



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



**NOTICE OF MEETING**  
**Special Education Advisory Committee**  
**Wednesday, 12 September 2018**  
**Trustees' Committee Room**  
**7:00 pm**

**COMMITTEE MEMBERS**

**Trustee Members:**

Christine Boothby  
Trustee, Zone 2

Keith Penny  
Trustee, Zone 8

Anita Olsen Harper  
Trustee, Zone 5

**Member Association Representatives:**

Association for Bright Children of Ontario,  
Dragos Popa, Member

Down Syndrome Association,  
Mark Wylie, Member; Lisa Mills, Alternate

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

Easter Seals Ontario,  
(Vacant)

Autism Ontario, Ottawa Chapter,  
Katie Ralph, Alternate

Learning Disabilities Association of Ottawa-Carleton,  
Michael Bates, Member; Beth Doubt, Alternate

Ottawa-Carleton Assembly of School Councils,  
Dana Somayaji, Member; Donna Owen, Alternate

VOICE for deaf and hard of hearing children,  
Terry Warner, Member

**Community Representatives:**

Rob Kirwan

Tina Morden

Sonia Campbell-Nadon

**ASSOCIATION REPRESENTATIVES (NON-VOTING):**

Ottawa-Carleton Elementary Teachers' Federation,  
Susan Gardner, Member; Elizabeth Kettle, Alternate

Professional Student Services Personnel,  
Tom Bickford, Member; Courtney Fleming, Alternate

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

Council for Exceptional Children,  
Vacant

Ottawa-Carleton Elementary Operations  
Committee, Nancy Dlouhy

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

Student Senate, Anna Dahlgren

**STAFF:**

Peter Symmonds, Superintendent of Learning Support Services

**DISTRIBUTION:**

All Board Members

Senior Administration

Auditor

## **ABOUT SPECIAL EDUCATION ADVISORY COMMITTEE:**

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

## **SPECIAL EDUCATION ADVISORY COMMITTEE WEBSITE:**

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

## **ABOUT THE SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA:**

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

## **HOW TO APPEAR AS A DELEGATION:**

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



## SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, September 12, 2018, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

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1. Call to Order	
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- a. Appointment of representative

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- a. Appointment of representative

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- a. Appointment of representative

8.5 Committee of the Whole, Budget

- a. Appointment of representative

9. New Business

10. Adjournement



## **REPORT NO. 07 SPECIAL EDUCATION ADVISORY COMMITTEE**

TO: The Committee of the Whole (Public)

DATE: 06 June 2018

A meeting of the Special Education Advisory Committee was held this evening in the Trustees' Committee Room, 133 Greenbank Road, Ottawa, commencing at 7:01 p.m. with Rob Kirwan as chair and the following also in attendance:

**ASSOCIATION REPRESENTATIVES:** Dragos Popa, Association for Bright Children of Ontario; Mark Wylie, Down Syndrome Association; Katie Ralph (electronic communication), Autism Ontario; Dana Somayaji and Donna Owen (alternate), Ottawa-Carleton Assembly of School Councils (OCASC); Beth Doubt (alternate), Learning Disabilities Association of Ottawa-Carleton (LDAOC); Terry Warner, VOICE for deaf and hard of hearing children; and Ian Morris, Ontario Associations for Families of Children with Communication Disorders (OAFCCD).

**TRUSTEE MEMBERS:** Christine Boothby, Anita Olsen-Harper and Keith Penny.

**OTHER TRUSTEES:** Donna Blackburn, Chris Ellis and Lynn Scott.

**COMMUNITY REPRESENTATIVES:** Tina Morden and Sonia Campbell-Nadon.

**NON-VOTING REPRESENTATIVES:** Catherine Houlden, Ontario Secondary Teachers' Federation (Teachers); Tom Bickford, Professional Student Services Personnel; and Susan Gardner, Ottawa-Carleton Elementary Teachers' Federation.

**STAFF:** Olga Grigoriev, Superintendent of Learning Support Services; Susan MacDonald and Peter Symmonds, Superintendents of Instruction; Joan Oracheski, Manager, Research, Evaluation & Analytics Division (READ); Stacey Kay, Manager of Learning Support Services; Amy Hannah, System Principal of Learning Support Services; Jenny Dewan, System Vice-Principal of Learning Support Services; and Nicole Guthrie Board/Committee Coordinator.

### **1. Call to Order**

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

Trustee Blackburn advised that she would be recording the meeting.

## 2. Approval of Agenda

**Moved by Trustee Penny,  
 THAT the agenda be approved, as amended.**

**- Carried –**

## 3. Delegations

There were no delegations.

## 4. Members Information

The following information was provided by the members:

- Chair Kirwan thanked Superintendent Grigoriev for her hard work over the past four years as Superintendent and wished her success in her new post as Superintendent of Instruction;
- Superintendent Grigoriev expressed her thanks and noted that Superintendent Symmonds will assume the portfolio in September 2018;
- Chair Kirwan thanked Beth Doubt for her many years of commitment and dedication to SEAC;
- Students of Sir Guy Carleton Secondary School competed with 1000 athletes at the Special Olympics Ontario School Championships and won several medals;
- An open house will be held on 11 June 2018 at which District students will be graduating from the Algonquin College Kitchen Steward Certification program and a new session will begin;
- The Education Foundation of Ottawa (EFO) is not able to provide financial assistance to support the attendance of deaf and hard of hearing students at the summer program due to insufficient funding;
- LDAO-C will be offering its summer camps to assist students with learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD). The camps are important for these students to ensure they do not lose their skills over the summer holiday. An online donation program has been added to the LDAO-C website in an effort to help finance students who need additional funding to attend the program;
- The EFO will host the annual fundraising golf tournament at Cedarhill Golf Course on 20 June 2018; and
- The Ontario Public School Boards' Association (OPSBA) will lobby the Ontario Ministry of Education to acknowledge ADHD as a neurological disability and to implement training on the disorder for educators. OPSBA has voted to refer the matter to the Ministry's Advisory Council on Special Education.

### a. SEAC Response to Memo 18-031, Tiered Interventions

Chair Kirwan indicated that a copy of the response to Memo 18-031 was provided to the members for information (attached as Appendix A).

Moved by Beth Doubt,

THAT SEAC is committed to working with LSS Staff and the Board of Trustees in order to advance professional development specifically targeted at tiered intervention and differentiated instruction.

Ms. Houlden disagreed with the motion. She advised that most teachers have a solid understanding of tiered interventions; however, some parents do not and that the District should focus on educating parents. She noted that the goal of tiered intervention is for a student to be provided with the tools and skills necessary to remain in the regular classroom. It is not a teacher's goal to have students move into specialized classes. She suggested that the District would benefit more from additional Educational Assistants (EAs) rather than additional professional development (PD).

Ms. Doubt commented that the motion is not prescriptive in how the PD would occur and noted that it may not be costly. She noted that many parents have expressed concern about issues regarding tiered interventions in the regular classroom.

In response to a query from Trustee Boothby regarding PD for tiered interventions, Superintendent Grigoriev noted PD is provided to teachers and educators in a variety of ways. Teachers and educators learn strategies and interventions that can be tailored and used in their classrooms. Learning Support Services (LSS) continue to provide small group learning sessions to support classroom teachers with their learning needs for all spectrums. LSS has created learning forums on students with Learning Disabilities (LD), Giftedness, and Autism where teachers can collaborate and ask for direct assistance from Learning Support Teachers (LSTs) for alternate tiered intervention strategies. The impact of the strategies and the monitoring will vary from student to student within the Individual Education Plan (IEP). PD was provided to principals and teachers to support IEP writing within the new IEP online system.

Superintendent Grigoriev advised that the multidisciplinary team examines students' strengths and needs and develops a plan to address those needs, often through tiered interventions. The multidisciplinary team monitors the effectiveness of the strategies used and if they are not effective other strategies are recommended. LSS have regular department meetings where discipline experts versed in current research share best practices and strategies for a variety of needs. The multidisciplinary team, in turn, works with classroom teachers to help implement the strategies to support students.

Trustee Penny submitted that while he understands how the District monitors and evaluates the effectiveness of interventions on an individual basis he queried how the same is done at the system level. Superintendent Grigoriev noted that some interventions would be captured within the Education Quality and Accountability Office (EQAO) data. If a student has an IEP it is recorded within the EQAO data. Any accommodations used by the student would be

tracked within the IEP. The Research, Evaluation & Analytics Division (READ) could use the data to track the progress of students who have assistive technology.

Manager Orcheski noted that within large program reviews the READ team undertakes analysis at the request of the Board, within a particular exceptionality. She noted that at present READ does not have the capacity to report on that kind of specific data at the system level beyond that which is already undertaken within the Annual Student Achievement Report (ASAR). The READ team works with principals, vice-principals and school teams directly to review their strategies and interventions. Schools have been using marker students to monitor the overall success of particular strategies and interventions. The school learning plans identify specific areas of need within the school and using information gathered from the marker students can assess the success of interventions.

