).

Highlights from the University of Ottawa Study:
- the social-emotional and academic skills of students in the LD SIP were substantially below the norm in most areas;
- students were rated as displaying higher functioning in empathy, responsibility, and inattention in their specialized class component vs. the integration component of the LD SIP;
- students were also rated with higher levels of academic competency in the areas of motivation, engagement, and study skills in their specialized class component vs. the integration component of the LD SIP; and
- LD SIP teachers reported closer relationships with their students compared to integration teachers.

Implications from the University of Ottawa study suggest that integration teachers perceive the social-emotional needs of LD SIP students differently than specialized class teachers.
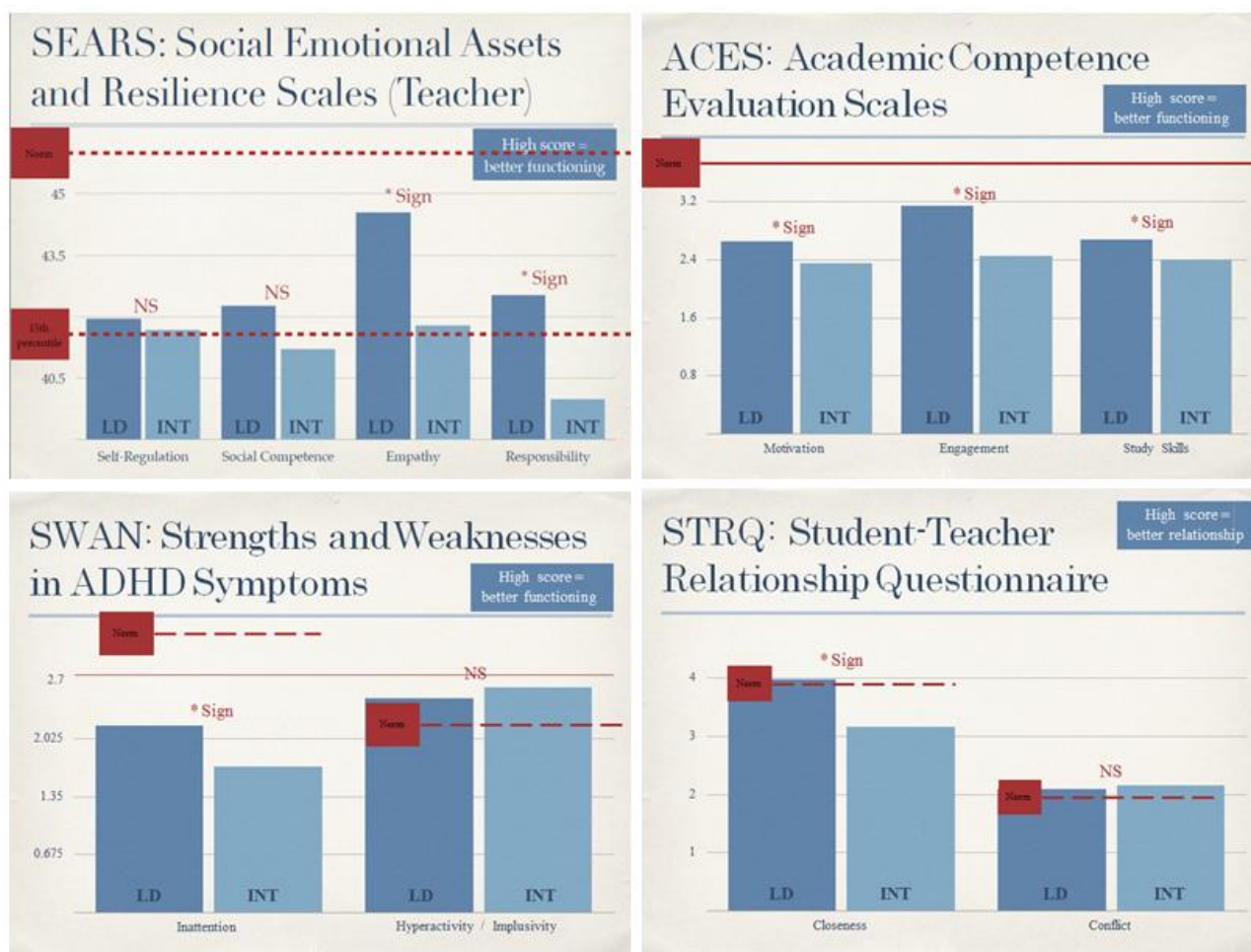
5. Qualitative Program Monitoring Data
   I. Student Interviews
   In the spring of 2018 several structured interviews were conducted with a small number of male and female students from both the junior and intermediate panels at all six LD SIP sites. The purpose of the interviews was to explore students' experience with the LD SIP program along several key areas of interest aligned with the program goals.

Main Themes from the Student Interviews:
LD SIP Class Experience
- smaller class size provided a calmer, less stressful environment where students had their own work-space, and where they were able to access supports such as sensory tools and/or assistive technology;
- students found it easier to ask for help in the LD SIP because of the slower instructional pace, less intense workload, and more in-depth instructions; and
- specialized program teachers checked-in more often with students providing them with individualized instruction and enabling them to complete their work in class, rather than assigning homework.

