



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



NOTICE OF MEETING
Special Education Advisory Committee
Wednesday, 10 October 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, Primary, Samantha Banning, Alternate

Learning Disabilities Association of Ottawa-Carleton,
Linda Barbetta, Member; Michael Bates, Alternate

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

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

Community Representatives:

Rob Kirwan

Tina Morden

Sonia Campbell-Nadon

ASSOCIATION REPRESENTATIVES (NON-VOTING):

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

STAFF:

Peter Symmonds, Superintendent of Learning Support Services

DISTRIBUTION:

All Board Members

Senior Administration

Auditor

ABOUT SPECIAL EDUCATION ADVISORY COMMITTEE:

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

SPECIAL EDUCATION ADVISORY COMMITTEE WEBSITE:

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

ABOUT THE SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA:

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

HOW TO APPEAR AS A DELEGATION:

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



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, October 10, 2018, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

		Pages
1. Call to Order	2 mins	
2. Approval of the Agenda	3 mins	
3. Delegations	10 mins	
4. Member Information	5 mins	
4.1 Appointment of Community Representatives		
5. Review of Special Education Advisory Committee Report	10 mins	
5.1 Report 08, 12 September 2018		1
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5.3 Motion/Action Tracking Report, Business Arising		13
6. Action/Discussion/Information Items	60 mins	
6.1 Memo 18-123, Elementary Gifted Specialized Program Class Enrolment (P. Symmonds, ext. 8254)		15
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a. Policy P.096.SES Special Education Programs and Services		99
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7.1 Special Education Plan		
a. Specialized Health Support Services in School Setting		105

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7.2 Superintendent's Update

8. Committee Reports 5 mins

8.1 Advisory Committee on Equity

8.2 Parent Involvement Committee

8.3 Board

8.4 Committee of the Whole

8.5 Committee of the Whole Budget

8.6 Advisory Committee on Extended Day and Child Care Programs

9. New Business 5 mins

10. Adjournment



REPORT NO.08

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

TO: The Committee of the Whole (Public)

Date: 2 October 2018

September 12, 2018

7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

ASSOCIATION REPRESENTATIVES: Dragos Popa, Association for Bright Children of Ontario; Mark Wylie, Down Syndrome Association; Katie Ralph, Autism Ontario; Dana Somayaji, Ottawa-Carleton Assembly of School Councils (OCASC); Michael Bates, 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.

OTHER TRUSTEES: Donna Blackburn and Chris Ellis.

COMMUNITY REPRESENTATIVES: Rob Kirwan, Tina Morden and Sonia Campbell-Nadon.

NON-VOTING REPRESENTATIVES: Catherine Houlden, Ontario Secondary Teachers' Federation (Teachers); Jean Trant, Ontario Secondary Teachers' Federation (SSP); and Jennifer Titley, Ottawa-Carleton Elementary Teachers' Federation.

STAFF: Peter Symmonds, Superintendent of Learning Support Services; Janice McCoy, Superintendent of Human Resource, Amy Hannah, System Principal of Learning Support Services; and Nicole Guthrie Board/Committee Coordinator.

1. Call to Order

Chair Kirwan called the meeting to order at 7:03 p.m.

Trustee Blackburn advised she would be recording the meeting.

2. Approval of the Agenda

In response to a query from Mr. Popa, Superintendent Symmonds indicated that he will be providing an update on the Gifted Advisory Group as part of the department update. Mr. Popa indicated that he would also provide an update on the Gifted Advisory Group.

Moved by Terry Warner,

THAT the agenda be approved.

- Carried –

3. Delegations

There were no delegations.

4. Member Information

Mr. Warner noted that the voice summer camp held at W.E. Gowlings Public School. was a success. Voice was able to secure additional funding for the camp through generous benefactors. He encouraged the other associations to prioritize fundraising to enable learning opportunities for students. Mr. Warner added that scholarships applications for deaf and hard of hearing students moving on to post-secondary education are open.

Mr. Morris noted that Ontario Associations Families of Children with Communication Disorders received notice that there would be a delay in the implementation of the province's Special Needs Strategy (SNS). The trial SNS was scheduled to launch in September. Superintendent Symmonds responded that Manager Kay had an information session on the SNS with staff on 11 September 2018. He indicated that he would followup with Manager Kay on the status of the program launch.

Chair Kirwan advised that John Downing will be resigning as the primary member of Autism Ontario, Ottawa Chapter and that Katie Ralph will be taking on the primary role with Samantha Banning assuming the role of alternate. He noted that Learning Disabilities Association of Ottawa-Carleton (LDAO-C) is also changing its membership. Michael Bates will become the alternate and Linda Barbetta will be returning as the primary member for LDAO-C.

Mr. Warner announced that Jim Harris will be assuming the role of the primary member for Voice and that he would remain the alternate member.

Chair Kirwan advised that the appointments must be authorised by the Board and that a report outlining the changes will be presented to the Board on 25 September 2018.

4.1 Appointment of Association Representatives and Alternates

Chair Kirwan advised the members that the term of local associations and community representatives will expire on 30 November 2018. The term of SEAC membership is associated with the term of office of the Board and the municipal elections. The new Board will be formally acknowledged at the 3 December 2018 inaugural meeting.

Chair Kirwan indicated that the president of the association must provide Board Services with the name of their primary and alternate member no

later than 23 November 2018. A report outlining the request for appointments of all associations will be included in the 3 December 2018 Board Agenda. He added that correspondence regarding the process has been sent to all SEAC members and that Manager Mallan will approach all of the eligible associations with the request and the timelines for submission.

Chair Kirwan advised that the process for community representatives is different and that a call for applications will be distributed through the District's communication channels. Current community representatives must re-submit an application if they wish to be considered for the 2018-2022 term. The trustees currently appointed to SEAC form the membership sub-committee and will make the determination for appointment with the assistance of Superintendent Symmonds and Manager Mallan. He encouraged the current community representatives to follow the process as advertised.

In response to a query from Mr. Wylie regarding incumbents, Superintendent Symmonds responded that the membership sub-committee reviews the applications, determines the interview questions, selects candidates for interview and makes the final selection.

5. Review of Special Education Advisory Committee Report

5.1 Report 7, 06 June 2018

Moved by Michael Bates,

THAT Special Education Advisory Committee Report 7, dated 06 June 2018, be received.

The Committee requested that the 5th bullet of section 8 on page 11 be revised to include the word "website" at the end of the sentence.

Moved by Michael Bates,

THAT Special Education Advisory Committee Report 7, dated 06 June 2018, be received as amended.

- Carried -

5.2 Review of Long Range Agenda

Chair Kirwan encouraged members to provide additional topics for discussion.

Superintendent Symmonds queried the intent of item 5 and indicated he could, with a broader understanding of the topic, provide details and a

possible speaker. Chair Kirwan indicated that the item would be further discussed at the next SEAC agenda prep meeting in late September.

Mr. Popa queried the decision to discuss the Pilot Project for Gifted in November. Chair Kirwan indicated that the report on the subject was not available for the September meeting and the timelines required its move to November.

Mr. Warner indicated that speaking points for item 6 will be provided to Chair Kirwan.

5.3 Motion/Action Tracking Report, Business Arising

Chair Kirwan advised that the action tracking captures motions/actions from previous meetings and he encouraged members to follow up on items that are outstanding or have not been addressed.

In response to a query from Trustee Boothby regarding item 2, Superintendent Symmonds advised that the item is a placeholder to encourage communication on the ongoing inter-department collaboration with Curriculum Services. The two departments, including Business and Learning Technology (B<) are becoming more aligned in the work and have regular meetings to better understand and support each other. He added that the item was placed on the tracker as a result of the Learning Disabilities (LD) and math collaboration and the work that was being undertaken. Chair Kirwan indicated that the item could be removed but he hoped Superintendent Symmonds would continue to bring forward interdepartmental updates during the department update.

Mr. Bates indicated that item 5 is complete and can be removed.

Ms. Houlden indicated that she had no update on item 7. The Annual Student Achievement Report (ASAR) has not yet been released. She noted that the issue continues to be system wide and indicated the item should remain on the action tracking report.

Chair Kirwan indicated that item 8 is complete and can be removed.