Superintendent Grigoriev advised that the challenge of data collection and analysis stems from the individualized nature of the IEP. The curriculum implementation within the classroom differs from student to student based on their needs.

Trustee Penny expressed the view that parents are seeking assurance that the interventions and initiatives undertaken by the teachers are effective. He noted that in other fields there is often a measure to determine if the new method is effective, satisfactory or ineffective. He suggested that the measures are important and queried whether or not anything could be done to collect the information. Superintendent Grigoriev noted that it would be difficult to collect standardized data owing to the individual nature of the interventions.

Vice-Principal Dewan commented that the specific data and information is available within the IEP, but noted that learning happens at a different rate for each student and interventions that work for some may not work for all.

Ms. Gardner sought further clarification on the intent of the motion and the memorandum. She commented that within an individual student's IEP, the information on the strategies and interventions is clear as are the results within the report card. Parents can request this information from their child's teacher at any time. Finding the data for a system-wide analysis is a large undertaking. She noted that a conversation/discussion should happen with the school if parents are dissatisfied with their child's response to interventions.

Ms. Doubt expressed the view that the memorandum and motion are in response to queries regularly made by families to respective organizations. The associations often hear from parents for whom the present system is not working and they require a better understanding of tiered intervention regarding its application and rate of success.

**Moved by Beth Doubt,**

**THAT SEAC is committed to working with LSS Staff and the Board of Trustees in order to advance professional development specifically targeted at tiered intervention and differentiated instruction.**

**-Carried-**

b. Information on Director Search

Chair Kirwan advised that the District is undertaking a search for a new Director of Education. Dr. Jennifer Adams will be retiring, effective December 31, 2018. The District has retained Boyden, a global executive search firm, to assist the Board. Over the coming months, the Board will undertake a comprehensive recruitment process. The Board hopes to make a decision by the start of October in order to have a new Director in place for January 1, 2019. Chair Kirwan advised that he has been asked to provide input from SEAC.

Trustee Penny urged members to provide Chair Kirwan with their input promptly. He added that the District's website also has a link to the questions related to the Director search and the deadline for completing the online survey is 13 June 2018.

c. We Are You "Moments" Video

Chair Kirwan noted that Jean Trant provided a video for the committee which depicted the day-to-day moments experienced by early childhood educators (ECEs) and EAs. The video summarized the important role they play in the education and support of special needs students.

d. Appointment of Vice-Chair of SEAC

Chair Kirwan noted that Ian Morris will be stepping down as the Vice-Chair of SEAC leaving the post vacant. Chair Kirwan reviewed the election rules for the appointment of vice-chair.

Rob Kirwan nominated Dana Somayaji.

**Moved by Beth Doubt,**

**THAT the nominations be closed.**

**- Carried –**

Dana Somayaji was acclaimed as the Vice-Chair of SEAC.

5. Department Update

Superintendent Grigoriev noted that the Gifted Advisory Group will meet on 11 June 2018.

Manager Kay provided an update on Ontario's Special Needs Strategy.

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

- A pilot project for Coordinated Service Planning (CSP) will begin in September 2018. The CSP is designed for families and children with complex special needs to improve service experiences by connecting families to multiple, cross-sectoral services. The Children's Hospital of Eastern Ontario – Ottawa Children's Treatment Centre (CHEO-OCTC) is the District's CSP agency;
- Through the CSP a family will be assigned a Service Planning Coordinator (SPC) to help establish goals and a family vision. The SPC connects with the professionals who work with the child, including District staff, to create a single plan of care. The SPC brings the child's team together to determine how each provider can help support the child. The SPC follows up with each professional to ensure the goals are being met;
- Kari Milks, Learning Support Consultant for the Development Disability Program, will be the District's liaison or school board champion. She will educate school principals and school teams about CSP and how to contact/refer students to the CSP;
- In response to a query from Mr. Wylie, Manager Kay noted that children who would benefit from CSP present with multiple and/or complex special needs. Families with children/youth with special needs often find it difficult to navigate multiple services for care. Typically families are receiving services from multiple agencies but having to deal with the coordination themselves. The SPC will work closely with the family to alleviate this burden and bring the school team and other required agencies together to support the student in achieving family goals;
- The province is applying an "any door is the right door" approach to referrals. Referrals can be made by a family doctor, school staff, including the multi-disciplinary team or the family itself;
- In response to a query from Mr. Bickford, Manager Kay noted that the CSP and school board champion will be involved with the school team and will be full partners in the work on the plan for the child. The goal of the CSP is to provide wrap-around care;
- The CSP can be in place from kindergarten until the end of secondary school completion and/or the age of 21. Transition planning is an important part of the CSP and includes transitions to high school as well as post-secondary;
- Chair Kirwan commented that he was pleased to hear that support will be ongoing to the age of 21 and the CSP is aware of and assisting in transitioning. He queried whether or not there was coordination with Developmental Services Ontario (DSO) and the Ministry of Community and Social Services as many parents are concerned about continuity of service as their child reaches the age of 21. Manager Kay noted that Ontario's Ministry of Child and Youth Services is the lead for the coordination of the Special Needs Strategy (SNS) which includes CSP and DSO; and
- Manager Kay noted that an update on the SNS will be provided in September 2018.

## 6. Review of Special Education Advisory Committee Reports

### a. Report 6, 9 May 2018

Moved by Trustee Boothby,  
 THAT Special Education Advisory Committee Report 06, dated 9 May 2018, be received.

The Committee requested the following corrections to Report 6:

- Remove ITP from the last sentence on folio 9;
- Dragos Popa should be added to association representatives in attendance;
- Folio 6 bullet 7 should be revised to read “Mr. Bickford queried whether or not the IEAC needed more non-voting members to provide support”
- Folio 6 bullet 9 should be revised to include the following “Ms. Granum suggested that the teachers federations be included as non-voting members to provide input and ensure broader opportunities for learning and the sharing of information”. This comment should also be forwarded to Superintendent Baker for inclusion in the consultation report; and
- Folio 6 bullet 5 should be revised to read “Ms. Campbell Nadon, self-identified Iroquois, French and Malecite, shared her excitement for the formation of the IEAC”.

**Moved by Trustee Boothby,  
 THAT Special Education Advisory Committee Report 06, dated  
 9 May 2018, be received, as amended.**

**- Carried –**

### b. Review of Long Range Agenda

Mr. Warner requested that item 9 be moved to the Motion/Action Tracking report identifying System-Principal Hannah as the action agent.

### c. Motion/Action Tracking Report, Business Arising

Mr. Popa requested an update on whether or not the first items on the action tracker can be removed. Staff noted that some of the issues are ongoing for example strategies for teaching students with dyscalculia. Mr. Bates should determine whether or not the item can be removed.

Ms. Somayaji noted that the archive link on the District’s website SEAC page to the past agendas/minutes is broken.

Chair Kirwan advised that item number 8 can be marked as completed.

Superintendent Grigoriev noted that item 2 reflects the collaborative work LSS does with the team at Curriculum Services and Business & Learning Technology and that regular updates could be provided on this work.

## 7. Memo 18-078, 2016-2017 Student Suspensions

Your Committee had before it Memo 18-078, 2016-2017 Student Suspensions discussing the 2016-2017 student suspension.

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

- A variety of prevention and intervention strategies are used throughout the District to promote an inclusive, safe and caring environment for student learning;
- Principals and vice-principals participated in three half days of professional learning to promote positive student behavior. Topics included progressive discipline, student suspension and expulsion, strategies to promote self-regulation, and collaborative problem solving;
- Schools use a progressive discipline approach to promote positive student behaviour, but on some occasions student behaviour is unacceptable or unsafe and a suspension or expulsion may be warranted;
- The Ministry of Education collects the suspension data through the 30 June Ontario School Information System (OnSIS) report. There is a delay of approximately 2 years in the release of data and the most recent information available from the Ministry is from the 2015-2016 school year;
- The District's overall student suspension rate of 2.43 percent is lower than the provincial rate of 2.56 percent;
- The District has calculated the suspension rate for the 2016-2017 school year at 2.79 percent which is slightly higher than the previous year but do not have the provincial data to compare trends;
- The memo also includes a suspension summary for the five identified groups of students that are currently tracked in the District;
- Figure 1 on folio 17 depicts the overlap across each of the identified groups for females and males overlap in groups of students. The figure highlights that suspensions are disproportionately issued to boys, English language learners, students who have self-identified indigenous, students residing in lower-income neighborhoods and students with special education needs. The overlap across the groups is considerable, ranging from approximately 50 percent for students residing in lower-income neighborhoods to 77 percent for English language learners;
- Figure 2 on folio 18 depicts the student suspension rates by gender and grade, with ratios of boys to girls ranging from 2:1 in Year 1 kindergarten to nearly 9:1 in grade 6;
- Figure 3 on folio 20 provides a historical overview of student suspension rates by exceptionality. A downward trend has been observed over the past several years, but modestly higher rates were observed for students with a learning disability and those with a mild intellectual disability;