Integration Experience
- participants reported that the regular class was much larger, louder, busier and more crowded, making it challenging for students to stay focused at times. The class also operates at a faster pace and the work is more difficult, so it can be difficult for students to keep up;
- students must work more independently in the regular classroom; however, there is support if needed. Students learned to ask for help but they also expressed feeling self-conscious or embarrassed about help-seeking because they felt as though their peers were judging (i.e., stigma);
- participants reported that transitioning from the LD SIP to the regular class with their chromebooks and belongings was manageable when the class was close by; and
- students reported that they were able to interact and work with friends in the regular class, but sometimes they felt disconnected because they were not in the class full-time.

Use of Assistive Technology
- assistive technology was used regularly in the LD SIP for language, and for assignments in the regular class such as science, social studies, history and French;
- students reported using Google classroom, Read and Write (text-to-voice for reading, voice-to-text and word prediction or spell check for writing), Google Drive, Google Docs and Google Slides; and
- participants noted that the noise level in the regular class interfered with the voice-to-text technology and some students felt self-conscious using reading technology in front of their peers. Wearing headphones or working out in the hall was reported as helpful.

Executive Function, Awareness, and Self-advocacy
- students were able to use time in the LD SIP to complete assignments from the regular classroom;
- some students reported actively working on goal setting such as reviewing SMART goals for the month, which helped them stay organized and complete work on time. Other students stated that they developed effective systems to keep their lockers, binders, and computers organized;

- learning about their IEPs and developing self-advocacy cards has helped students understand how they learn and what helps them in their learning; and
- the skills they developed in the LD SIP were helping them in the regular class. For example, they learned to check in with the teacher when they did not understand a concept and to ask for what they needed.

II. Staff Focus Groups

In 2017-2018, several focus groups were conducted with various groups of the District's special education staff assigned to the LD SIP schools including: i) principals and vice-principals (1 group); ii) Learning Support Services staff (2 groups comprised of Psychologists, Speech Language Pathologists, Social Workers, Learning Support Consultants [LSC]; and Itinerant Teachers of Assistive Technology [ITAT]); iii) LD SIP teachers (1 group); and iv) LD SIP Integration Teachers including the Learning Resource Teachers (LRT) and/or Learning Support Teachers (LST) from each LD SIP site (2 groups).

Main Themes from the Staff Focus Groups:
Complexity of student needs requires acknowledgment
- LD SIP students have a variety of academic as well as social-emotional and behavioural needs; cognitive profiles varied considerably.

Need for increased definition and communication about program goals and how they are to be met within the classes, including:
- explicit programming for non-academic elements like executive function skills, self-advocacy skills, self-awareness and understanding of LD;
- specific resources to be used by all classes; and
- common assessment measures/checklists/criteria.
- Acceptance criteria/Exit criteria (whether students stay for 1 or 2 years); and
- Roles of LSS staff, LD SIP teachers, integration teachers, support teachers.

Additional time is required for professional collaboration.
- The increased demands and responsibilities that come with LD SIP class for LSS staff, LRTs, LSTs, integration teachers;
- Collaboration among LD SIP teachers and integration teachers and support teachers; and
- Collaboration between LSS professional staff and teachers, particularly at multi-disciplinary team meetings at LD SIP sites.

Additional instructional support is needed for students within the integration classes.
- LRT support for schools with LD SIP classes;
- Educational Assistant (EA) support for transitions and behaviour needs;
- In-school support for Core French teachers in effectively implementing differentiated instruction (e.g., LST support for programming and/or understanding IEP accommodations/modifications for LD SIP students); and
- Class sizes are very large when LD SIP students are integrated and non-core subjects can be challenging due to lack of structure, noise level.

Proactive timetabling and scheduling is important for making the program work and for building in collaboration times.

- LD SIP teacher role worked well when there were 2 half time teachers who worked half of the day in the LD SIP class and the other half in LRT role supporting students; and
- Need scheduled collaboration time with teaching partners.

6. **Implementation Activities**

Program Development
Following Board approval of the LD SIP model, a multidisciplinary committee of central LSS staff, school based educators and administrators was established to form goals and programming recommendations to prepare for the launch of the LD SIP.

During the first year of implementation (i.e., 2016-2017), significant release time was committed to bring LD SIP teams from each site to central: professional development; program planning; and program evaluation sessions. The LD SIP is supported by large team including the LD SIP teacher, LRT, LST, integration teachers, multidisciplinary and administrative teams; therefore, release time to support 7 to 9 team members from each site was provided. In addition to central activities, follow up release time was provided to each school team to support school based collaboration activities.

In year 2 (i.e., 2017-2018) and year 3 (i.e., 2018-2019) release activities have been restricted due to the challenges associated with the availability of replacement staff. Continued support to LD SIP teams has been provided through the LD Google Community, LSCs, ITATs and the multidisciplinary team assigned to each site. In addition, evaluation activities were structured to minimize the requirement for teacher release time.

Transition Supports
In order to facilitate successful transitions from the LD SIP to the receiving school the following activities were completed in each of the first two years of implementation:

- Updates to the Student Profile Summaries to reflect progress and strategies in the LD SIP;
- LSCs with responsibility for LD SIP attended IPRC meetings along with representatives from receiving schools;
- Students developed Self Advocacy Cards with support from members of multi-disciplinary teams;
- Creation of transition packages containing a copy of the most recent IEP, the updated Student Profile, and Self Advocacy card. These packages were delivered to a contact teacher at each receiving school; and
- LD SIP teachers and LSTs liaised with personnel at the receiving school to share information and arrange for the students to visit the receiving school.