Mr. Popa advised that he has no update on item 9. Ms. Houlden queried whether or not the action item should be expanded to include other exceptionalities and highlighted behaviour as an area where more data would be of interest for staff. She indicated that SEAC should be interested in the Education Quality and Accountability Office (EQAO) data of all specialized students. Mr. Wylie noted that the EQAO data for Gifted students is tracked differently and that the Association for Bright Children of Ontario (ABC) wish to access the information.

Superintendent Symmonds advised that he will approach the Research, Evaluation & Analytics Division (READ) team with the request. He

indicated that he was unsure of the scope of the work involved in the data extraction. Typically a request of this scope and scale is a result of a major project and he indicated it may not be possible. Superintendent Symmonds will provide an update at the 10 October 2018 SEAC meeting.

Trustee Boothby commented that the item was placed on the tracker as a result of the Gifted report which indicated the District had the EQAO data of Gifted students. She added that she would like to have a better understanding of the EQAO data for all exceptionalities. She queried whether or not students are asked to self-identify their exceptionality, race, and ethnicity. Superintendent Symmonds indicated that much of the identification information is input directly from the student information system. The students are not asked to self-identify.

Superintendent Symmonds advised that the data collected as a part of the Gifted report was collected as part of the Gifted review and represented 18 months worth of work.

Vice-Chair Somayaji requested the actions attributed to Superintendent Grigoriev be attributed to Superintendent Symmonds.

6. Action/Discussion/Information Items

6.1 Memo 18-107, Accessibility Report (J.McCoy, ext. 8207)

Your committee had before it Memo 18-107, Accessibility Report. The District is required under the Accessibility for Ontarians with Disabilities Act (AODA) to prepare an accessibility report on the progress of measures taken to implement its multi-year accessibility plan.

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

- The District maintains an Accessibility Working Group (AWG) with representation from all stakeholder groups including parents of students with special needs and staff that work with students with special needs;
- The memorandum contains the highlights of the annual accessibility report which is shared with the Board and the public;
- The report provides an overview and update on progress in undertaking the projects within the different departments across the District in meeting and exceeding the obligations under the Accessibility for Ontarians with Disabilities Act (AODA) and the accompanying regulations;
- The AODA is focused on ensuring accessibility in 5 key areas:
 - information and communication
 - customer service
 - employment

- physical public spaces
- transportation
- The report focuses specifically on the results and work that occurred within the 2017-2018 school year;
- The report includes a summary of implementation activities which outlines the legislative requirements and a summary of corresponding actions to ensure the District is in compliance;
- The requirement of the AODA are ongoing and the District works diligently to ensure that students, parents, staff and visitors find an accessible environment;
- The report also identifies areas of focus for the 2018-2019 school year;
- The AWG will be investigating the recently released policy on Accessible Education for Students with Disabilities. The policy was developed by the Ontario Human Rights Commission and identifies several recommendations for governments, school districts and universities and colleges; and
- Ms. Houlden shared that in her experience, requests for items related to accessibility are acted upon immediately. She praised the District's ongoing prioritization of accessibility and the immediate response to requests.

7. Department Update

Superintendent Symmonds introduced himself to the members and provided a brief biography of his teaching and administrative accomplishments. He noted that he assumed the leadership of the Learning Support Services (LSS) department in late August 2018.

Superintendent Symmonds noted that, since the transition to the Conservative provincial government, there have been several announcements. The province has indicated its intent to shift focus to the fundamentals of mathematics which will involve further cross departmental work with Curriculum Services (CS). The District has been shifting to concept of number and number relations and all school learning plans have a focus on mathematics. LSS and CS were involved in the session with school principals to discuss their learning plans.

Superintendent Symmonds advised that a memo from the province outlined some changes to funding for the 2018-2019 school year. He noted that there would be an increase to the Special Education Per Pupil Amount (SEPPA). Funds that were allocated by the former government have been expanded to include Autism Spectrum Disorder (ASD) and mental health. Funding will also be provided to improve the graduation rate of indigenous students. The Special Incidence Portion (SIP) will not increase as originally proposed, however that particular funding stream has always been conditional on an application and a demonstrated need.

The ASD pilots, "The Art of Conversation" and "The Art of Play", have been extended and will run again in the fall of 2018 and the spring of 2019 at 6 new schools.

The Ontario Human Rights Commission Policy Statement on Students with Special Education Needs is currently being reviewed by LSS staff and it contains several ideas and notions related to the work of LSS. Universal Design for Learning (UDL), a high yield strategy identified in the province's Learning For All document, is a recurring theme.

Superintendent Symmonds advised that in June 2018 there was a presentation of materials in relation to the interest academy and supports for the gifted learner in the regular classroom. Two documents created by LSS staff in consultation with the Gifted Advisory Group were presented. He noted that there was a written response to the presentation from some members of the Gifted Advisory Group and indicated that a response is forthcoming.

Mr. Popa acknowledged that a discussion on the pilot project did occur but that several members of the Gifted Advisory Group expressed their concern over the process and the outcomes in a letter addressed to the Director of Education, Superintendent Grigoriev, Superintendent Symmonds and Chair Kirwan. In the letter Mr. Popa, Ms. Somayaji, Ms. Miedema and Trustee Boothby outlined their frustration with the lack of scope and detail within the proposal that was brought forward in June. They note that the proposal will do little to support Gifted students in the regular classroom.

Mr. Popa shared that ABC is looking for guidance on how to proceed and that the issues of stakeholder involvement and transparency impact all SEAC members, and for that, reason he requested that the letter be formally discussed by the committee.

Chair Kirwan advised the members that the letter will be added as a discussion item for the 10 October 2018 SEAC and that the long range agenda would be updated accordingly.

7.1 Special Education Plan

Chair Kirwan requested that SEAC review the entire Special Education Plan by March 2019. The review is critical to staff and their preparation of the document which must be sent to the province. Principal Hannah advised elements of the Special Education Plan will be incorporated into each agenda for review. She noted that she is working closely with Communications to further improve the overall look and feel of the plan.

a. Provincial and Demonstration Schools in Ontario

Principal Hannah advised that purpose of this section is 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). She noted that the District is required to share statistics of those students who attend the schools. During the 2017-2018 school year the District had 5 students in attendance at provincial and demonstration schools, in the final report for the 2018-2019 school year the number will decrease to 4 due to a graduation.

Principal Hannah advised that errors and omissions within the names, titles and school website information will be corrected. She noted that the province has amended their document to categorize blind and deaf blind as blind, low vision and deaf-blind. The District will amend the plan to be in alignment with the province.

In response to a query from Vice-Chair Somayaji, Principal Hannah advised that the chart on folio 49 can be reorganized for clarity to better distinguish students attending a provincial school and those attending a demonstration school.

In response to a query from Mr. Bates, Principal Hannah advised that the text that includes the wording "severe learning disabilities" is the exact wording used by the Ministry. Principal Hannah noted that the province encourages and prioritizes learning at the student's home school and that only in severe instances would a student be moved to a provincial or demonstration school. The transfer would only be required when the needs cannot be met in the regular school within the home District.

b. Categories and Definitions of Exceptionalities

Principal Hannah advised that the categories and definitions of exceptionalities are set out by the Ministry. She noted that the section is now formatted differently and the spelling errors will be remedied.

Superintendent Symmonds queried whether or not Voice intends to lobby the province for a change to the definition of deaf and hard as a communication disorder. Mr. Warner responded that in recent correspondence with the Ministry, it was unlikely a change would be made for the 2018-2019 Special Education Plan. Mr. Warner expressed the view that the new Conservative government may be more receptive to category changes.

c. Roles and Responsibilities

Principal Hannah advised that the roles and responsibilities section of the Special Education Plan is prescribed by the Ministry and therefore cannot be modified or edited at the District level. She noted that Early Childhood Educators (ECEs) were added as

partners in the plan in 2018. Superintendent Symmonds will be added as the Superintendent of Learning Support Services and any spelling or grammatical errors will be amended.

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

- Errors and omissions noted by members can be brought to the attention of Principal Hannah by email;
- In response to a query from Vice-Chair Somayaji regarding the responsibility to create and maintain a guide of SEAC members and contact information, Principal Hannah indicated that the list of members is included in the plan. Chair Kirwan requested all members ensure their contact information is correct; and
- In response to a query from Mr. Popa, Chair Kirwan responded that parents may periodically approach individual SEAC members for support. He noted that it is the responsibility of the member to refer parents to the SEAC meetings and bring forward issues for discussion as warranted.