- Figure 4 on folio 21 shows the locations in which the infractions occurred and the infraction type. The figure provides a visual understanding of how and where the two intersect. Conduct of a physical nature tends to occur on school grounds whereas conduct of a moral nature is more typical in the classroom and hallways;
- Single-day suspensions comprise the majority of suspensions issued to students;
- The Parent School Climate Survey closed on 11 May 2018. The District and school-level results will be available in the summer of 2018;
- Mr. Bickford commented on the suspension summary by identified groups noting that low socio-economic status represents half of those suspended. Manager Oracheski noted that the District has not done any further analysis of the trend. The District will be undertaking the collection of identity-based data as a result of the provincially mandated Education Equity Action Plan and is preparing for the associated new categories, standard, guideline and practice for reporting the information, but no further analysis has been completed beyond the brief analysis on the identified groups;
- Mr. Wylie queried whether or not there was a method to report on the safety aspect within the suspension rate. Staff noted that within OnSIS there are specific codes and the District has established several of its own codes to track infraction type. The Principal of Inclusive, Safe and Caring Programs works with principals to inform them of the codes and their application;
- In response to a query from Mr. Morris, Superintendent MacDonald noted that she could not speculate on the cause for the shift from secondary to elementary. She expressed the view that the introduction of full-day kindergarten may be a factor as it is a province-trend, but the District cannot conclude a definitive cause. She added that a significant amount of PD has been provided for principals and teachers on progressive disciplines and collaborative problem solving which may have led to the reduction. Staff speculated any number of theories on the shift citing attachment theory and technology as two possible examples;
- In response to a query from Ms. Doubt regarding the behaviour exceptionality, staff noted that these students are not synonymous with one exceptionality or another;
- Ms. Doubt noted that the number of student suspensions for LD students as well as other exceptionalities has diminished overtime whereas the suspensions within the IEP only panel have increased. Ms. Doubt expressed the view that behavior infractions are often a sign that a child's needs are not being met. She queried the District's effort to ensure suspension rates in all exceptionalities are reduced. Staff advised that understanding the child's needs, strengths and gaps help to reduce misunderstanding. Principals and teachers at the school have employed strategies to reach students when they are in the classroom, however many incidents occur in unstructured areas;
- Ms. Doubt expressed concern that the section J data shows that an increasingly smaller number of students are being identified as LD and suspected many of these students have been placed in the IEP only category.

Ms. Doubt indicated that LDAO-C is interested in understanding how many students with LD and ADHD fall within the IEP only panel;

- Ms. Doubt expressed concern over the increase in suspensions of students in the IEP only panel and queried how the issue would be addressed;
- Superintendent Grigoriev noted that the strategies employed by the school are intended for all students. Teachers and administrators look to the root cause of the behavior and implement strategies to avoid triggers. The best approach to reducing suspensions is understanding the student's needs regardless of the exceptionality;
- Ms. Doubt expressed the view that understanding the student is the primary reason SEAC feels that PD for teachers on tiered interventions is important;
- Ms. Gardner commented that a lot of problems stem from a lack of funding and human resources within the classroom. She noted that without access to EAs, the students are not getting the assistance they require;
- Trustee Olsen-Harper thanked staff for the inclusion of First Nation, Metis and Inuit data in the suspension summary on folio 16. Staff noted that the summary outlines the number of students who received at least one suspension as well as the total number of suspensions issued. Some students may have received multiple suspensions but are only counted once within students suspended;
- Trustee Boothby expressed concern at the disparity in the number of suspensions by gender at the senior kindergarten level;
- Trustee Boothby indicated that she would like to see the information from table 3 on folio 22 presented in a trend line. She expressed the view that it would be interesting to know if the District is experiencing more suspensions per student or more suspensions overall. She requested that next year's report contain data from the previous 2 years;
- In response to a query from Trustee Boothby regarding the report on exclusions, staff noted that the memorandum on exclusions is separate and was presented to SEAC in November 2017. Committee members agreed they would prefer to review both the suspension data and exclusions on the same agenda;
- Mr. Popa queried the possibility of bias in the decision to suspend for ESL, FNMI and low SES students and whether or not the District has a plan to lower the overall number of suspension for the five identified groups. Superintendent MacDonald advised that the goal of the District is to reduce the number of suspensions overall. She noted that examples of the strategies used by the District to prevent suspensions are outlined on folio 14. The District cannot explain with certainty why some groups are over-represented. It is a far bigger research effort than the District has the capacity to undertake. The overlaps not exclusive to the District, the ratios across the province are similar. It is not an unusual finding. The work of the Board on issues of equity and poverty will help address the issue;
- Superintendent MacDonald noted that there is a possibility of bias related to the issuing of suspensions. The District has focused on the issue of bias in its PD for principals.

- Vice-Principal Dewan noted that District principals do often review extenuating circumstances when dealing with suspensions;
- Ms. Campbell-Nadon suggested that the District utilize the new Indigenous Education Advisory Committee (IEAC) to help keep indigenous students in the school and prevent suspensions. Superintendent MacDonald noted that in advance of the IEAC, Jody Alexander System Vice Principal of Indigenous Education has been working on this issue and establishing protocols; and
- Mr. Morris commented that the goals to improve academic outcomes and lower suspension rates require a variety of solutions. Human resources in the classroom are a factor as well as PD and teacher toolkits. He noted the high number of IEP only students and the frequency of infractions within the regular classroom for these students.

\* \* \*

Following a break at 9:36 pm the meeting was reconvened at 9:46 pm.

\* \* \*

## 8. Report 18-073, Special Education Plan

Your committee had before it Report 18-073, Special Education Plan, seeking the approval of the plan. Chair Kirwan noted that over the course of the 2017-2018 school year, SEAC has reviewed and provided input into all of the standards that comprise the plan.

Moved by Mark Wylie,

THAT the Special Education Plan attached as Appendix A to Report No. 18-073 be approved.

During discussion of the report, the following points were noted:

- Staff have consulted with legal counsel and has reconciled the legislative authority and responsibility of the special education plan to ensure that the District is in compliance with all legislation and Ministry of Education expectations;
- The District must also submit a report on the delivery of special education programs and services to the Ministry of Education every two years. The next reporting period is 2018;
- In 2018 the District moved to a new IEP Online (IOL) platform and many forms and key information throughout the special education plan were updated to align with this new information;
- Many of the recommendations made by SEAC have been incorporated but opportunities exist to build on the work. Staff will continue to work on simplifying the language for parents and increase opportunities for parents and community members to provide input;
- The special education plan is intended to be an online document and the plan will be available on the District's;
- Ms. Morden noted an error in her email address;

- Ms. Houlden queried the rationale for denoting members and alternates and expressed the view that the document be consistent; and
- Trustee Boothby expressed the view that an index with page numbering would be helpful.

**Moved by Mark Wylie,**

**THAT the Special Education Plan attached as Appendix A to Report No. 18-073 be approved.**

**-Carried-**

**9. Report 18-067, Update of the Secondary Gifted Specialized Program Class Transition to the Geographic Model**

Your committee had before it Report 18-067, Update on the Secondary Gifted Specialized Class Transition to the Geographic Model. The report outlines the staff response to concerns raised at the COW meeting 17 April 2018 following the presentation of Report 18-041, Secondary Gifted Specialized Program Class Transition to the Geographic Model and identifies next steps. The uncertainty of the impact of the new International Baccalaureate (IB) Program at Merivale High School, the impending Alta Vista/Hunt Club Review and enrolment pressures at Lisgar Collegiate Institute have led to the determination that no significant changes to the secondary gifted specialized program class will occur at this time.

Staff noted that the continued low enrolment in the secondary gifted specialized program class at Merivale High School does not allow for a viable program and staff will proceed with the phasing-out of the secondary gifted specialized program class at Merivale HS beginning in September 2019. Current gifted students at Merivale will have the ability to finish their secondary program at Merivale HS if desired. The Merivale gifted specialized program class would, therefore, be fully phased out by June 2022.

Ms. Somayaji queried whether or not students beginning the program in 2018-2019 were offered the opportunity to transfer to another high school with a Gifted Specialized Program. Staff noted that the 2018-2019 enrolment was required to sustain the current program and therefore students were not provided with alternative options.

**10. Memo 18-080, Learning Disabilities Specialized Intervention Program (LD SIP) Update**

Your committee had before it Memo-18-080, Learning Disabilities Specialized Intervention Program (LD SIP) Update. The memo provides information on the current status of the LD SIP program.