Significant central LSS staff resources were required to support school teams with transition activities from the LD SIP to the receiving school.

Enrolment Trends
Given that the LD SIP is currently in its third year of implementation (2018-2019), there is insufficient data available for traditional trend analysis. LSS will continue to monitor enrolment trends going forward in order to carry-out this type of analysis.

Nevertheless, the following key patterns are beginning to emerge from the available data:

i) *Referrals* - The number of referrals to the LD SIP has increased from 31 in 2017-2018, to 66 in 2019-2020, representing an increase of 113%;

ii) *Placement Duration* - The LD SIP model was approved as a one-year placement, with up to one additional year subject to individual student needs. Enrollment information from 2017-2018, shows that there were a total of 74 students in the LD SIP. Of these, 59% of eligible students continued for a second year in the specialized program class. This year, 78% of 66 eligible students opted to remain in the LD SIP next year (i.e., 2019-2020); and

iii) *Secondary Pathways* - Secondary pathway analysis indicates that the majority of students exiting the LD SIP transition into either their community secondary school or a secondary LD specialized program class (see chart below). In 2017-2018, 64% of students graduating from eighth-grade transitioned to either a specialized LD secondary program placement, or to a placement in their community secondary school. Similarly, in 2018-2019, 63% of grade 8 students transitioned to either a specialized LD secondary program or placement in their community secondary school. Approximately 1/3 of grade 8 students exiting the LD SIP transitioned into adaptive sites both years.

LD SIP Transition Information by Year
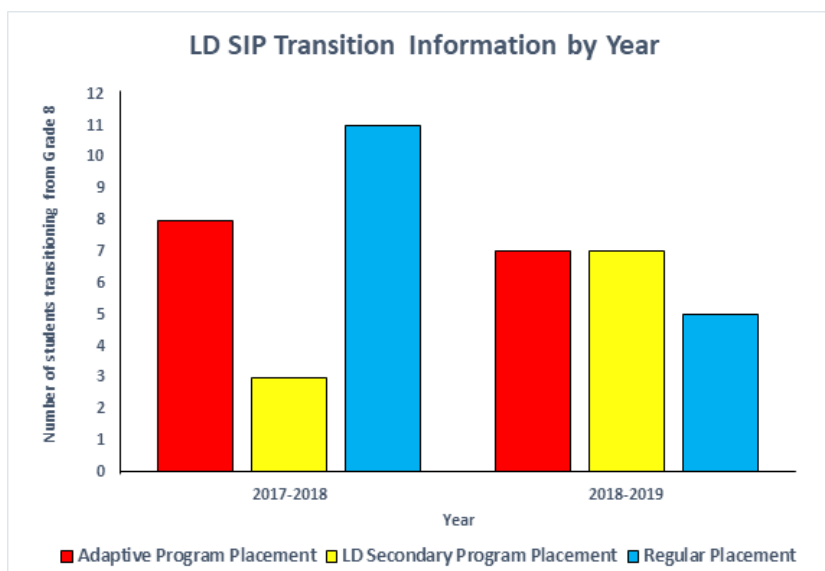
Staffing Implications

i) Supporting Integration - The LD SIP model is unique among specialized program classes at the OCDSB in that students spend approximately 50% of their day in a low ratio class environment and approximately 50% of their day integrated into regular classes. The model is designed to allow students to receive intensive supports and the acquisition of compensatory strategies in the low ratio environment and support to application of these skills in the regular class environment. LD SIP sites host both a junior (i.e., grade 5/6) and intermediate (i.e., grade 7/8) class with up to 8 students in each. Schools are allocated 1.0 LD SIP

teacher (plus preparation time) as well as an additional 0.5 LRT position to support LD SIP students in the integrated setting.

ii) Staffing Challenges - The model has led to specific staffing challenges to ensure appropriate class size in the regular junior and intermediate classes that LD SIP students integrate. Specifically, students in the LD SIP are counted as specialized program class students; however, they spend approximately 50% of their day in regular classrooms and are not included in the Average Daily Enrolment (ADE) numbers that generate regular class teachers at the school site. In some cases this had the effect of creating very large class sizes when the LD SIP students were integrated.

Collaboration between Human Resources, Planning, Finance and LSS have allowed for solutions to mitigate these challenges. Namely, contingency staffing to facilitate additional regular classes at LD SIP sites where integration of LD SIP students creates unreasonable class sizes has annually been included in academic staffing and accounted for in the staff recommended budget.   As required, staffing to create new regular junior or intermediate classes has been allocated following consultation between the LD SIP site principal and the HR staffing officer.

7. <u>Next Steps</u>

LSS will continue to monitor enrollment patterns in the LD SIP, including conducting traditional trend analysis when sufficient enrollment data becomes available in future. Other available sources of data such as the OSSLT, Grade 9 EQAO Math and/or secondary credit attainment could provide longitudinal achievement data for LD SIP students. These particular data sources would enable the District to track secondary academic outcomes, and yield more robust secondary pathway analyses for students leaving the LD SIP. Meanwhile, several other program monitoring options may also provide important information for program improvement and/or accountability purposes. For example, additional administrations of the modified WIAT-III assessment on a larger sample of students would provide valuable information regarding the impact of the LD SIP on academic achievement.