8. Committee Reports

Superintendent Symmonds queried whether or not a SEAC representative to the Advisory Committee on Extended Day and Child Care Programs was required. Mr. Warner agreed to continue to serve as the representative.

8.1 Advisory Committee on Equity

a. Appointment of representative

Chair Kirwan indicated that Trustee Olsen Harper had served as the SEAC representative to the Advisory Committee on Equity (ACE). He suggested the appointment remain on the agenda.

8.2 Parent Involvement Committee

a. Appointment of representative

Sonia Campbell Nadon volunteered to represent SEAC at the Parent Involvement Committee (PIC) meetings.

8.3 Board

a. Appointment of representative

Chair Kirwan volunteered to represent SEAC at Board meetings. Vice-Chair Somayaji will be the alternate.

8.4 Committee of the Whole

a. Appointment of representative

Vice-Chair Somayaji volunteered to represent SEAC at Committee of the Whole (COW) meetings. Mark Wylie will be the alternate.

8.5 Committee of the Whole, Budget

a. Appointment of representative

Chair Kirwan advised that the role of the representative will be to assess the budget for investments in Special Education and make suggestions and recommendations to staff and trustees. Chair Kirwan indicated that he intends to form a budget sub-committee. The small working group will meet with Chief Financial Officer Carson and Superintendent Symmonds to discuss the 2019-2020 budget.

Chair Kirwan suggested the item remain on the October agenda.

9. New Business

Superintendent Symmonds advised that the process to replace the Director of Education is underway. The job post has closed and an ad-hoc committee of trustees is interviewing applicants. He added that he expects there will be an announcement this fall.

10. Adjournment

The meeting adjourned at 8:42 p.m.

Rob Kirwan, Chair, Special Education Advisory Committee



SPECIAL EDUCATION ADVISORY COMMITTEE

Long Range Agenda **2018-2019**

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

MOTION/ACTION TRACKING REPORT

	Meeting Date	Motion/Action	Action Agents	Requester	Reference/Date	Completed
1	26 November 2014	Information regarding how strategies to engage students with dyscalculia will be incorporated into the numeracy plan	P. Symmonds	LDAO	<ul style="list-style-type: none"> Ongoing BIPSA implementation 	No
2	09 March 2016	Monitoring data from the LD program be shared with SEAC, when available	P. Symmonds, A. Hannah	C. Ellis	Ongoing	
3	18 May 2016	Share Special Needs Strategy program guidelines when available, for an opportunity to provide formal support, at the will of the Committee	P. Symmonds	C. Ellis		No
4	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
5	15 November 2017	ASAR to utilize and highlight locally developed statistics	READ and Curriculum Services	C. Houlden		
6	09 May 2018	EQAO Data on Gifted Students	READ and LSS	Mr. Popa	Superintendent Symmonds to approach the READ team with a request for EQAO data for gifted students.	



MEMORANDUM

Memo No. 18-123

TO: Trustees
Student Trustees

FROM: Jennifer Adams, Director of Education
Peter Symmonds, Superintendent of Learning Support Services

DATE: 28 September 2018

RE: **Elementary Gifted Specialized Program Class Enrolment**

Based on a question from a trustee with respect to enrolment in the following elementary gifted specialized program classes, the following information is provided.

Please contact Peter Symmonds, Superintendent of Learning Support Services at 613-596-8211 ext. 8254 if you should have any questions.

Attach.

cc Senior Staff
Manager Board Services
Corporate Records

Elementary Gifted Specialized Program

Enrollment for 2018 - 2019

SCHOOL	STUDENTS REGISTERED
English Program Sites	
Broadview	
Grade 7/8	15/8
Cedarview	
Grade 7/8	12/13
Glashan	
Grade 8	14
Grade 7	20
Goulbourn	
Grade 7/8	10/13
Hawthorne	
Grade 8	5
Jockvale	
Grade 6	7
Roch Carrier	
Grade 3/4	4/6
Grade 5/6	14/9
First Ave	
Grade 6	15
Grade 5	14
French Immersion Program Sites	
Broadview	
Grade 8	16
Grade 7	18
Grade 7/8	6/12
Bell	
Grade 7/8	10/13
Hilson	
Grade 6	5
Henry Larsen	
Grade 8	8
Knoxdale	
Grade 5/6	9/13
Vincent Massey	
5/6	7/6
7/8	8/12

20 September 2018

Note that the enrolment numbers are very preliminary and are subject to change with new admissions, students leaving the program, moves closer to home, etc.



**SPECIAL EDUCATION ADVISORY COMMITTEE
COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 18-100**

**10 October 2018
16 October 2018**

Update to the Elementary Gifted Review

**Key Contact: Peter Symmonds, Superintendent of Learning Support
Services, 613-596-8211 ext. 8254**

PURPOSE:

1. To report back to the Board on the status of the work done by staff and the Gifted Advisory Group on the Board motion regarding Gifted programming and to stand down the Gifted Advisory Group.

CONTEXT:

2. At the Committee of the Whole (COW) meeting of 20 September 2016, Report 16-113 Gifted Review was presented for discussion. The report provided a literature review and a jurisdictional scan, as well as qualitative and quantitative research including findings from focus group discussions with students, staff and parents. A follow-up staff report was presented in December 2016 and, at that time, the Board directed staff to work with Special Education Advisory Committee (SEAC) and an advisory group to expand options to be presented to the public to improve the effectiveness of services for gifted students and to increase equity of access for under-represented groups. The motion also directed staff to undertake related work in a number of other areas related to giftedness (see Appendix A - Board Motion 20 December 2016 and summary of related reports on giftedness). Several reports have been presented to the Board in relation to the other parts of the motion.

A report on the work of the Gifted Advisory Group was presented in June 2017 and explained the advisory group's interest in pursuing the development of a pilot based on a Renzulli-type approach to supporting students with giftedness. Since the spring of 2017, considerable work has been done by the Gifted Advisory Group and staff to develop a model for a pilot project. It has been

challenging to develop a model which supports the objectives established by the Gifted Advisory Group and which can be operationalized within the boundaries of collective agreements, legislative responsibilities and financial resources. In June 2018, staff presented the *OCDSB Guide to Supporting Gifted Students in the Regular Classroom* and the *OCDSB Interest Academy*, as possible resources for moving forward. Members of the Gifted Advisory Group have indicated that this approach does not adequately reflect the depth of ideas shared during the meetings of the Gifted Advisory Group and they do not endorse this approach.

Work related to the review of the gifted program and the subsequent work with the Gifted Advisory Group has been underway for over three years. A considerable amount has been learned in the process. As more students are being served in the regular classroom, efforts have been made to increase staff capacity and make materials available to support teachers in meeting the needs of all students, including those with giftedness. The two resource documents that have been developed could be very useful to supporting elementary gifted learners both in the regular classroom and in gifted specialized program classes. At this time, the focus of staff's work must shift from discussions at the Gifted Advisory Group level to implementation of the learning resources.

KEY CONSIDERATIONS:

3. Gifted Advisory Group

The Gifted Advisory Group is comprised of representatives from SEAC, the Association for Bright Children (ABC), school principals, and Learning Support Services (LSS) staff (i.e., superintendent, system vice-principal, and psychologists). In addition, two external advisors were hired to act as a resource to the advisory group. For meetings held during the 2017-2018 school year, the Chair of SEAC also attended.

Since the spring of 2017, the Gifted Advisory Group has met eight times. Considerable work was done by the advisory group members in between formal meetings. Regular updates were provided at SEAC.

In June 2017, a report was presented to Committee of the Whole by the Gifted Advisory Group recommending that a pilot project based on an interest academy model be initiated at a small number of schools. This recommendation did not eliminate the consideration of other options for gifted programming at a later time, but for a minimum of two years, it was felt that a pilot should be implemented and monitored for its impact on gifted learners.