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

- The LD SIP 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 who have not responded to targeted interventions;
- School teams submit student referrals for the LD SIP in close collaboration with families;
  - LD SIP is designed for a one year duration; subject to consideration of individual student needs, up to one additional year may be provided;
  - The program is unique to the District and at the outset there was concern with staffing the program. The District has relied on the expertise in Human Resources to ensure the needs of the students can be accommodated and ensuring the regular class the student returns to is a reasonable size;
  - Data and trends have been gathered on the program over the past two years and a monitoring report is planned for the Fall of 2018 providing additional information on the areas of implementation;
  - In response to a query from Ms. Doubt regarding the output of the LD SIP steering committee, staff noted that a summary of the work of both Steve Mackinnon and Dr. Maria Rogers will be incorporated in the report that will be available in the fall of 2018;
  - Ms. Doubt speaking on behalf of Michael Bates commented that many LDAO-C parents are not happy with the results. LDAO-C, while supportive of the program, was hoping to see better results;
  - Superintendent Grigoriev noted that the LD SIP model has been confirmed to be in line with the direction of Learning Disabilities Association of Ontario and that specific concerns regarding LD SIP from the Ottawa-Carleton chapter which differ from the provincial body would be appreciated;
  - Some parents have requested a third year and LSS is working with the families and school teams to determine whether or not they will be permitted to continue, but it is too early to comment;
  - Manager Kay noted that the year two research will be completed by the end of the 2017-2018 school year and Steve Mackinnon and Dr. Maria Roger's University of Ottawa team will be analyzing the results over the summer and will present the findings in a report to the LD Steering Committee in the early fall of 2018. The same report will also be provided to SEAC and the Board;
  - In response to a query from Ms. Campbell-Nadon regarding support in the regular classroom, Manager Kay noted that LSS is proud of the work on transitions. The central educators have developed specific transition plans for students and work closely with the current and receiving team to support each student;
  - LSS staff works closely with the itinerant teachers of assistive technology to ensure that the skills acquired and practiced within LD SIP move into the regular classroom. LSS has received positive feedback on the transition documentation;
  - Ms. Campbell-Nadon expressed concern that the learning would be lost without continuous follow-up. Staff advised that the follow-up with each student depends on the presenting needs of the student;
  - Ms. Doubt commended the work of the LSS team and Janet Manhire on the initiative but noted that the results must support the effort;

- In response to a query from Trustee Boothby regarding the percentage of students new to the LD SIP, Manager Kay noted that LD SIP serves students in grades 5, 6, 7 and 8 and in the 2017-2018 school year there were new students in all four grades. The intake year tends to be grade 5 and grade 7. There are few LDP participants remaining and as of the 2018-2019 school year there will be an LD SIP exclusive cohort;
- For the 2018-2019 school year there were approximately 48 new referrals to LD SIP and the majority of those students were placed. The review committee continues to evaluate referrals as they are made; and
- In response to a query regarding the use of the word remediation, Manager Kay noted that remediation is the appropriate term. Remediation attempts to eliminate specific effects of a disability. Student's learning challenges must be addressed and compensated for. The work within LD SIP is a balance of remediation and compensation.

#### 11. Memo 18-088, 2018-2019 Specialized Program Class Locations June Update

Your committee had before it Memo-18-088, 2018-2019 Specialized Program Class Locations June Update. The memo provides information on the changes to specialized program classes required to meet presenting student needs.

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

- Two additional Behaviour Intervention Program (BIP) classes have been located at Canterbury High School and Hillcrest High School;
- The focus of the BIP is on interventions to help students be successful in the regular classroom;
- An additional Primary Special Needs (PSN) class was added at Queen Mary Street Public School;
- In response to a query from Trustee Boothby regarding BIP classes at Canterbury HS and Hillcrest HS, Superintendent Grigoriev noted that the administrators of both schools are aware of the impact of transitions on students and have indicated they would provide students with the opportunity to remain at the school once they complete the program, if they chose to.

#### 12. Section J

Your committee had before it the Ontario School Information System Section J, Special Education by Exceptionalities. Staff noted that the large black areas represent incidents where there are fewer than 10 students.

Mr. Bickford expressed the view that any categories where there are no students should be identified with a zero.

### 13. Adjournment

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

At adjournment, the following items remained as unfinished business:

- Committee Reports

Rob Kirwan, Chair,  
Special Education Advisory  
Committee



**SEAC reply to  
Committee of Whole, January 16, 2018**

SEAC's commitment to the Committee of the Whole this past January was to clarify the intent associated with the following:

" Conduct ongoing monitoring and evaluation of the effectiveness and outcomes from tiered interventions in OCDSB classrooms. In particular, interventions should be evaluated in terms of their impact on students' academic achievement, social integration, and overall wellbeing."

Regardless the outcome of the Professional Development motion as was advanced by SEAC, we wish to advise that our commitment and support for timely Professional Development opportunities related to tiered intervention and differentiated instruction so as to continue effective delivery of special education to this District's mandate.

On completion of our commitment, SEAC wishes to reaffirm its concurrence with the principle that: the effective delivery of tiered interventions, differentiated instruction and placement in special education programs for students with learning exceptionalities is a critical pre-requisite for student success and well-being.

As has been expressed on many occasions by District Staff, and equally by Learning Support Services (LSS) Staff, SEAC is equally confident with the knowledge that a Professionals' development within the scope of tiered intervention and differentiated instruction is critical to special education, exceptional students and for students as a whole when necessary.

We do understand, as expressed by the District that the apparent impediment to increased Professional Development lies with the need for replacement teachers... Nonetheless, SEAC remains concerned that Memo No. 18-031 does not adequately define the tiers and timeframes of review, nor did it provide concrete examples of interventions and differentiated instruction at each tier level. This is essential information for design of new Professional Development programming and ultimately for classroom implementation and assessment.

Notwithstanding our concern, expressed as recently as at the Committee of the Whole (Budget), June 4, 2018, SEAC remains committed to working with LSS Staff and the Board of Trustees in order to advance Professional Development specifically targeted at tiered intervention and differentiated instruction.





## **SPECIAL EDUCATION ADVISORY COMMITTEE**

### **Long Range Agenda** **2018-2019**

1. LD Program Review and Update (ongoing)
2. Pilot Project for Elementary Gifted Program Delivery (November)
3. Accessibility (September)
4. Implementation of the Exit Outcomes (Ongoing)
5. The role of the Early Childhood Educator (TBD)
6. VOICE suggestions for improving in classroom supports for deaf hard of hearing students (October)
7. LDAO-C presentation (December)



## **MOTION/ACTION TRACKING REPORT**

	<b>Meeting Date</b>	<b>Motion/Action</b>	<b>Action Agents</b>	<b>Requester</b>	<b>Reference/Date</b>	<b>Completed</b>
1	26 November 2014	Information regarding how strategies to engage students with dyscalculia will be incorporated into the numeracy plan	O. Grigoriev	LDAO	<ul style="list-style-type: none"> <li>Ongoing BIPSA implementation</li> </ul>	No
2	September 2015	Follow up regarding the collaboration with Curriculum Services		O. Grigoriev	Ongoing	No
3	09 March 2016	Monitoring data from the LD program be shared with SEAC, when available	O. Grigoriev, A. Hannah	C. Ellis	Ongoing	
4	18 May 2016	Share Special Needs Strategy program guidelines when available, for an opportunity to provide formal support, at the will of the Committee	O. Grigoriev	C. Ellis		No
5	15 November 2017	Review and define the use of the term report/plan with respect to the standards.	R.Kirwan	M. Bates	Clarification on the correct use within the District Standards (A. Hannah confirmed the correct terminology is plan)	Yes
6	15 November 2017	Amend the SEAC page of the website to include links to minutes, agendas and committee member information.	Board Services	D. Owen		Yes

## **MOTION/ACTION TRACKING REPORT**

7	15 November 2017	ASAR to utilize and highlight locally developed statistics	READ and Curriculum Services	C. Houlden		
8	17 January 2018	Part B Professional Development Motion – COW 16 January 2018	SEAC	R. Kirwan	Provide clarification to the Board regarding Part B of the Substitute Motion	Yes
9	09 May 2018	EQAO Data on Gifted Students	READ and LSS	Mr. Popa	Superintendent Grigoriev to approach the READ team with a request for EQAO data for gifted students.	



## MEMORANDUM

**Memo No. 18-107**

TO: Trustees  
Student Trustees

FROM: Jennifer Adams, Director of Education  
Janice McCoy, Superintendent of Human Resources

DATE: 31 August 2018

RE: Accessibility Report (2017-2018)

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Please find attached the OCDSB's Accessibility Report which provides an update on the progress of the activities taken to implement its multi-year accessibility plan to meet the District's obligations under the *Accessibility for Ontarians with Disabilities Act* (AODA) and the accompanying regulations.

The report identifies and provides a link to the District's Multi-Year Implementation Plan (2016-2019), which is posted on the District's website and is updated annually.