With respect to future professional development initiatives, based on the results of the program monitoring activities, support to integration teachers at LD SIP sites will be an area of priority. In addition, increased support through the ITAT team to focus on effective use of technology in the integration portion of LD SIP will be further targeted and evaluated. As well, review of the supports and human resources required to assist the educator teams receiving students returning from LD SIP will be an area of future development.

Feedback from school teams would indicate that additional resources, tools and guidelines are required to support students, parents and educator teams determine whether a second year in the LD SIP specialized program class is required. LSS staff will work collaboratively with school teams to develop guidelines that will be trialed during the 2019-2020 school year.

LSS will also continue to support the implementation of the Quality Program Indicators (QPI) Initiative. The QPI resource guide was designed to provide educators with a comprehensive overview of quality programming to meet the

specialized learning needs of students within both regular and specialized program classes.

8. <u>Summary</u>

The goal of the LD SIP is to provide a learning environment to target students' understanding of themselves as learners and compensatory skill development essential for ongoing academic growth. The design of the LD SIP service delivery model is intentional in meeting the stated goals.

Students spend part of the day in a low ratio class setting for intensive instructional time and for the introduction of compensatory strategies. The integration portion provides the opportunities for instruction in the regular class environment and supported practice of targeted compensatory strategies. Building skills, compensatory strategies and confidence through integration is crucial for student success upon return to the regular class environment and for access to the secondary pathway of their choosing. Through a gradual release of responsibility, students in the LD SIP learn to be increasingly independent while experiencing success.

The results of year 1 and year 2 of the LD SIP program monitoring plan indicate that students are making academic gains, acquiring compensatory strategies and developing metacognitive abilities. The integration portion of the model; however, is challenging for students and staff. To facilitate students' optimal learning, the program needs to have a component of explicit teaching as well as ample opportunities for generalization. Generalization of strategies is most successful when practiced in an authentic environment where challenges are anticipated. In order to enhance the opportunity for generalization during the integrated portion, continued professional development for staff is required to support the use of evidence-based instructional practices and interventions in the regular classroom environment.

RESOURCE IMPLICATIONS:

9. Program monitoring activities to date, have been completed using existing LSS department resources and by leveraging our partnership with Dr. Maria Rogers and the University of Ottawa.

COMMUNICATION/CONSULTATION ISSUES:

10. The program monitoring plan was developed in collaboration with the LD Review Steering Committee. The results of year 1 program monitoring activities were also previously shared with this committee along with an update of implementation activities. LD SIP implementation updates have been shared with Special Education Advisory Committee (SEAC) through the superintendent department update as well as through Memorandum No.18-080, Learning Disabilities Specialized Intervention Program (LD SIP) Update. A meeting with the LD Steering Committee will be convened to review the results of the Year 2 program monitoring plan.

STRATEGIC LINKS:

11. Program monitoring activities to support the implementation of the LD SIP directly aligns with the strategic objectives of learning, equity and well-being.

GUIDING QUESTIONS:

12. The following questions are provided to support the discussion of this item by the Committee:
     ● Will the next steps for continued program monitoring fulfill the information needs of the committee?
     ● Have the program monitoring activities to date adequately engaged relevant stakeholder groups (i.e., students, parents/guardians, staff)
     ● What factors should be considered in supporting student transitions from the LD SIP?

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

APPENDICES
Appendix A: LD SIP Program Monitoring Plan

Learning Disabilities

Specialized Intervention Program (LD-SIP)

Program Evaluation Plan

Learning Disabilities
Specialized Intervention Program (LD-SIP)
Program Evaluation Plan

I. Background

The Learning Disabilities Specialized Intervention Program (LD-SIP) was initiated in September 2016. This program was founded on several recommended changes to the service delivery model for students with LD, contained in OCDSB Report 15-157, *Review of Programs and Services for Students with Learning Disabilities in OCDSB Regular and Specialized Classroom Settings*[1]. Appendix I contains the draft program logic model for the LD SIP.

In addition to the recommendations pertaining to students with LD in the regular program, the following structural changes to the LD-SIP program itself were approved:

I.   *The program shall be known as the Learning Disabilities Specialized Intervention Program (LD SIP) (Junior and/or Intermediate);*

II.   *The program delivery model be formalized as a half-day of specialized intensive program support for students for a one year duration; subject to consideration of individual student needs, up to one additional year may be provided; and*

III. *The program be offered to junior and/or intermediate aged students, as required, in a grades 5/6 (Junior) and grades 7/8 (Intermediate) configuration.*

Although no formal public reporting commitments were made for the evaluation of the LD-SIP, Trustee discussion ensuing from Report 15-157 notes that:

"LD students who are placed in a regular classroom will be monitored on an ongoing basis to assess improvement, and mechanisms to obtain feedback from parents and students with respect to implementation of the Individual Education Plan (IEP) will be explored. In addition, anecdotal feedback from teachers and report card data will also be assessed to identify improvements." - COW Discussion January 2016.

Further, there is strong pedagogical and administrative justification for the Learning Support Services Department to monitor the implementation of the LD-SIP initiative during its early stages in order to assess factors influencing the program's effectiveness[2]. To that end, the following document outlines an evaluation plan for the LD-SIP.

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[1] For details see OCDSB Report 15-157, Committee of the Whole in January, 2016.
[2] Patton, M. Q., (1997). Utilization-focused evaluation (3rd Edition). Beverly Hills: Sage.