Over the fall of 2017, the Gifted Advisory Group continued to meet to identify the desired characteristics, success indicators and monitoring of the pilot. The advisory group identified the following essential elements:

- Enrichment opportunities provided for all students in the school over the duration of several weeks, multiple times per year;
- Creation of a talent pool for students requiring additional enrichment opportunities, including those who are identified as gifted;

- Organization of students into small, flexible groupings based on student interest across grades;
- Cross-curricular links and connection to the OCDSB Exit Outcomes;
- Use of technology and online resources to enable rich learning experiences;
- Curriculum compacting, where appropriate;
- Creation of authentic learning experiences for students; and
- Connection to community resources.

The advisory group identified the following indicators of success:

- Student participation in enrichment activities;
- Quality of student tasks within and beyond the curriculum;
- Student and parent satisfaction, representing both gifted and non-gifted learners;
- Equity of access for non-represented groups; and
- Gains in cognitive and non-cognitive areas.

As the prevalence of gifted students is possible within any population of students, it was recommended that the Interest Academies should occur in all schools. Schools selected for the pilot should be sufficiently large as to allow for appropriate timetabling and grouping of students and for the monitoring of the impact of the pilot on a reasonably-sized gifted cohort. One of the participating schools should be a host to gifted specialized program classes.

The next step was the operationalization of the pilot project and related professional development. This was the focus of discussions over the 2017-2018 school year. The goal was for implementation of the pilot project in the fall of 2018.

4. **Operationalization of the Interest Academy Pilot Project**

In March 2018, based on discussions of the Gifted Advisory Group, staff presented a report to the advisory group to explore initiating a pilot project in the fall of 2018. As a result of concerns raised at that meeting, some community members of the Gifted Advisory Group were tasked with further expansion and description of the elements for a pilot. This proposal was shared with the advisory group on 2 April 2018 (See Appendix B - Gifted Advisory Group Submission re: Expanded Gifted Pilot).

The expanded proposal highlighted challenges and barriers to success and identified key activities across five themes:

1. Ensure all gifted students have equal and equitable access to all gifted supports;
2. Build daily interactions with peers who share similar learning needs;
3. Ensure children are learning every day;
4. Provide teachers with resources and supports to address special education needs; and
5. Provide all students with enrichment opportunities.

In addition, there was a recognition of the need to support gifted learners, students who are close to meeting the criteria for the identification of giftedness,

and all students. It also reiterated the District's commitment to provide a full range of special education programs and services, including regular classroom and specialized program class options.

Upon review of the community members' proposal, staff recognized that some elements could not be implemented as it would, in effect, create another program stream to the numerous and complex programs currently offered at the elementary level. Staff acknowledges that clear parameters for any work emerging from the Gifted Advisory Group should have been provided earlier in this process. However, careful consideration needs to be given to whether this is an appropriate format for structuring the work with such a complex and dynamic topic.

However, there were several elements of the expanded proposal that could not only be incorporated into current programs in the District, but could help enhance our work. Recognizing this, the Director tasked a multi-disciplinary staff team including Learning Support Services, Human Resources, Planning, and Curriculum Services to operationalize ideas discussed by the Gifted Advisory Group. This led to the creation of two deliverables:

- *The OCDSB Guide to Supporting Gifted Students in the Regular Classroom* (see Appendix C); and
- *The OCDSB Interest Academy* (see Appendix D).

Together, these documents address the essence of the Board motion and respond to two main concerns raised by parents during the gifted review:

1. Parents of children with giftedness in the regular classroom expressed confusion and/or dissatisfaction regarding the provision of programs and services for their children; and
2. Parents of children in the gifted specialized program classes expressed concern over the options for support in the regular program as well as concern regarding the possibility of a reduction of gifted specialized program classes.

The two documents provide a framework and resource materials for teachers to use in their classrooms as they make decisions on how best to support all learners, including those with giftedness.

These draft documents were shared in June 2018 with the Gifted Advisory Group.

5. **Overview of the Deliverables**

OCDSB Guide to Supporting Gifted Students in the Regular Classroom

This document is intended to provide clarity with respect to the range of supports and services available to students with giftedness in the regular classroom. The guide encourages student, parent and teacher engagement in programming for gifted learners by raising awareness of strategies that support gifted learners.

The guide provides strategies and links to resources and research related to:

- Getting to Know your Learners (e.g., assessment for learning and Individual Education Plan (IEP) development);
- Instructional Supports (e.g., differentiation, creative and critical thinking);
- OCDSB Exit Outcomes (e.g., community of character, habits of mind);
- Student Well-Being (e.g., social-emotional supports, mindset);
- Other Supports (e.g., community resources, printed materials); and
- Equity (e.g., addressing equity, twice exceptional students).

In addition, an addendum was developed to provide a “year at a glance” with suggested guidelines for teachers, Learning Support Teachers (LSTs), and support staff as they plan to support students with giftedness. This addendum highlights key areas of work for principals, classroom teachers, LSTs, and the Learning Support Consultant (LSC) with responsibility for gifted learners. These responsibilities are further broken down by term, legislated requirements and best practices in supporting students with giftedness.

6. ***OCDSB Interest Academy***

This document provides a framework/guide for educators that outlines an approach to accessing the curriculum through inquiry-based learning in support of all learners, including those with giftedness. Various interest-based inquiry learning opportunities have existed in our District for a number of years. As the concept of an Interest Academy emerged from the work of the Gifted Advisory Group, it provided staff with an opportunity to develop centrally an *OCDSB Guide for Educators - a vehicle for accessing the curriculum through inquiry-based learning*. The guide reflects the various project-based learning initiatives that are currently taking place in our District (e.g., Genius Hour, passion-based projects) and provides a tool for teachers, regardless of their previous experience with the concept, to implement this approach as a mechanism to differentiate the learning for their students. The guide allows for links to be made to the Ontario Curriculum, the OCDSB Exit Outcomes, Learning Skills and the United Nations' Sustainable Development Goals (SDGs). The framework is based on a six-week cycle run in three phases of Project Planning, Project Work, and Project Sharing & Reflection. It incorporates a Universal Design for Learning (UDL) approach that is intended to meet the needs of all learners, including students with giftedness. The flexible design of the Interest Academy allows for individual teachers or groups of teachers to participate, as well as opportunities for cross-grade and cross-curricular learning.

While this model cannot be mandated as an instructional requirement for teachers, it is endorsed by the District as a framework for supporting learners in all classrooms. As a result of the flexibility offered by the framework, teachers could use the model and adapt it over time based on student needs, collaboration with other teachers (either cross-curricular or cross-grade), and as their familiarity with the process grows.

As mentioned, there are several common elements in the proposal received by the Gifted Advisory Group and the documents created by staff. Some of these common elements are presented in Table 1.

Table 1: Some Common Elements in the Gifted Advisory Group's Work	
Elements from the Gifted Advisory Group Expanded Proposal	<i>OCDSB Guide for Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy</i>
Recognition of the need to support three groups of students: those who meet criteria of Identification as Gifted, those who are close to meeting criteria, and providing enrichment opportunities for all students.	Using a Universal Design for Learning (UDL) approach to learning allows educators to focus on providing opportunities for all learners based on their interests and to respond effectively to the strengths and needs of all students.
Recommends drawing on cross-curricular links and connection to the OCDSB Exit Outcomes.	Through the <i>OCDSB Interest Academy</i> model, students would have the opportunity to see/experience cross-curricular links to the Ontario curriculum, as well as connections to Learning Skills, the United Nations' Sustainable Development Goals (SDGs) and the OCDSB Exit Outcomes.
Provides opportunities to build daily interactions with peers who share similar learning needs.	The <i>OCDSB Interest Academy</i> encourages students to share their ideas with each other and to conference with one another with teacher support. One objective of this work is to connect students based on similar interests and/or learning strengths, with the option of flexible grouping.
Raise awareness of under-represented groups, inaccurate preconceptions of what giftedness looks like, the twice exceptional learner and other exceptionalities or challenges masking gifted abilities and addressing those barriers.	The <i>OCDSB Guide for Supporting Gifted Students in the Regular Classroom</i> addresses these concerns by providing staff with information as well as links to further research articles that support these key themes. Within this guide one main pillar is Equity, considerations including addressing equity, twice exceptional students and common myths about gifted learners.
Ensure that children are learning every day using student-centred learning opportunities and to improve IEP development.	The year-at-a-glance addendum to the <i>OCDSB Guide for Supporting Gifted Students in the Regular Classroom</i> was created to provide all LSTs with a range of activities/strategies to ensure high quality learning opportunities for students with giftedness. It helps to link the LST with the classroom teacher to ensure that the student is well supported throughout the year. It allows students to co-develop their IEP and for student voice to be at the forefront of their

	learning.
Provide teachers with resources and supports to address special education needs.	<p><i>OCDSB Guide for Supporting for Gifted Students in the Regular Classroom</i> has active links to reproducible lesson plans and hundreds of resources to support the instruction of the gifted learner. These resources offer varying levels of support for teachers who may be new to teaching students with giftedness and those who have more experience.</p>

7. **Gifted Advisory Committee Response to the Deliverables**

At the conclusion of the Gifted Advisory Group meeting on 11 June 2018, the group was asked to consider whether they would be interested in the District piloting the two resources at three school sites in varied neighbourhoods across the city. It was suggested that the pilot run for two years with an evaluation including feedback from students, parents and educators.