The Accessibility Report (Appendix A) outlines the progress that has been made to date by providing a chart that specifically identifies the legislated requirements under the AODA and the implementation activities undertaken to date to meet and, in some cases, exceed these obligations. Highlights of the activities undertaken in 2017-2018 include:

- AODA awareness presentations at the August 2017 Leadership Forum and the November 2017 Parent Conference;
- Staff participation in the EARN Conference ( hiring people with disabilities) and participation in the Date With Diversity Conference
- Accessibility Fair led by Learning Support Services;
- District Orientation Sessions, training was provided on the Integrated Accessibility Standards to 304 staff who are new OCDSB employees;
- The Human Resources Department established an Engaging and Healthy Workplace Committee, with representatives from each employee group, focused on 13 factors for a mentally healthy workplace, offered Mental Health Leadership Certification for people leaders in the District, and continued to provide ongoing communication and support for staff with disability related needs and the development of Individual Accommodation Plans;

- In our Communications Department, a template was created for school council websites and all school council websites will be converted from current site to template by the end of summer 2018;
- In our Curriculum Services Department, we continued to incorporate inclusive practices in all of our work, promoting inclusive/universal design in planning and assessment, and using universal design when planning learning for adult participants;
- The Facilities department completed a universal washroom design standard for new schools and major renovations, adapted to meet the District's needs and is provided to all consultants and updated periodically. In addition, they have developed a new overview for the floor/site plans to include an accessibility wayfinding approach to commence as an internal communication plan with community use and schools. And, over the summer all schools are being re-audited for accessibility compliance to the new regulations/codes. As well, facilities have received the requirement to implement several Autism Spectrum Disorder (ASD) and special needs programs at designated sites through the District which will require various renovations for the upcoming year.
- Continuing Education piloted the District's revised accessibility training.

The work in this area has, for the most part, been completed within existing budgets and has consisted largely of staff time to develop and implement necessary policies, procedures and practices and/or modify existing ones. In future, additional investments will be required in terms of operating funds and human resources, for example, to support the migration of the District's website to an accessible format. Staff continues to monitor the impact of resource allocations with respect to the District's ability to meet the requirements under the *Act*.

The Accessibility Working Group (AWG) which is composed of community members, representatives from schools and central departments meets several times a year to monitor progress, provide feedback and input on various initiatives and identify additional areas where the OCDSB (staff) should focus its efforts in terms of meeting not only its legislated obligations but its commitment to create a more accessible and inclusive learning and working environment. The 2017-2018 Accessibility Report was generated with feedback from members of the AWG.

Please refer any questions to Janice McCoy, Superintendent of Human Resources at [janice.mccoy@ocdsb.ca](mailto:janice.mccoy@ocdsb.ca) or at 613-596-8207.

Cc: Senior Staff  
Manager, Board Services  
Chair, SEAC  
Corporate Records



ACCESSIBILITY REPORT  
FOR THE  
OTTAWA-CARLETON DISTRICT SCHOOL BOARD  
PRESENTED BY THE ACCESSIBILITY WORKING GROUP

September 2018

Jennifer Adams  
Director of Education

Shirley Seward  
Chair of the Board

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## Purpose

This report describes the progress of measures that the Ottawa-Carleton District School Board (OCDSB) has taken to identify, remove, and prevent barriers for people with disabilities who work in, use or attend District facilities and/or access services and outlines the measures that are planned for the 2018-2019 school year.

## Objectives

This report:

1. Describes the process by which the OCDSB has identified, removed and prevented barriers to people with disabilities;
2. Describes the measures the District will take in the coming year to identify, remove and prevent barriers to people with disabilities;and
3. Communicates the ways in which the District will make the accessibility report available to its public.

## Commitment to Accessibility Planning

The Ottawa - Carleton District School Board is committed to:

1. Maintaining an Accessibility Working Group with representation from all stakeholder groups;
2. Consulting with people with disabilities in the development and review of its accessibility report, and multi-year plans;
3. Ensuring that school board policies and procedures are consistent with the principles of accessibility;and
4. Improving access to facilities, programs, policies, practices and services for students, staff, parents/guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Working Group, under the leadership of the Superintendent of Human Resources, to prepare an accessibility report on the OCDSB's progress in meeting these commitments. The report is presented to the Director's Executive Council and subsequently to the Board of Trustees. The report is posted on the OCDSB website ([Accessibility Report](#)) along with any additional material that will be useful in the identification, removal and/or prevention of barriers to people with disabilities. The posting of the accessibility report is to be communicated to all OCDSB locations.

## Overview of the Accessibility Standards under AODA, 2005

### Ontarians with Disabilities Act, 2001

The *Ontarians with Disabilities Act* (ODA) applies to the public sector and broader public sectors (i.e., school Boards). *The Act* requires every organization to which it applies to prepare annual accessibility plans for the purpose of identifying barriers and developing strategies to remove and prevent them from occurring in the future, and to make these plans available to the public.

### Accessibility for Ontarians with Disabilities Act, 2005

The *Accessibility for Ontarians with Disabilities Act* (AODA) expanded the obligations already in place under the ODA through the development of specific enforceable accessibility standards in the areas of: customer service; the built environment; employment; information and communication; and transportation.

### Accessibility Standards under the AODA

#### Accessibility Standards for Customer Service Regulation

The regulation established standards for the provision of goods and services delivered to the public and other third parties. The public sector and broader public sector were required to fulfill the obligations under this standard no later than January 1, 2010. Compliance involves, but is not limited to, the development of specific policies, procedures and practices designed to make Ontario more accessible, as well as fulfilling specific training requirements.

#### Integrated Accessibility Standards Regulation

The Integrated Accessibility Standard (IASR) establishes standards for accessibility in the areas of information and communication, employment, transportation and the design of public spaces. An overview of the requirements for each topic is provided below:

##### i. Accessibility Standards for Information and Communication

This Standard establishes the requirements for providing accessible information and communication to persons with disabilities. Compliance involves, but is not limited to: the development of specific policies and procedures; incorporating accessibility criteria into the procurement process, adherence to technical requirements including W3C WCAG 2.0 guidelines for website accessibility; training; providing emergency and public safety information in accessible formats upon request and the need to consider accessibility features in self-serve kiosks, where they exist. School boards, including school libraries and other education institutions must also make arrangements to provide educational materials in accessible formats.

ii. Accessibility Standards for Employment

This Standard addresses the hiring and retention of paid employees. Compliance involves, but is not limited to, the development of specific employment related policies and procedures, providing accessible job postings and accommodation for job applicants during the recruitment process, developing and implementing employee accommodation plans and disability related return to work procedures, providing employee information in accessible formats and developing individual emergency plans for employees with disabilities.

iii. Accessibility Standards for Transportation

This Standard applies to school boards and providers of transportation services in Ontario including fixed route, public transit services, as well as cab and limousine services. Compliance involves, but is not limited to developing individual transportation accommodation plans for students with disabilities, communicating the plans to appropriate parties, specific operator/driver responsibilities, adherence to technical requirements, and fulfilling training obligations.

iv. Accessibility Standards for the Design of Public Spaces

This Standard calls for enhanced accessibility of interior and exterior public spaces and applies to new construction and areas undergoing change of use or extensive renovations.

## **Amendments to the Building Code Act**

Amendments to the *Ontario Building Code Act* outline the updated accessibility requirements for new construction and renovations.

## Accessibility Policy (P.121.GOV) of the OCDSB – Guiding Principles

1. The District shall use reasonable efforts to ensure that its policies, procedures and practices support and are consistent with its obligations under the *Accessibility for Ontarians with Disabilities Act* (2005) and associated regulations.
2. The District shall welcome all members of the school and broader community to its facilities by committing staff and volunteers to providing services in a manner that respects the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals.
3. All Board policies, procedures and practices must be consistent with and shall be governed by the following principles and commitments:
  - a) respect for the integration of services to allow people with disabilities to fully benefit from the same services, in the same place and in the same or similar way as other customers, or alternatively, the provision of alternate measures necessary to meet their needs;
  - b) respect for the independence and dignity of people with disabilities allowing them freedom from control or influence of others, freedom to make their own choices, and freedom to do things in their own way;
  - c) respect for the equal opportunity and dignity of people with disabilities to have the same opportunities, benefits and intended outcomes as others;
  - d) a commitment to ensuring, in a timely manner, that people with disabilities have the same access to employment opportunities and services as do all employees and prospective employees;
  - e) a commitment to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services related to information and communications so that they have the same access to our services as other members of our community;
  - f) a commitment to meeting, in a timely manner, the accessibility needs of students with disabilities, and ensuring their safety, in the provision of services related to student transportation;
  - g) a commitment to ensuring that accessibility design, criteria and features are considered in the procurement or acquisition of goods, services or facilities, except where it is not practical to do so; and
  - h) a commitment to meeting the needs of people with disabilities in the design of public spaces, including newly constructed or redeveloped outdoor play spaces, parking spaces, and pathways.