LD-SIP Program Evaluation Plan

II. Evaluation Design

Participatory Evaluation Approach

The LD-SIP evaluation plan was developed based on the participatory approach to evaluation[3]. For example, an evaluation project team composed of several key stakeholders, including those responsible for implementing the LD-SIP, was organized in order to plan and to carry out the evaluation. The project team met in October 2016 to discuss several issues related to the LD-SIP evaluation, including, the methodological procedures, evaluation resources, reporting requirements/information uses, and budgetary constraints associated with this evaluation project. Feedback from the LD SIP Steering Committee was also sought as part of this process.

Given that the LD-SIP program has been in place for less than 1 year, the team agreed that the evaluation plan should employ a sequential (phased) approach, spanning over two years. The first phase will begin in 2016-2017 with the implementation of several formative evaluation activities. Phase II will occur in 2017-2018, where more specific summative outcomes-based evaluation activities will be undertaken. In order to effectively address the information needs of the LD-SIP stakeholders, the team also recommends that the evaluation plan should employ a mixed model design, including both qualitative and quantitative data collection methods. Figure 1 below summarizes the LD SIP evaluation design.

Figure 1 LD-SIP Evaluation Design
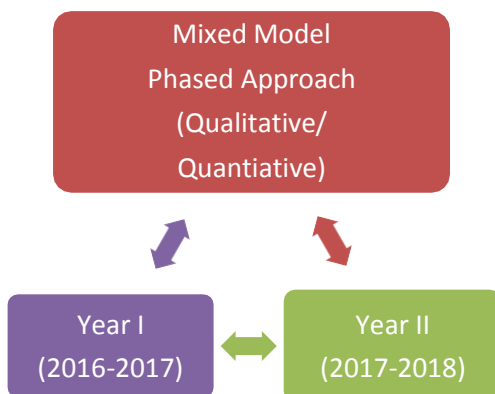
Formative/Summative Evaluation

A basic distinction in the field of program evaluation exists between formative and summative evaluation[4]. Whereas formative evaluation activities provide important insight into the barriers and facilitators to the program's success *during implementation*, summative evaluation activities are more appropriate for outcomes-based evaluation. As such, the project team has proposed several formative evaluation activities for Year I of the program (2016-2017), aimed at addressing information needs from different stakeholder

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[3]Cousins, J.B., & Earl, L. (1995). Participatory evaluation in education: Studies in evaluation use and organizational learning (p.159–180). London: Falmer.

[4]Alkin, M.C., (Ed.). (2004). Evaluation roots: Tracing theorists' views and influences. Thousand Oaks, CA, Sage.

LD-SIP Program Evaluation Plan

groups during program implementation (see Figure 1). Insight gathered from parents, students and teachers during program implementation will help to set the stage for more specific outcomes-based evaluation activities in Year II, when the program becomes well-bounded. These summative-type evaluation activities are being planned for 2017-2018.

III. Stakeholder Information Needs

Students/Parents

The project team has identified several information needs for Year I of the proposed LD-SIP evaluation. Information needs at the student and parent levels centre around examining the impact of the LD-SIP program on student wellbeing and overall happiness with school. For example, does the student enjoy being at school in the LD-SIP class? The impact of the new program structure on student outcomes will also be investigated, including: i) students' academic skills (reading, writing and/or math) through compensatory strategies; ii) acquisition of executive functioning skills; and iii) self-awareness and self-advocacy skills. A particular focus will also be on examining the impact of the integration component of the LD-SIP as well, such as the level of support students receive whilst in the regular classroom. Table 1 below summarizes the information needs identified for students, parents and staff.

Table 1: LD SIP Evaluation - Information Needs By Stakeholder Group

| Stakeholders	Information being sought
Students/Parents	Impact of program on students' wellbeing.
	Impact of program on students' compensatory strategies for acquiring academic skills (reading, writing and/or math).
	Impact of program on students' use of assistive technology.
	Impact of program on students' executive functioning skills.
	Impact of program on students' self-awareness and ability to self-advocate.
Program Staff (LD-SIP teachers; Integration teachers; LRTs; and/or administrators)	Effectiveness of the development/delivery of academic program.
	Development, implementation and use of assistive technology.
	Impact of program on students' executive functioning skills.
	Impact of program on students' awareness of LD and ability to self-advocate.
	Barriers/Facilitators to the implementation of LD-SIP.
	Impact of program on students' compensatory strategies for acquiring academic skills (reading, writing and/or math).

An online survey will be employed in order to obtain this information from parents, as well as to recruit participants for a series of student interviews. The student interviews will take place during regular school hours.

Program Staff

Information needs at the program staff level include several dimensions of program implementation from the perspective of LD-SIP teachers, as well as integration teachers and other school-based staff (e.g., Learning Resource Teachers; LSS professional staff; site administrators). For these particular stakeholders, the evaluation will examine several dimensions of development and/or delivery of academic programming through the use of focus groups. For example, do the student summary profiles help teachers plan and program for their students, and/or do teachers have adequate resources to program appropriately for their students? The impact of assistive technology will also be examined from a teacher perspective, such as the effectiveness of Google classroom's features and extensions. A major focus for program staff will also be on the facilitators and/or barriers to integration into the regular classroom. For example, do regular program teachers have the necessary professional training they require in order to program appropriately for these students?