Following the June 2018 meeting during which staff presented the *OCDSB Guide to Supporting Gifted Students in the Regular Classroom* and the *OCDSB Interest Academy*, communication was received from some of the community members on the Gifted Advisory Group. These members clearly expressed dissatisfaction with the work completed by staff. They stated that the deliverables were not an adequate reflection of the depth of ideas shared during the meetings of the Gifted Advisory Group. They requested that it be clearly stated that they do not endorse this work.

At this time, the Gifted Advisory Group appears to have reached a point whereby it has completed as much work as can be done. While there is dissatisfaction among some of the community members, staff do believe that the discussions by the Gifted Advisory Group as a whole have led to the development of two important resources that will support elementary gifted learners both in the regular classroom and in gifted specialized program classes.

8. **Update on the Status of the Board Motions:**

The Board motion that established the Gifted Advisory Group included several other recommendations. The following summary is an update of the work done to date on all of the parts in the motion.

A. *THAT staff work with SEAC and an Advisory Group that would include SEAC representation to expand options to be presented to the public to improve the effectiveness of services for gifted students and to increase equity of access for under-represented groups.*

Report 17-053 in June 2017 provided a first update on the motion and detail on the work of the Gifted Advisory Group. Additional information regarding the work of the group is outlined in this report. While the challenges of the Gifted Advisory Group have been acknowledged above, the work of the Gifted

Advisory Group did lead to the creation of two resources that will improve the effectiveness of supports and services for gifted students and their teachers.

It is acknowledged that the extent to which the Gifted Advisory Group can do its work has been completed and should be stood down by the Board.

- B. THAT the Congregated Gifted Program, transition to a specialized class location model using geographically defined catchment areas (Geographic Model).*
- C. THAT staff bring forward an interim report on the development of options by the end of May 2017 and a final report including a plan for the Geographic Model transition, including costing, no later than the end of December 2017.*

Report 17-092, presented in January 2018, addressed issues relating to the implementation of the geographic model in both elementary and secondary panels. In that report, staff recommended that the elementary gifted program not be shifted to the geographic model at this time. Shifts in enrolment patterns, decisions related to student learning and accommodation planning, implementation of a second International Baccalaureate (IB) program, and the complexities of minimizing transitions for students have all impacted the ability to shift to the geographic model for elementary gifted students.

Additional reports relating to the transition of the secondary gifted program to the geographic model were presented in April 2018 and June 2018. The second report explained that there would be a phase out of the gifted specialized program class at Merivale High School and program boundaries would be adjusted accordingly. This brought an end to the secondary gifted review.

Transition to a specialized class location model for elementary and secondary gifted specialized program classes will not take place at this time, but may be considered in coordination with future accommodation reviews.

- D. THAT staff bring forward a report with a plan, including costing, of implementing a universal screening tool, once the Ministry of Education has released the new Gifted definition, or no later than end of October 2017.*

A discussion report, Report No. 17-073, on the development of a universal screening tool was presented to Committee of the Whole in November 2017. That report identified the potential costs of implementing a universal screening tool and acknowledged that the implementation of such a tool might be premature given that a new Ministry definition of giftedness was expected. To date, the Ministry has not released the new definition for giftedness.

Current practice is that parents and/or teachers may refer students to their school's multidisciplinary team to discuss student needs, including cognitive assessment. The District is currently using the Canadian Cognitive Abilities Test (CCAT 7) for this initial screening. This initial assessment is usually

completed by trained school staff and the school psychologist is consulted to determine if further assessment is required.

The current process for identification of gifted students will remain in place.

E. THAT staff bring forward a plan including costing for professional development/coaching support for school based staff working in the regular class with elementary Gifted students no later than March 2017.

The *OCDSB Guide to Supporting Gifted Students in the Regular Classroom* and the *OCDSB Interest Academy* are two comprehensive resource documents that provide teachers with the tools to support students with giftedness in their classrooms. Some schools have heard about this work and have already approached LSS and Curriculum Services interested in piloting the materials. Associated costs can be covered within existing operational budgets.

In addition, ongoing development of the “Gifted@OCDSB” Google+ community provides an online space for teachers to connect, share resources/materials, and learn about meeting the needs of students with giftedness.

These draft resource materials will be used in a limited number of schools over the coming months in preparation for a broader release in the fall of 2019.

9. **Conclusions**

Two years following the release of the Gifted Review, considerable additional work has been undertaken by staff and community members. This work is detailed in the five reports presented to Board over the past two years. Notwithstanding the work undertaken, the significant complexities of the issues has made it challenging to put forward recommendations for change.

Although the pilot proposed by the Gifted Advisory Group could not be operationalized as presented, their work has resulted in the creation of two documents which will support the ongoing learning of staff in our District as well as address some of the concerns raised by parents of children with giftedness. The OCDSB now has an endorsed framework for supporting all learners. These documents allow for precision and personalization of learning experiences to meet the needs of learners, including those with giftedness.

RESOURCE IMPLICATIONS:

10. All members of the Gifted Advisory Group have dedicated a significant amount of time to improve supports and services to students with giftedness. Associated costs for the work of the Gifted Advisory Group, including the fees for the external providers, were covered by departmental budgets.

Looking forward, associated costs with respect to the distribution of the two documents, as well as related staff training, will be covered within existing operational budgets.

COMMUNICATION/CONSULTATION:

11. As noted in the above report, the Gifted Advisory Group met eight times. Updates on the work of the Gifted Advisory Group and the Board motions were discussed at SEAC and presented to the Committee of the Whole and Board.

STRATEGIC LINKS:

12. This report links to the Strategic Plan 2015-2019 priority of Learning: Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners and Stewardship: Enhance operational practices to effectively and responsibly manage human and financial resources in support of students.

RECOMMENDATION:

THAT the Gifted Advisory Group be acknowledged for their contributions and be formally stood down by the Board.

Peter Symmonds, Superintendent
of Learning Support Services

Jennifer Adams
Director of Education and
Secretary of the Board

APPENDICES

- Appendix A Board Motion 20 December 2016 and summary of related reports on giftedness
- Appendix B Gifted Advisory Group Submission re: Expanded Gifted Pilot
- Appendix C OCDSB Guide for Supporting Gifted Students in the Regular Classroom
- Appendix D OCDSB Interest Academy: A vehicle for accessing the curriculum through inquiry-based learning. A Guide for Educator Teams

Board Motion 20 December 2016 and Summary of Related Reports on Giftedness

At the Board meeting on 20 December 2016, the Board approved the following motion related to the gifted review:

- A. THAT staff work with SEAC and an Advisory Group that would include SEAC representation to expand options to be presented to the public to improve the effectiveness of services for Gifted students and to increase equity of access for under-represented groups;
- B. THAT the Congregated Gifted Program, transition to a specialized class location model using geographically defined catchment areas (Geographic Model);
- C. THAT staff bring forward an interim report on the development of options by the end of May 2017 and a final report including a plan for the Geographic Model transition, including costing, no later than the end of December 2017;
- D. THAT staff bring forward a report with a plan, including costing, of implementing a universal screening tool, once the Ministry of Education has released the new gifted definition, or no later than end of October 2017; and
- E. THAT staff bring forward a plan including costing for professional development/coaching support for school based staff working in the regular class with elementary gifted students no later than March 2017.