## **Role of the Accessibility Working Group**

The OCDSB has established an Accessibility Working Group (AWG) which includes members from the community and staff who have disabilities and representatives from central departments and schools. The group generally meets four times over the course of the school year and:

- Conducts research on barriers to people with disabilities in all facilities, regulations, policies and programs, practices and services offered by the District;
- Identifies barriers to be addressed, removed or prevented and discusses reviews and provides advice on the various initiatives, practices, policies, procedures and protocols with regard to their impact on persons with disabilities;and
- Communicates its work.

The AWG supports the:

- Continual improvement of access to school premises, facilities and services for all persons regardless of ability.
- Participation of people regardless of their ability and their advocates in the development and review of its accessibility report and multi-year plan.
- Provision of services to all students, employees, parents of students and members of the community with disabilities.

## Summary of Implementation Activities

### General (Part 1)

#### Establishment of Accessibility Policies (3)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in the Regulation.	Ongoing	Board Policy P.121.GOV Accessibility, outlines the commitment to meeting the accessibility needs of disabled persons. Board policies are publicly available in an accessible format.
Include a statement of organizational commitment to meet the accessibility needs of persons with disabilities in a timely manner in their policies.	Jan 1, 2013	Refer to Board Policy P.121.GOV Accessibility. An “Accessibility Lens” was developed in 2016 to ensure issues pertaining to accessibility are taken into consideration for new policies/procedures/practices.
Prepare one or more written documents describing its policies; and make the documents publicly available, and provide them in an accessible format upon request.	Jan 1, 2013	Refer to Board Policy P.121.GOV Accessibility.

#### Accessibility Plans (4)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Establish, implement, maintain and document a multi-year accessibility plan which outlines the organization’s strategy to prevent and remove barriers and meet its requirements under the Regulation.	Jan 1, 2013	The Multi-Year Plan for the Implementation of the Integrated Regulation, 2016-2019, was developed in November, 2016 by central department staff, OSTA staff and in conjunction with the Accessibility Working Group.
Post the accessibility plan on their website and provide the plan in an accessible format upon request.	Jan 1, 2013	The Multi-Year Plan is posted to the website and is in an accessible format.
Review and update the accessibility plan at least once every five years.	Jan 1, 2013	The Multi-Year Plan is reviewed and updated on an annual basis.

## Ontario Regulation 191/11 (AODA, 2005), Integrated Accessibility Standards

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Prepare an annual status report on the progress of measures taken to implement the accessibility plan.	Jan 1, 2013	The Accessibility Report is prepared annually.
Post the status report on the website and provide the report in an accessible format upon request.	Jan 1, 2013	The Report is posted to the website and is in an accessible format.

## Procuring or Acquiring Goods, Services or Facilities (5)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except when it is not practicable to do so.	Jan 1, 2013	An AODA compliance clause, including accessibility design, criteria and features, is now included in all requests for proposals or bids in the OCDSB.
Provide, upon request, an explanation if it is determined that it is not practicable to incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities.	Jan 1, 2013	Staff in procurement asks requisitioners if they have considered the AODA requirements when developing their specifications or scope of work. In 2016 an accessible counter was installed in the Supply Chain Purchasing area at the Board office to receive visitors.

## Self-service Kiosks (Interactive Electronic Terminal) (6)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Incorporate accessibility features when designing, procuring or acquiring self-service kiosks.	Jan 1, 2013	The OCDSB does not currently have any self-service kiosks.
Have regard to the accessibility for persons with disabilities when designing, procuring or acquiring self-service kiosks.	Jan 1, 2013	The OCDSB does not currently have any self-service kiosks.

## Training (7)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Ensure that training is provided on the requirements of the accessibility standards referred to in the regulation and on the Human Rights Code as it	Jan 1, 2014	Training on the accessibility standards and the Human Rights Code was provided to senior staff, principals, managers, school staff and staff in central

## Ontario Regulation 191/11 (AODA, 2005), Integrated Accessibility Standards

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
pertains to persons with disabilities to all employees, and volunteers; all persons who participate in developing the organization's policies, and all other persons who provide goods, services, or facilities on behalf of the organization.		departments through direct presentations and online presentations in 2013-2014. All new staff are required to complete on line awareness training. Face to face training for four hundred teachers and staff new to the OCDSB continued on the Accessibility Standards in 2016-2017. Representatives from school councils received training in 2015 -2016. In 2017-18 staff attended the EARN Conference (Hiring people with disabilities), the Date with Diversity Conference, and participated in a Accessibility Fair organized by our Learning Support Services Team. In addition, 304 new staff members were introduced to the district's commitment to accessibility through our orientation process and a pilot session was held for the district's revised accessibility training program with teams within the Community Use of Schools. (May 2018)
Keep a record of the training, including dates, and the number of individuals trained.	Jan 1, 2014	Training records are maintained and include dates and numbers trained.

**Information and Communications Standards (Part II)**

## Feedback (11)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Ensure that the processes for receiving and responding to feedback are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and communications supports, upon request.	Jan 1, 2014	In accordance with Procedure PR.566.GOV (Accessible Formats and Communication Supports), the District will, upon request, provide or arrange for the provision of accessible formats and communication supports for persons with disabilities.
Notify the public about the availability of accessible formats and communications supports.	Jan 1, 2014	In accordance with Procedure PR.566.GOV (Accessible Formats and Communication Supports)

## Ontario Regulation 191/11 (AODA, 2005), Integrated Accessibility Standards

Requirement	Deadline	Summary of Implementation Activities
		notice about the availability and process for requesting accessible formats is posted on the District's website.

## Accessible Formats and Communication Supports (12)

Requirement	Deadline	Summary of Implementation Activities
Provide or arrange for the provision of accessible formats and communication supports for persons with disabilities.	Jan 1, 2015	In accordance with Procedure PR.566.GOV (Accessible Formats and Communication Supports) requests for accessible formats for District documents and communication supports will be directed to the Communications Department to accommodate the request.

## Emergency Procedure, Plans or Public Safety Information (13)

Requirement	Deadline	Summary of Implementation Activities
Provide the information in an accessible format or with appropriate communication supports, as soon as practicable, upon request.	Jan 1, 2012	In accordance with Procedure PR.566.GOV (Accessible Formats and Communication Supports) requests for an accessible format or communication support for school based documents will be directed to the school principal and upon receipt of a request staff will consult with the applicant to determine a suitable accessible format that takes into account the person's accessibility needs.

## Accessible Websites and Web Content (14)

Requirement	Deadline	Summary of Implementation Activities
Make internet websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0, initially at Level A and increasing to Level AA.	Ongoing	The OCDSB has migrated to Sharepoint 2010 successfully. New software that is WCAG compliant has been purchased, and is currently being installed.

## Ontario Regulation 191/11 (AODA, 2005), Integrated Accessibility Standards

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
New internet websites and web content conform with WCAG 2.0 Level A*.	Jan 1, 2014	An accessible template has been designed for schools and education centres and will be in operation for all schools in June 2016. This process includes the conversion of all schools to a standardized template. An auditing process will be established to ensure compliance of all sites once conversion to the new web template is completed. Resources, templates, recommended standards and a support system are being made available to assist users responsible for creating electronic content.
All internet websites and web content conform with WCAG 2.0 Level AA. *This section applies to web content published on a website after Jan 1, 2012*	Jan 1, 2021	In progress, any new site or major revision will be WCAG 2.0 AA compliant. All new content presently being added to existing or new sites is compliant. All existing non-compliant sites will be converted to a compliant model by Jan. 1 2021.

## Educational and Training Resources and Materials (15)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person with a disability to whom the material is to be provided, if notification of need is given.	Jan 1, 2013	New templates for staff training materials have been developed and are in use. Newly developed video training will include captioning.
Provide student records and information on program requirements, availability and descriptions in an accessible format to persons with disabilities.	Jan 1, 2013	A process is in place to provide an accessible format for student records, report cards, IEPs, and student verification reports upon request.

## Ontario Regulation 191/11 (AODA, 2005), Integrated Accessibility Standards

## Training to Educators (16)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Provide educators with accessibility awareness training related to accessible program or course delivery and instruction.	Jan 1, 2013	<p>Accessibility awareness training was provided to approximately 2300 staff in 2016-2017 including educational assistants, regular classroom teachers, guidance staff, learning support teachers and specialized program teachers to support students with exceptionalities. Training covered topics including Assistive Technology, Early Learning, Autism, Individualized Education Planning, Collaborative Problem Solving and Behavior Management Systems.</p> <p>The Integrated Standards are being used in the development of professional learning provided by Curriculum Services to school administrators, academic staff, teacher librarians and library technicians. Differentiated instruction and the principles of universal design are identified and modeled in all professional learning provided by Curriculum Services. Professional resources for teachers/staff with disabilities will be provided in an alternate format upon request.</p>
Keep a record of the training including the dates and the number of individuals trained.	Jan 1, 2013	<p>Records of training are maintained by Curriculum Services and Learning Support Services. An automated training module/compliance /notification and tracking system has been implemented ( i.e., PLC)</p>

## Producers of Educational or Training Material (17)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Make accessible or conversion ready versions , upon request: textbooks	Jan 1, 2015 Jan 1, 2020	<p>Communication with publishers at the time of selections for resources addresses the expectation that accessible format learning tools are to be made</p>

## Ontario Regulation 191/11 (AODA, 2005), Integrated Accessibility Standards

Requirement	Deadline	Summary of Implementation Activities
supplementary learning resources		available as a standard of purchasing practice.