Figure 2: LD SIP Implementation Evaluation Model
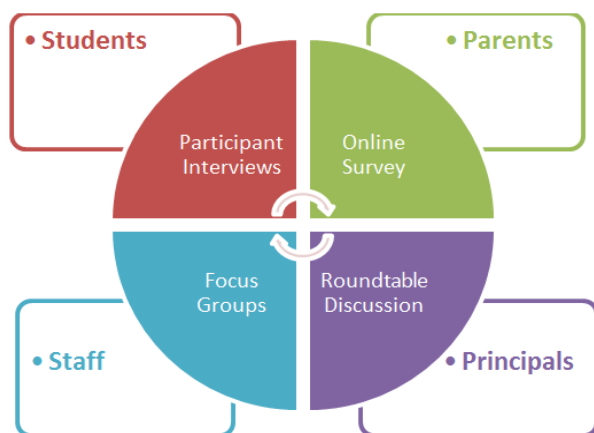
During roundtable discussions, LD SIP administrators (principals) will be asked about the facilitators and/or barriers to the implementation of LD-SIP at their site. Dimensions of interest from this stakeholder group include, but are not limited to: i) planning and implementing the LD-SIP classes at their particular school; ii) guidance and direction for both regular program and specialized program teachers; and iii) opportunities for collaboration/communication amongst LD-SIP teachers, integration teachers/LRTs, and administration. This level of analysis will provide important insight about program implementation from the administrator perspective.

IV. Summary of Formative Evaluation Activities (2016-2017)

As noted earlier, the LD-SIP evaluation plan involves a phased approach, sequential two-year design where Year I of the plan will focus on several unique formative evaluation activities. The plan includes an intensive evaluation strategy with multiple stakeholder groups (i.e., parents, educators, students), as well as multiple and simultaneous methods of data collection (i.e., parent survey, staff focus groups, roundtable meetings, and/or structured interviews). These activities are summarized in Figure 2. Taken together these activities will provide valuable information to the District in supporting the second year of implementation. The evaluation is scheduled to take place in Spring 2017.

Appendix I: DRAFT Program Logic Model for **Learning Disabilities Specialized I n t e r v e n t i o n Program (LD-SIP), OCDSB**

Inputs	Activities	Outputs	Outcomes	Outcome Indicators
FTE Teacher with Special Ed I & II qualifications Educational resources Assistive technology Speech-Language Pathologist consultation Psychologist consultation Social Worker consultation Learning Support Teacher consultation Specialized class setting Regular class setting	i) *Academic Programming:* MOE Learning Skills and Work Habits • Organizational skills • Communication skills • Social skills • Self-regulatory skills • Self-advocacy skills ii) *Assessment/Evaluation:* • Initial assessment for learning • Ongoing assessment for learning • Identification of additional issues iii) *Consultation/ Collaboration:* • Parents • Other school staff • Multi-disciplinary team • Community Agencies	Children in LD SIP receive ½ day instruction in a specialized classroom setting: • 1 individual profile of strengths and weaknesses for each child (IEP) reviewed by team; • meetings with parents throughout the school year (e.g., PT Interview); • 1 individual transition plan; • Additional consultation as necessary (Psychology, SLP, SW);	Personalized outcomes for program participants from start to end of academic year, and/or from admission to de-mission in LD-SIP program in the following areas: • literacy/numeracy skills • organizational skills • communication skills • social skills • anxiety management • anger management • self-advocacy	• Parent Surveys (post-intervention) • Rubric measures (i.e., provincial report card learning skills/habits) • Provincial assessment scores (i.e., EQAO) • Social-Emotional measures (e.g., SEARS)

MEMORANDUM

Memo No. 19-083

TO: Trustees
              Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
              Michael Carson, Chief Financial Officer

DATE: 18 June 2019

RE: Audit and Accountability Fund

Last week, staff received additional details from the Ministry of Education with respect to the recent announcement of an Audit and Accountability Fund. The attached email and documents outline the process and conditions to apply for financial supports.

The timelines for this initiative are extremely tight. The Board would be required to approve the application and submit it to the Ministry by 28 June 2019. The province intends to inform successful school boards by 12 July 2019 and reviews are to be completed by 31 October 2019.

These tight timelines and the related conditions for the funding would make it extremely difficult to allow the scope of work to be identified and integrated with the District's overall planning process. In addition, a project of this scope would require significant staff work at a time when the focus ought to be on the effective start-up of the school year. As a result staff is not recommending proceeding with such an application at this time.

If you have any questions, please contact Mike Carson, Chief Financial Officer at michael.carson@ocdsb.ca or at 613-596-8211 ext. 8881.

Attach.

cc   Senior Staff
       Manager Board Services
       Corporate Records

Follow-Up to the Audit and Accountability Fund Letter / Suivi de la lettre au sujet du fonds pour la vérification et la responsabilisation

1 message

Ministry of Education (EDU) <MinistryofEducation@ontario.ca>   Fri, May 31, 2019 at 4:10 PM
To: "Ministry of Education (EDU)" <MinistryofEducation@ontario.ca>

Dear Director of Education,

I am writing to inform you of the government's new initiative to support school boards in driving modernization and transformation that is essential to achieving fiscal sustainability. The government has established the *Audit and Accountability Fund* to provide school boards with funding to undertake independent line-by-line reviews of operations and service delivery with a goal of finding administrative efficiencies.