Summary of Reports to Committee of the Whole and Board

The Board has received the following reports and updates at Committee of the Whole (COW):

Report No. 17-053: Gifted Program Review Update (20 June 2017) provided an update on the five elements of the Board motion and an overview of the work of the Gifted Advisory Group including a commitment to the development of a pilot based on a Renzulli type approach to supporting students with giftedness.

Report No. 17-073: Universal Screening Tool for Giftedness (21 November 2017) was presented for discussion of the use of a universal screening tool for giftedness. Information was shared about practices from across the province as well as some of the benefits and challenges associated with a single screening tool. In addition to the costs for the universal screening tool itself, estimated costs were provided for additional testing materials as well as increases to staffing allocations which would be required for full implementation. A recommendation was not brought forward at this time due to the delay in receiving the updated Ministry definition for giftedness.

Report No. 17-092 Gifted Geographic Model Transition (16 January 2018) highlighted some of the complexities associated with shifting the gifted specialized program classes to the geographic model. At the elementary level, there were sufficient numbers of classes to warrant classes in three geographic zones. However, considering the work of the Gifted Advisory Group, the fact that there was a delay in receiving an updated definition of Giftedness from the Ministry of Education, and the risk of causing multiple transitions for many students resulted in the recommendation that the gifted specialized program classes not be shifted to the geographic model at this time.

At the secondary level, complexities were noted as a result of declining enrolment at Merivale High School and Glebe Collegiate Institute as well as the introduction of a second International Baccalaureate (IB) program at Merivale High School. In addition, enrolment pressures at other secondary specialized program sites resulted in the need for deeper discussion about the shift to the geographic model.

Report No. 18-041: Secondary Gifted Specialized Program Class Transition to the Geographic Model (17 April 2018) highlighted the concerns regarding enrolment pressures at Merivale High School and Glebe Collegiate Institute. Staff recommended shifting the secondary gifted specialized program class to the geographic model at two sites (i.e., East and West zones). The report sought Board approval to move forward with a consultation process on the proposed changes.

As a result of the COW discussion on 17 April 2018, staff presented *Report No. 18-067: Update of the Secondary Gifted Specialized Program Class Transition to the Geographic Model (19 June 2018)*. The report reiterated the challenge of the critically low enrolment at Merivale High School. Further, staff would proceed with a plan to phase out the gifted specialized program class at Merivale High School and develop gifted specialized program class boundaries to direct incoming students one of the other secondary gifted specialized program sites. This brought the secondary gifted review to an end.

KEY CONSIDERATIONS:

A Renzulli inspired model was proposed to provide the framework for the pilot. The following objectives aim to organize and focus a variety of options to improve effectiveness of services for gifted students and to increase equity of access for under-represented groups that the Gifted Advisory Group has discussed over the last year.

Based on Renzulli's work, the pilot will look at three targeted groups within the regular classroom with varying levels of supports and programming. Traditional Specialized Program Classes (Congregated) will continue to be a key part of the continuum of services for gifted students.

The three groups in the regular classroom will be referred to as follows in this report:

Group 1 - Gifted learners

Group 2 - Students close to meeting the criteria for gifted identification

Group 3 - All students

The OCDSB Gifted Program Review Final Report literature review summary states "it is recommended that school districts strive to provide as full a range of program options as is feasible, with the following common elements: intellectual peer interaction; flexible grouping; differentiation of curriculum and instruction; continuous academic progress; continuity of support services; and teachers with specialized training in Gifted education." (OCDSB Gifted Program Review Final Report 16-113 page 59).

These themes are addressed by the following five objectives:

1. Ensure all gifted students have equal and equitable access to all gifted supports
2. Build daily interactions with peers who share similar learning needs
3. Ensure children are learning, every day
4. Provide teachers with resources and supports to address special education needs
5. Provide all students with enrichment opportunities

Ideas for programming, delivery models, supports for students and staff, identification and improving access to appropriate programming either in the classroom or in congregated are explored within those objectives for consideration in the pilot. What follows under each objective's key activities is meant to be a list of possibilities not demands that must be all put in place on day one. The pilot schools along with senior staff will work to prioritize items to pilot at each site. Over time through trial and ongoing evaluation, a core of expertise, successful interventions and supports should emerge.

Objective 1: Ensure all gifted students have equal and equitable access to all gifted supports

The Gifted Review raised concerns about equity both in identification and access to interventions, supports and Specialized Program Classes (Congregated).

From the Gifted Review summary “research indicates that students from diverse and marginalized populations (e.g., cultural/linguistic, lower SES, twice exceptional, and Indigenous learners) continue to be disproportionately under-identified for participation in Gifted programs” (OCDSB Gifted Program Review Final Report 16-113 page 58). Although the OCDSB does not have data on most variables, there is data that shows that girls are under-identified and under-represented in the Specialized Program Classes (Congregated).

There are two pieces to this, the first is identification and the second is access to appropriate programming whether that is programming in a regular classroom or programming within a Specialize Program Class (Congregated).

Current challenges and barriers to address:

For the identification piece, Group 1 will continue to use the OCDSB criteria for gifted requiring traditional testing. Group 2 will be looser and allow students that have not met the requirements to also access gifted programming. This could be because they haven't been through testing or because they were tested but didn't meet the gifted criteria.

This aims to improve equity and expand access. Expanding to have a larger pool is more likely to catch more of the students who are gifted because they'll (hopefully) end up with similar access to gifted supports by being in group 2. However, the factors that are influencing the current equity issues are not solely linked to testing (OCDSB Gifted Program Review Final Report 16-113 pages 16-17 mentions some possibilities). Care must be taken in the identification process design, communication and implementation to ensure equity is achieved in both groups. They both should be closely monitored for inequities and if any appear they need to be understood and addressed.

The access piece of this is complex. Most current gifted students require considerable advocacy from parents and teachers to access gifted programming in the classroom and accessing the Specialized Program Classes (Congregated). This advocacy is dependent on attitudes, expectations, knowledge, communication skills, time and values (among other things). Majority of underrepresented groups rely more on teachers to fulfill their advocacy needs because their parent(s) face challenges in advocating for them. To fully address equity issues, the pilot needs to look holistically at improving the system's knowledge and advocacy for all gifted students and reduce barriers in access for the whole continuum of gifted supports. -

Given the dramatic drop in applications for Specialized Program Classes (Congregated) - including the eradication of lower grades - since the instigation of the new criteria and policy three years ago the parent experiences described at CoW and SEAC earlier in the review process should be given due consideration. It is important to understand the root cause of this decline based on facts. There is an urgent need to clearly define, and to communicate, the board's new gifted policy and procedures to parents, principals, LSTs and teachers, to fix any inequities in access to special education supports being caused by widespread misunderstandings of OCDSB policy. Given the nature of the kinds of barriers parents have reported, it is highly likely that already-marginalized students, including Indigenous students, English Language Learners, and low SES are the most affected by these barriers and they are also the least heard from.

Key activities:

Possibilities could include but are not limited to:

- Encouraging early identification and access to gifted programming
- Implement universal screening to catch students that will be missed by teacher based screening
- Identifying and addressing barriers to equitable identification. Possible barriers might include
 - Inaccurate preconceptions of what gifted looks like (could include English Language Learners)
 - Behaviour/achievement expectations
 - other exceptionalities or challenges masking gifted abilities
 - Testing requirements (and the 1 and 2-year limits on results) for students wishing to be IPRC'd and/or who are applying to the Specialized Program Classes in elementary, intermediate and secondary. If school based testing isn't available this depends on parents paying for costly private testing
- Identifying and addressing barriers to equitable access - especially those which create a burden of time, resources and/ or cultural-savviness on parents - must be supported by robust evidence. Possible barriers might include
 - Significant time and skills required for advocacy to access supports
 - Behaviour - The base need might be the same but a gifted child that quietly implodes will proceed through the tiered interventions differently than gifted child that vents their frustrations outward
 - Long commutes due to limited locations of Specialized Program Classes (Congregated), especially for the primary grades that are currently only offered in Kanata
 - Other exceptionalities or challenges masking gifted abilities
 - Inaccurate preconceptions of what gifted looks like (could include English Language Learners)
- Following up with schools that have zero (or extremely few) gifted students to increase awareness and actively seek to find gifted students that have been overlooked.