## Libraries of Educational and Training Institutions (18)

Requirement	Deadline	Summary of Implementation Activities
Provide, procure or acquire by other means an accessible or conversion ready format of print, digital or multimedia resources or materials for a person with a disability, upon request: print based resources or materials digital or multimedia resources or materials	Jan 1, 2015 Jan 1, 2020	An interactive training session was held in January, 2016 for 90 elementary/secondary teacher librarians and library technicians to deepen understanding of the requirements of the Integrated Regulation 191/11 pertaining to their responsibilities.

**Employment Standards (Part III)**

## Recruitment (22)

Requirement	Deadline	Summary of Implementation Activities
Notify employees and the public about the availability of accommodation for applicants with disabilities in the recruitment process.	Jan 1, 2014	All job postings include the following statement. "Persons with disabilities who need accommodations in the application or interview process should email a request to Human Resources. The application package is available in accessible formats upon request." In addition, any written or verbal invitation to an interview includes the same statement.

## Informing Employees of Supports (25)

Requirement	Deadline	Summary of Implementation Activities
Inform employees of policies used to support	Jan 1, 2014	Procedure PR.HR. 572 (Disability Support Program

## Ontario Regulation 191/11 (AODA, 2005), Integrated Accessibility Standards

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
employees with disabilities, including, but not limited to, policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability.		– Individual Accommodation Plans) was implemented effective April 1, 2014. A copy of this procedure is provided upon offer of employment to inform new Employees of the Disability Support Program.

## Accessible Formats and Communication Supports for Employees (26)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Consult with the disabled employee, if requested, to provide or arrange for the provision of accessible formats and communication supports for information that is needed to perform the employee's job.	Jan 1, 2014	In accordance with Procedure PR.HR.572 (Disability Support Program – Individual Accommodation Plans), the Employee Wellness and Disability Management Division coordinates the development, implementation, and monitoring of an employee's Individual Accommodation Plan.

## Workplace Emergency Response Information (27)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Provide individualized workplace emergency response information to employees who have a disability, if the disability is such that the individualized information is necessary and the employer is aware of the need for accommodation due to the employee's disability.	Jan 1, 2012	In accordance with Procedure PR.HR. 572 ((Disability Support Program – Individual Accommodation Plans) an individualized workplace emergency response strategy is included as part of the Individual Accommodation Plan.

## Documented Individual Accommodation Plans (28)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Develop and have in place a written process for the development of documented individual accommodation plans for employees with disabilities.	Jan 1, 2014	In accordance with Procedure PR.HR. 572 (Disability Support Program – Individual Accommodation Plans) a written Individual Accommodation Plan is developed and maintained.

## Return to Work Process (29)

## Ontario Regulation 191/11 (AODA, 2005), Integrated Accessibility Standards

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Have in place a return to work process for employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work.	Jan 1, 2014	Procedure PR.HR. 572 (Disability Support Program – Individual Accommodation Plans) include the provision of a return to work process.

Performance Management (30)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when using performance management process in respect of employees with disabilities.	Jan 1, 2014	In accordance with Procedure PR.HR. 572 (Disability Support Program – Individual Accommodation Plans) the requirements of an employee's Individual Accommodation Plan are considered when assessing work performance.

## Career Development and Advancement (31)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Take into account the accessibility needs of employees with disabilities, as well as any individual accommodation plans, when providing career development and advancement to employees with disabilities.	Jan 1, 2014	Accessibility needs of employees with disabilities are considered in the development of leadership/ professional development programs as well as through the promotion processes.

Redeployment (32)

<b>Requirement</b>	<b>Deadline</b>	<b>Summary of Implementation Activities</b>
Take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when redeploying employees with disabilities.	Jan 1, 2014	In accordance with Procedure PR. 572.HR (Disability Support Program – Individual Accommodation Plans) when an employee is reassigned the incoming supervisor is advised of the existence of the Individual Accommodation Plan for the employee.

## Transportation Standards (Part IV)

### School Transportation (75)

Requirement	Deadline	Summary of Implementation Activities
Ensure that integrated school transportation services are provided or ensure that appropriate alternative accessible transportation services are provided for students with disabilities.	Jul 1, 2011	The Ottawa Student Transportation Authority has ensured that accessible school transportation services are provided and where appropriate integrated accessible school transportation services are provided.
Identify students with disabilities and develop individual school transportation plans for each student detailing student assistance needs and plans for individual student boarding, securement and deboarding.	Jan 1, 2014	A Student Request for Specialized Transportation and Personalized Accessibility Form is in use to meet the needs of the students and is completed in consultation with the parent/guardians of each student through the schools and in conjunction with the OSTA. In 2016 the Forms were revised with regard to the use of epi pens as a result of Ryan's Law.

## Design of Public Spaces (Part V)

### General (80)

Requirement	Deadline	Summary of Implementation Activities
Applies to public spaces that are newly constructed or redeveloped and includes recreational trails, outdoor public eating spaces, outdoor play spaces, outdoor paths of travel, accessible parking, service counters and waiting areas.	Jan 1, 2016	All senior staff in Facilities were briefed on the Design of Public Spaces Standards and were provided with information to assist in determining future planning requirements. Staff in Facilities have prepared a spreadsheet on existing play structures, naturalized play structures and the impact of the Standard on these structures with regard to potential financial implications to replace the structures taking into account the accessibility aspects.
<u>Consultation</u>	In Progress	Staff in Facilities is developing a Playground

## Ontario Regulation 191/11 (AODA, 2005), Integrated Accessibility Standards

Requirement	Deadline	Summary of Implementation Activities
Must consult with the public and persons with disabilities with regard to newly constructed or redeveloped outdoor play spaces on the needs of children with disabilities and caregivers with various disabilities		Development Guideline which includes a consultation requirement to assist schools and school councils with future outdoor play space projects.

**Amendments to the Building Code Act**

Requirement	Deadline	Summary of Implementation Activities
Applies to all facilities when undertaking new renovations and for all new building construction.	Jan 1, 2015	All design staffs and consultants were informed of the new legislation and are mandated to comply with the AODA regulations ( Building Code amended by Ontario Regulation 368/13)
		In 2014-2015 an architect was engaged by staff in Facilities to prepare a presentation outlining the changes to the Building Code as it pertains to construction, operations and maintenance and staff in Design and Construction were informed of the details in this presentation.

## **Work Plans and Requirements to Support AODA Implementation for 2018–2019**

### **Human Resources**

In the 2018-2019 school year, efforts will begin to determine first steps towards the implementation of the National Standard of Canada for Psychological Health and Safety in the Workplace. The Standard is a set of voluntary guidelines, tools and resources intended to guide organizations in promoting mental health and preventing psychological harm at work.

Accessibility training and professional development on Mental Health Leadership certification training will continue in the 2018-2019 school year.

### **Information/Communications**

In 2018-2019, our priority will be focused on investigating options for a teacher website template and possible conversions during the school year.

### **Transportation**

The Ottawa Student Transportation Authority, Safety and Accessible Transportation Coordinator will continue to support AODA Implementation requirements as required under the Transportation Standard. The role of this coordinator is to work with the operators of the buses and their drivers as well as with the schools and school staffs to ensure compliance with the Standard.

### **Curriculum Services**

Curriculum Services central educators will continue to release a department newsletter; part of an ongoing method for communicating professional learning, including the AODA integrated standards and providing examples of classroom implementation, planning and learning resource selection on inclusive design/curriculum. Given the diversity of resources available to support classroom and school-based educators, the newsletter format will transition into an online learning resource in Desire2 Learn (and or a Google Classroom), over time. Desire2Learn is currently used by several departments as an online training site for educators within the OCDSB. Curriculum Services also uses the Google Apps For Education (GAPE) to share professional learning, and as a platform for professional collaboration.

## **Continuing Education**

Continuing Education department staff will continue to review training options (i.e. online) and organize timelines to ensure that all staff has the opportunity for training to understand accessibility standards and requirements.

In addition, they will continue to work with the Business and Learning Technologies (B&LT) and Communications and Information Services departments to ensure information on the District website meets accessibility requirements.