This new initiative provides up to ten school boards with the opportunity to receive funding to procure independent third-party reviewers to conduct a line-by-line review of expenditures to identify potential savings while maintaining vital front-line services. The intention of these reviews is to help school boards identify opportunities for increased cost effectiveness, cost efficiency and optimal resource allocation which may also assist school boards in addressing cost pressures.

I have attached the following documents to provide you with further information about this application-based funding:

- a program guideline which includes the eligibility criteria, funding details, anticipated scope of the review, application process, submission timelines and contact information;
- an application form; and
- questions and answers document.

The Ministry of Education expects to announce which school boards will receive financial support under the *Audit and Accountability Fund* by July 12, 2019. Please direct any questions as well as your interest in this program and completed application to Doreen Lamarche at Doreen.Lamarche@ontario.ca.

Along with the government, we expect school boards to take steps to become more efficient. I would encourage you to take advantage of this opportunity.

Sincerely,

Ottawa-Carleton District School Board Mail - Follow-Up to the Audit and Accountability Fund Letter / Suivi de la lettre au sujet du fonds ...

Page 268 of 275

Doreen Lamarche à Doreen.Lamarche@ontario.ca. Si vous avez des questions, veuillez également les lui adresser.

Nous nous attendons, tout comme le gouvernement, à ce que les conseils scolaires prennent des mesures pour devenir plus efficients. Je vous encourage à saisir cette occasion pour y arriver.

Veuillez agréer l'expression de mes sentiments les meilleurs.

La sous-ministre de l'Éducation,

Nancy Naylor

Pièces jointes

c. c. Surintendant des affaires

---

6 attachments

📄 **AAF - Application Form EN.pdf**
581K

📄 **AAF - Program Guidelines EN.pdf**
114K

📄 **AAF - Questions and Answers_EN.pdf**
85K

📄 **AAF - Questions and Answers_FR.pdf**
86K

📄 **AAF - Application Form_FR.pdf**
1061K

📄 **AAF - Program Guidelines_ FR.pdf**
112K

**Audit and Accountability Fund
Program Guidelines for District School Boards**

OVERVIEW

The government is taking a modernized approach to education reform by better utilizing technology, protecting front-line teachers and reprioritizing tax dollars to make the greatest impact in the classroom. To support this modernization effort, the government has recently established the *Audit and Accountability Fund* where school boards can apply for funding to undertake independent third-party line-by-line reviews of their operations and service delivery with a goal of finding administrative efficiencies.

Funding is available for up to ten school boards that apply by June 28, 2019.

The Ministry of Education is also receptive to receiving joint submissions from school boards.

The Ministry of Education expects to announce which school boards would receive financial support under the *Audit and Accountability Fund* by July 12, 2019.

The reviews must be completed no later than October 31, 2019 (extensions to this date may be considered depending on the scope of the review).

SCOPE

School board line-by-line reviews should focus on operating expenditures and resource allocation to maximize benefits or outcomes, from a value-for-money perspective.

This could include an in-depth review of all school board operations, like the one the Provincial Government initiated in July 2018. This type of review would have a clear definition of "program spending" and would examine all school board programs, including external (i.e., public-facing) programs and internal functions (i.e., related to program administration) to identify savings opportunities. Alternatively, the line-by-line review could focus on a subset of the school board's operations should there be specific areas of concern (e.g., back office operations review to identify opportunities for increased efficiencies or identified financial pressures).   Service delivery modernization or a review of core services is also in scope.

The following list includes specific scope limitations:
    1. The review must not result in involuntary front-line job losses;

2. The review must respect the moratorium on school closures;
3. The review must respect current central and local collective bargaining provisions;
4. The review should limit the introduction or increase of service fees to students and parents; and
5. The review should not include the existing school board trustee governance structure or executive compensation framework.

REVIEWERS / COMPETITIVE PROCUREMENT PROCESS

School boards must retain the services of independent third-party reviewers to conduct these reviews.   School boards should retain these services following the school board's competitive procurement policy as well as the recently issued directive to school boards from the Deputy Minister in March 2019 where a series of Interim Measures were put in place as part of the centralized procurement initiative.

According to these measures, school boards are expected to use an existing Vendor of Record (VOR) arrangement. There are two existing MGCS VORs that school boards can access: OSS-00515254 - Internal Audit Services (Expiry date: Oct 31, 2019); Tender 7434 - Management Consulting Services (Expiry date: June 15, 2022).

Should a VOR not used, then a Procurement Rationale Report Form must be submitted by the school board to EDUProcurementReporting@ontario.ca. It must also be submitted along with the application documentation.

ELIGIBILITY CRITERIA

The following criteria must be met to qualify for funding under the *Audit and Accountability Fund*:
1. Application must be received by June 28, 2019.
2. Proposal reflects types of reviews as noted in the scope section;
3. Proposal is supported by the Board of Trustees;
4. Work must be performed by an independent third-party reviewer compliant with the school board's competitive procurement policy;
5. Work must result in a report that identifies specific, actionable recommendations based on the analysis and findings that aim to maximize relevance, affordability, value-for-money, efficiency and effectiveness of programs while minimizing administrative costs;

6. The school board must agree to publish the final review report on the school board(s) website or, in the alternative, provide a copy to the Ministry of Education.
7. Proposal must be selected by the Minister of Education from the pool of applications.
8. Review must be completed by October 31, 2019 (unless specified otherwise).