- Provide parents and all schools with transparent and clearly documented policy and procedures with explanatory guidance
- Make it possible for parents to apply for Specialized Program Classes (Congregated) without full approval from their home school (and/or some sort of appeal process for those told they can't apply).

Key participants:

- Groups 1 and 2
- Note: Similar resources barriers have been experienced in some other exceptionalities, notably LD; these efforts to improve transparency and accountability should be applicable across all exceptionalities

Key success measures:

- Having an understanding of who the under-represented groups are based on current statistics of students both in the regular classroom and in Specialized Program Classes (Congregated)
- If Universal Screening is not implemented, do detailed tracking of any testing of suspected gifted students (possible measures could include reasons for testing, test types, age at testing, wait times, outcomes, and factors related to suspected under-represented groups)
- Tracking the numbers of students who meet the board's gifted criteria but who are currently invisible because they have not been IPRC'd as well as those that have been IPRC'd. Collect detailed information so that progress can be measured and tracked with regards to equity focusing on the identified groups of interest.
- Tracking the numbers of children applying for and accepted into Specialized Program Classes (Congregated). Collect detailed information so that progress can be measured and tracked with regards to equity focusing on the identified groups of interest.
- Tracking the numbers of students who are identified to be part of group 2. Collect detailed information so that progress can be measured and tracked with regards to equity focusing on the identified groups of interest.
- Our identified, IEP-supported and group 2 populations are ~50% girls
- Our Specialized Program Class (Congregated) population is ~ 50% girls
- Evaluation at the board level shows consistent implementation of policy across schools
- Evaluation at the board level demonstrates that access to supports is based on student need and not contingent on parents investing major time, resources, research to persuade the school to initiate interventions
- Students and parents report consistent, fair and equitable application of rules.
- Parents report that parent-provided views and evidence of student need are taken seriously and not dismissed
- Processes to request and be considered for access to special education supports are demonstrably transparent, consistent, taking place on clear timelines and

documented (including access to: tiered supports and increasingly intensive tiered supports; IEPs; testing; identification; and applications to the Specialized Program Classes (Congregated)

- Similar policy, procedure and accountability changes are undertaken for other exceptionalities

Objective 2: Build daily interactions with peers who share similar learning needs

Pilot ways to increase opportunities for gifted learners to interact and work with their intellectual peers.

Current challenges and barriers to address:

The paragraph regarding peers from the summary in the OCDSB Gifted Program Review Final Report states “Gifted learners reported very different, largely positive perceptions of their experiences in special schools or specialized classes in comparison to students in typical schools or pull out programs. This is largely consistent with other findings of peer ability grouping: more favourable student attitude toward subject matter; greater development of students’ career interests; healthy social relationships; and high motivation.” (OCDSB Gifted Program Review Final Report 16-113 page 61)

Maximizing the amount of time students spend with peers who share similar learning needs and exploring flexibly groupings are thus key goals for the pilot.

Key activities:

Possibilities could include but are not limited to:

- Cluster grouping within classes
- Cross-class cluster grouping
- Multi-grade cluster grouping
- Pull-out sessions with other children who are gifted (within a grade and/or spanning multiple grades); and
- Cross-school interactions - virtual or in person if possible - especially key for schools with smaller numbers of gifted students and/or profoundly gifted who statistically are unlikely to have intellectual peers even within larger schools

Key participants:

- Groups 1 and 2

Key success measures:

- Both Gifted and Group 2 students spend time every day working with their peers who share similar learning needs
- We have robust evidence from students and parents that students are working with peers who share similar learning needs
- These peer interactions are included as tiered interventions in the Individual Education Plan (IEP), with documented goals, intervention, timelines, success measures and outcomes
- Gifted children report feeling as safe as the student population overall to be themselves, and able to share their passions with fellow students

Objective 3: Ensure children are learning, every day

“All I want is for my kid to have to work for as long, and as hard, as all the other kids in their class.” (Parent)

Student well-being requires not just similar peers, but also appropriate work. The two recommendations from the Gifted Review summary that align with this objective are differentiation of curriculum and instruction and continuous academic progress.

Pilot ways to ensure each child is learning in our classrooms: adjusting curriculum for every child’s zone of proximal development (ZPD).

Current challenges and barriers to address:

All children need material that is hard enough to require mistakes, perseverance and hard work but not so hard as to be overwhelming. As one example, the review stated 67.6% of parents with gifted children in the regular class responded that their child’s academic needs were not well met (OCDSB Gifted Program Review Final Report 16-113, page 102, table 22).

It is important that necessary special education accommodations and modifications are not treated as a reward or something that needs to be earned. Well behaved children shouldn’t be denied appropriate work because “they are doing fine”. Poorly-behaved children shouldn’t be denied appropriate work because they are not compliant with inappropriate work. Twice exceptional students’ non-gifted exceptionality should not be used as an excuse to deny gifted programming.

It is also important that it isn’t more of the same or more on top of their normal work. The key is to replace work that is not appropriate with work that is. This is a constant, ongoing and everyday need.

Key activities:

Some considerations of importance:

- All students need to be taught in order to be learning. Children need to be taught new material and not just allowed to do more or harder work by themselves. Differentiated instruction and not simply differentiated output
- Grouping of students instructionally by subject area for advanced curriculum work that would be flexibly organized and implemented based on students; documented level of learning within subject areas (grouping and differentiated instruction);
- Compacting, using a range of strategies (as outlined by Renzulli and by Shore) from pre-testing to move quickly to greater complexity; to merging two years into one, or three years into two
- The use of advanced curricula in core areas of learning at an accelerated rate;
- Embedding multiple higher order level thinking models and skills within core subject area teaching to enhance learning (Critical thinking skills);
- The use of inquiry as a central strategy to promote gifted student learning in multiple modalities (inquiry-based learning);
- The use of student-centered learning opportunities that are issue or problem based and are relevant to the students' world;
- Increased teaching speed and pace; compacting
- Increased depth
- Decreased repetition; pre-testing to avoid
- Increased complexity
- Modified approach to curriculum, multi-sensory teaching
- Providing challenge and opportunities to fail
- Encouraging risk taking in a safe, encouraging environment
- Learning study skills and learning how to learn
- Social training and supports
- Acceleration - the Gifted Review details 18 forms of acceleration (OCDSB Gifted Program Review Final Report 16-113 page 38). Pages 39-41 of the Gifted Review supports acceleration including the following statements "A significant and consistent body of research supports the integration of accelerative practices for Gifted and talented learners." and "accelerated students equal or surpass their non-accelerated peers in self-concept, self-esteem, self-confidence, social relationships, participation in extracurricular activities, and life satisfaction." Dr. Renzulli's publications as well as many of Dr. Shore's comments made in Advisory Group meetings repeatedly stressed the importance of a wide variety of compacting, accelerative and dual-enrollment practices to ensure access to appropriate curriculum.

Key success measures:

- Gifted students spend at least an hour every day working on tasks in their zone of proximal development (ZPD), especially in their areas of strength/ passion
- All students with demonstrated need for different work spend time every day working on tasks in their zone of proximal development (ZPD)
- Assessment of student's ZPD is based on transparent and consistently-applied measures of student knowledge and readiness (not compliance or achievement in the absence of appropriate curriculum)
- We have robust evidence from students and parents that students are being provided with more appropriate curriculum
- These curriculum modifications are included as tiered interventions in the IEP, with documented goals, intervention, timelines, success measures and outcomes

Objective 4: Provide teachers with resources and supports to address special education needs

The summary of the OCDSB Gifted Program Review Final Report states "What is clear from the research is that many if not most educators are ill-equipped to support the needs of Gifted students, often due to a lack of training and/or experience. Ongoing training and support could strengthen teacher capacity and give educators the tools they need to personalize learning, enhance instructional practice to meet individual needs, and improve and increase the educational pathways for every student as per the OCDSB's Learning Objective." (OCDSB Gifted Program Review Final Report 16-113 page 60)

Pilot the development of supports and materials for teachers to make the items in objective 3 easier to implement especially in today's classrooms with wide varieties of needs. This aligns with the recommendation that teachers of gifted students receive specialized training in Gifted education.