## **Facilities**

In 2018-2019, staff in Facilities will continue to revise applicable operations, maintenance and construction guidelines and operations procedures in accordance with the Design of Public Spaces Standards and the amendments to the Ontario Building Code Act. This will include an ongoing review of all current guidelines and consultation with other school boards and municipalities on their implementation of the Standards and revisions to the Building Code.

In 2018-2019, staff in Facilities will continue to train newly hired operations, maintenance and construction staff, including consultants with the revised guidelines and operations procedures. This task will include the preparation of separate training packages for the applicable divisions within the Facilities department.

Based on student needs and consultation with parents and staff, approximately \$ 2.5 million will be spent on accessibility-related projects throughout the District in 2018, including some major renovations and retrofits such as Merivale and Bell High Schools being fully accessible with elevators.

## **Community Use of Schools**

Community Use of Schools division staff will continue discussion with Facilities department staff to review detailed accessibility site plans which provide the necessary information to best answer specific questions from community members interested in using OCDSB space for their events.

## **Appendix 1**

### **Members of the Accessibility Working Group**

Jill Dunlop, Learning Support Services  
Jane Jones, Continuing Education  
Emily Vollans, Business & Learning Technologies  
Diane Pernari - Hergert, Communications  
Theresa Dupuis, CNIB, Community Member  
Rob Masterson, Ottawa Student Transportation Authority  
Miro Vala, Facilities  
Nathalie Rodriguez, Communications  
Jean Fulton-Hale, Parent  
Kevin Brown, Teacher  
Janice McCoy, Superintendent of Human Resources  
Rececca Grandis, Human Resources  
Wendy Jewell, Curriculum Services  
Linda Burner-Martin, Educational Assistant  
Terrie Meehan, Community Member  
Kristen Gunderson, Human Resources  
Dave Elliott, Finance  
Jacqueline Lawrence, Diversity and Equity  
Alex DeWitt, Student Member  
Deborah Latham, Community Use of Schools

### **Additional Copies**

Copies of this plan will be posted to the OCDSB website at [www.ocdsb.ca](http://www.ocdsb.ca). Printed copies will be available at all schools. This document will also be available upon request from Communications and Information Services (596-8211, ext. 8310) in alternate formats. Please allow one week for delivery.

## Appendix 2

### Definitions

A number of terms used throughout the Plan are clarified by the following definitions.

#### Barriers:

- a) **Architectural or structural** barriers may result from the design of a building such as stairs, doorways, the width of hallways and even room layout.
- b) **Information and communications** barriers can make it difficult for people to receive or convey information. Things like small print size, low colour contrast between text and background, confusing design of printed materials and the use of language that is not clear or plain can all cause difficulty.
- c) **Technology**, or lack of it, can prevent people from accessing information. Everyday tools like computers, telephones and other aids can all present barriers.
- d) **Systemic** barriers can occur through policies and procedures. These are any practices or rules that restrict people with disabilities – for example, denying access to a person with a service animal.
- e) **Attitude** is perhaps the most difficult barrier to overcome. Some people don't know how to communicate with those who have visible or non-visible disabilities or they simply discriminate against them because of stereotypes. Some may feel that they could offend an individual with a disability by offering help or in some cases they will ignore or avoid people with disabilities altogether.

#### Disability:

Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes, mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

A condition of mental impairment or a developmental disability, a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.

A mental disorder, or an injury or disability for which benefits were claimed or received under the *Workplace Safety and Insurance Act*, 1997.

## Accessibility:

Means creating an environment in which systemic barriers to the full participation of people with disabilities are reduced or eliminated through reasonable efforts so that there is equitable access for all (e.g., systems, services, and policies).



# 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 deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD)*

## Provincial/Demonstration Schools

The Ministry operates provincial schools for deaf, blind, deaf-blind students and demonstration schools for students with severe learning disabilities. There are also specialized programs for students with severe learning disabilities as well as ADHD. Residential programs are available for those students for whom distance precludes daily travel.

### In addition, these schools

- provide an alternative education option
- serve as regional resource centres for students who are deaf, blind, or deaf-blind
- provide outreach and home visits to preschool home-visiting services for students who are deaf or deaf-blind
- 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 teachers with resource services
- play a valuable role in teacher training

Applications for admission to a Demonstration Schools is made on behalf of students by the school board, with parental consent. This application is made in accordance with Ontario Schools for the Blind and Deaf regulation.

Transportation for students enrolled in Provincial Schools is arranged by school boards or Provincial Schools. Transportation for students enrolled in Demonstration Schools is arranged by Provincial Schools.

### Current Statistics (2017/2018)

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



## Provincial Schools for the Deaf

These schools provide elementary and secondary school programs for deaf students from pre-school level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her IEP.

### 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) and English
- 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

### Each Provincial School has a resource services department that provides:

- 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

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](http://www.psbnet.ca/eng/schools/ecd/index.html)

#### Robarts School

1515 Cheapside Street,

London, ON N5V 3N9

Tel. and TTY: (519) 453-4400

Fax: (519) 453-7943

[www.psbnet.ca/eng/schools/robarts/index.html](http://www.psbnet.ca/eng/schools/robarts/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](http://www.psbnet.ca/eng/schools/sjw/index.html)



## Provincial School for the Blind and Deaf-Blind

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind.

The school provides:

- a provincial resource centre for the visually impaired and deaf-blind 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 these schools:

- 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 deaf-blind 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 demonstration schools provide a specialized residential program for students with severe learning disabilities whose educational needs cannot be adequately met in their local boards. It should be noted that the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards. These schools provide highly individualized instruction, counselling, social skills, and self-advocacy training to enable students to function effectively when they return to their community schools within two years.

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.

Application for admission to a Provincial Demonstration school is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.



Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period of time.

In addition to providing residential schooling for students with severe learning disabilities, the provincial demonstration schools have special programs for students with severe learning disabilities in association with ADD/ADHD. These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD programs is available from the demonstration schools through the Special Needs Opportunity Window (SNOW) website at [Special Needs Opportunity Window \(SNOW\) website](#).

An in-service teacher education program is provided at each demonstration school. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

### **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, Deaf–Blind 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/>





## 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, is organized by exceptionality category, specific exceptionality identification, and specific exceptionality definition.

- Please note that identification of an exceptionality is not the same as a diagnosis provided by a psychologist or medical professional

Category	Exceptionality	Definition
<b>Behaviour</b>	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 an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof
<b>Communication</b>	Autism	A severe learning disorder that is characterized by: a) disturbances in: <ul style="list-style-type: none"> <li>rate of educational development</li> <li>ability to relate to the environment</li> </ul>
Category	Exceptionality	Definition
<b>Communication</b> <i>continued</i>		<ul style="list-style-type: none"> <li>mobility</li> <li>perception, speech, and language</li> </ul> b) lack of the representational symbolic behavior that precedes language
	Deaf and Hard-of-Hearing	An impairment characterized by deficits in language and speech development because of a



		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: <ul style="list-style-type: none"> <li>a) involve one or more of the form, content, and function of language in communication</li> <li>b) include one or more of the following:             <ul style="list-style-type: none"> <li>• language delay</li> <li>• dysfluency</li> </ul> </li> </ul> 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

Category	Exceptionality	Definition
<b>Communication</b> <i>continued</i>	Learning Disability	<p>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:</p> <ul style="list-style-type: none"> <li>• 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 <i>at least</i> in the average range;</li> <li>• Results in:             <ul style="list-style-type: none"> <li>○ academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or</li> <li>○ academic achievement that can be maintained by the student only with</li> </ul> </li> </ul>



		<p>extremely high levels of effort and/or with additional support</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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);</li> <li>• 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;</li> <li>• Is <i>not</i> 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.</li> </ul>
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	<p>A learning disorder characterized by:</p> <ol style="list-style-type: none"> <li>a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service</li> <li>b. an inability to profit educationally within a</li> </ol>



		<p>regular class because of slow intellectual development</p> <p>c. a potential for academic learning, independent social adjustment, and economic self-support</p>
	Developmental Disability	<p>A severe learning disorder characterized by:</p> <p>a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development</p> <p>b. an ability to profit from a special education program that is designed to accommodate slow intellectual development</p> <p>c. a limited potential for academic learning, independent social adjustment, and economic self-support</p>
<b>Physical</b>	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
<b>Category</b>	<b>Exceptionality</b>	<b>Definition</b>
<b>Physical</b> <i>continued</i>	Blind and Low Vision	A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely
<b>Multiple</b>	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



## Roles and Responsibilities

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”**

- 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 Responsibilities in the OCDSB**

Superintendent of Learning Support Services - Olga Grigoriev

System Principal of Learning Support Services - Amy Hannah

Chief Psychologist / Mental Health Lead - Dr. Petra Dushner

Manager of Learning Support Services - Stacey Kay

System Vice-Principal of Learning Support Services - Jenny Dewan

## **Clinical Supervisors**

Psychology - Dr. Timothy Hogan

Social Work - Kathryn Langevin

Speech and Language Pathologists - Maya Rattray