FUNDING

Generally, a school board can expect to receive up to $150,000 to procure a line-by-line review. However, the minister may approve additional funding on a case-by-case basis based on the scope of the review, the proposed savings targets, and the size of the engagement, or for a group of school boards submitting joint applications.

School boards may submit applications for reviews that will cost more than the expected funding. However, funding under the program will be provided on a reimbursement basis up to the lesser of:
1. actual costs incurred, supported by invoices submitted to the ministry, and
2. the funding amount approved by the Minister.

School boards will be required to sign a transfer payment agreement to receive the funds. Once the school board selection is finalized, the transfer payment agreements will be sent to the participating boards.

APPLICATION PROCESS

The application process consists of a two-part email submission process as follows:

> *Part I:* School boards interested in applying should notify the ministry of their intent to apply by **June 14, 2019**.
> *Part II*: School boards must submit completed applications using the attached form by **June 28, 2019**.

Participating school boards must:
> a. submit no more than one application per school board;
> b. where multiple school boards prefer to make a joint submission, submit one application for the group of participating school boards;

Both the expression of interest and completed application forms must be submitted electronically to Doreen.Lamarche@ontario.ca.

IMPORTANT DATES

June 1, 2019	Application period opens
June 14, 2019	Deadline for school boards to indicate intention to participate
June 28, 2019	Deadline for school boards to submit completed applications
July 12, 2019	Notification to school boards of funding and review approvals
October 31, 2019	Deadline for completion of final report and public posting of the final report or submission to the ministry

CONTACT INFORMATION

School boards can direct Audit & Accountability Fund questions to
Doreen.Lamarche@ontario.ca or (416) 326-0999.

Audit and Accountability Fund
Questions and Answers for District School Boards

1. What is a line-by-line review?
A line-by-line review may analyze expenditures or programs, conduct selected jurisdictional benchmarking, and based on the data available, identify programs and operations for which efficiencies could be generated.

2. As our school board has never undergone a line-by-line review, how do we estimate the cost of the review in the application process?
School boards may consider costing information from other types of audits, reviews or consulting engagements previously procured by the school board. School boards may also decide to reach out to other school boards in their region or consulting firms to get costing information for these types of engagements that may have been procured in the past.

3. What are the new interim procurement measures?
These interim measures support opportunities for collaborative purchasing, while protecting continuity of business and services during the building of a centralized system. The measures also support the collection of data that is necessary for building the centralized system.

More information on the Interim Measures can be found here:
https://www.doingbusiness.mgs.gov.on.ca/mbs/psb/psb.nsf/Attachments/CP-BPS-QA-EN/$FILE/CP-BPS-QA-EN.html

4. Our school board has already initiated an external review that we plan on starting soon focused on modernizing and transforming the way our school board does business. Does this review qualify given that the Board of Trustees approval decision was made to prior to the announcement of the Audit and Accountability Fund?
If fieldwork has not yet commenced, school boards should apply for this program as they may still be eligible for funding.

5. Is three months enough time to plan, procure and complete a line-by-line review, including preparing a report?
The government is expediting these line-by-line reviews so that school boards will be able to implement the recommendations from these reviews on a timely basis. Previous line-by-line reviews have been completed in similar time frames, with one being

completed in approximately five weeks. Depending on the proposed scope of the review, an extension can be provided on a case by case basis.

6. Are joint submissions eligible for increased funding levels?

Joint submissions will be reviewed and considered as one submission. Depending on the scope of the review proposed, additional funding may be considered on a case-by-case basis.

7. If a school board is not able to procure services for less than $150,000, will the school board be able to opt-out of the review?

School boards have three options in this situation:
1) Cover any additional expenses from other board funds,
2) Reduce the scope of the review; or,
3) Request additional funding (additional funding from the Audit and Accountability fund will depend on the scope of the proposed review).

8. How is the ministry selecting school boards if more than 10 school boards apply?

The ministry will carefully examine each application with regards to the scope of the review and the potential savings opportunities. The ministry will also take into consideration joint submissions where savings opportunities can be identified for multiple school boards.

9. How will the Audit and Accountability Funding be provided and flowed to school boards?

School boards will be required to sign a transfer payment agreement to receive the funds. This funding will be provided to the school boards on a reimbursement basis. Boards will be required to submit invoices, detailing actual costs incurred, to the ministry before the funds are provided. As the ministry receives and reviews invoices, it will flow the funds to school boards through the existing transfer payment process. It is anticipated that the reimbursement of funds will have similar timelines to the length of the review.

Where the review is conducted on behalf of multiple school boards, the funds will flow to the lead school board coordinating this review.

10. Will school boards be required to implement all recommendations from the report?

School boards will have the flexibility in determining which recommendations it will be implementing. The goal is to achieve administrative efficiencies of up to four cents on every dollar spent.

11. Will school boards be supported with the administrative burden of preparing all required documentation for the line-by-line review? School boards are immersed in budget preparation and may have limited resources to support the line-by-line reviews.

The ministry is available to assist school boards by providing data available to the ministry that is relevant to the review. The ministry could also assist in reviewing the scope of the review. Unfortunately, no additional funding is available for this initiative beyond the announced funding for these reviews.