Current challenges and barriers to address:

Gifted students are both infrequent and have a wide range of needs. Statistically, an elementary teacher will typically have a mildly gifted student in their class once every two years, and teach a profoundly gifted student perhaps once in their career. One student may need enrichment in math, another in history, the next in writing, while subsequent students might be focused on theoretical physics, military history, programming and other subjects outside the curriculum. It is therefore difficult for an individual teacher in the regular classroom to build up expertise in supporting gifted students. Instead, teachers must find new material for extension/depth/breadth/enrichment/etc. for each new student strength they encounter. If we want gifted students to be supported in the regular classroom, we need to make such support feasible. The literature review emphasized how difficult it is to provide Differentiated Instruction in practice, and the significant training and resources teachers needed if they are going to reach gifted students in their zone of

proximal development (ZPD) while also meeting the needs of the rest of their students in a regular classroom.

Key activities:

Possibilities could include but are not limited to:

- Defining expectations/ content for the “gifted program” in the regular classroom, including minimal and optimal levels of support
- Using Modified Expectations in the IEP as per Ontario Ministry document <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf> page 27
- Providing high quality samples of IEPs as guidelines and examples for parents, teachers and school staff
- Creating modules that define needs and goals, and provide guidance, curriculum, materials, resources and coaching, for supporting gifted students in the full range of (a) topics; (b) grades/ levels of work; and (c) depth/ complexity appropriate to a range of levels of giftedness in that topic area
- Dedicated staff to support and develop resources and materials for teachers to use
- Organizing toolkits that build on the Ontario Curriculum that contain enrichment ideas, activities and resources
- Increasing awareness of challenges common in the gifted population - intensity, perfectionism, sensory challenges, anxiety, twice exceptional, etc.
- Increasing awareness of the broad spectrum that gifted covers as well as an understanding of common twice exceptional profiles
- Developing and promoting an online discussion area for teachers to share resources and experiences
- Identifying any discrepancies between common teacher beliefs and research evidence regarding gifted identification, support, needs and challenges.
- Identifying barriers and challenges that teachers and staff feel they have in meeting the needs of all children in their class as well as gifted learners. What is required to better meet those needs? What can be done immediately to assist? What requires a longer term approach?

Key participants:

- Groups 1 and 2
- Note: Similar resources are equally needed and could be developed for all exceptionalities

Key success measures:

- We have robust evidence from teachers of the barriers to providing special education supports for gifted students in the regular classroom
- We have resources, including modules and coaching, that directly address those barriers
- We have robust evidence from teachers that the barriers are decreasing
- We have robust evidence from students and parents that gifted needs are being better met in the classroom
- Student and parent surveys find that IEPs are seen as a relevant and meaningful tool for special education support, and that IEPs are being followed
- IEP assessment shows that all gifted students have specific and appropriate interventions included in their IEP, with documented goals, intervention, timelines, success measures and outcomes. Successful interventions are maintained/ expanded, while unsuccessful interventions are replaced and scaled up in intensity
- Similar resources are developed and measured for other exceptionalities

Objective 5: Provide all students with enrichment opportunities

The Gifted Advisory Group also spent considerable time discussing school wide enrichment that all students would participate in.

Current challenges and barriers to address:

Reaching out, involving and coordinating experts in the community will likely be more challenging in some schools than others.

Key activities:

- Enrichment opportunities provided for all students in the school over the duration of several weeks, multiple times per year;
- Organization of students into small, flexible groupings based on student interest across grades;
- Cross-curricular links and connection to the OCDSB Exit Outcomes;
- Use of technology and online resources to enable rich learning experiences;
- Curriculum compacting where appropriate;
- Creation of authentic learning experiences for students; and
- Connection to community resources.

Key participants:

- Groups 1, 2 and 3

Key success measures:

- Student participation in enrichment activities;
- Quality of student tasks within and beyond the curriculum;
- Student and parent satisfaction, representing both gifted and non-gifted learners;
- Equity of access for non-represented groups; and
- Gains in cognitive and non-cognitive areas.

PILOT LOGISTICAL CONSIDERATIONS:

As the prevalence of gifted students is possible within any population of students, the pilot should occur in three types of schools:

- Low SES school;
- Middle SES school; and
- High SES school.

Schools selected for the pilot should be sufficiently large as to allow for appropriate timetabling and grouping of students and for the monitoring of the impact of the pilot on a reasonably-sized gifted cohort. One of the participating schools should be a host to gifted specialized program classes.

Once the implementation of the pilot is approved, staff would undertake professional development for implementation of the pilot beginning in the Fall of 2018. The pilot would continue for 2018-2019 and 2019-2020 school years. Monitoring activities would be undertaken throughout this time period.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

OCDSB GUIDE TO SUPPORTING GIFTED STUDENTS IN THE REGULAR CLASSROOM





OTTAWA-CARLETON DISTRICT SCHOOL BOARD



The following chart is a sample year outlining responsibilities and suggested guidelines for teachers, LST's, and support staff surrounding supporting gifted learners in the regular classroom. For a detailed outline of strategies for gifted learners, resources, and supported research, please refer to the "*Guide for Supporting Gifted Students In The Regular Classroom*" document.

It is important to consider the Ontario Ministry of Education's definition of Giftedness in order to create a consistent framework and better understanding of the Gifted learner. The Ontario Ministry of Education defines exceptional pupils in the Special Education Handbook 1984.

Giftedness is defined as:

"...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."

Please note: *items in red indicate legislated tasks for each role

Considerations (*Please note that supports is not one-size fits all and thus support provided should vary depending on individual student need)	TERM 1 (September–January)
Role of The Principal	<ul style="list-style-type: none"> • Oversee the implementation of the Individualized Education Plans (IEPs) (30 days into school year) • Conduct and lead Multi-Disciplinary meetings • Conduct and lead any IPRCs • Oversee any transition plans (PPM 156) • Provide PD opportunities for staff • Ongoing discussions with LST and LRT to keep up-to-date with exceptional students as well as students of concern • Participate in parent meetings • Prioritize supports and services (school support staff schedule)

**Supports from the
Classroom Teacher(s)**

- Review of Gifted IEPs and OSR information (as applicable)
- Ensure that the IEP is reflected in the report card if modified
- IEP provided to school principal for review and signature
- Attention to transitions including transition plans (PPM 156)
- Continued support, monitoring, and implementation of strategies as outlined in the IEP
- Ongoing parent consultation (IEP) as needed
- Administer Interest Survey with Gifted Students Sample Interest Survey
- Administer Multiple Intelligence Survey with Gifted Students Sample Multiple Intelligence Survey
- Introduce the student-led learner profiles Student Learner Profile (including attached parent letter)
- Send home Things My Child Likes To Do Information for parent feedback
- Incorporate tiered interventions according to strengths and needs of each learner including ongoing monitoring (see the OCDSB Guide for Supporting Gifted Learners Document)
- Think and plan around desired Exit Outcomes
- Ongoing dialogue with both student and parent regarding progress and next steps
- Set up classroom environment as per individual student needs (e.g., instructional, environmental, and assessment accommodations such as strategic seating, critical and creative thinking opportunities, visual schedules)

Supports from the LST

- Ensure IEP is sent home within the first 30 days and consult as needed
- Review of Gifted IEPs and OSR information (as applicable)
- Collect consent letters from parents for LSC to observe and consult (as needed)
- Support the classroom teacher in implementation of the IEP
- LST to consult with classroom teacher about the IEP before locking it
- Facilitate Specialized Equipment Allocation (SEA) and access to Itinerant Teacher of Assistive Technology for students as required
- Ongoing support, implementation, and revision of student IEP's
- Attend Multi-Disciplinary meetings
- Meet with classroom teachers to discuss IEP goals and transitional supports
- Collection of data from the surveys for gifted learners
- Meet with students to discuss survey results and obtain student voice input
- As applicable, use data collection to form interest groups
- Introduce the learner profiles [Student Learner Profile](#)
- Collect and attach parent survey to the learner profile
-
- Help students make goals around their learning and support the monitoring of these goals
- Continue to consult with students regarding the Student Learner Profile
- As needed, LST may attend parent-teacher interviews
- Support involvement in extracurricular activities and clubs specific to the needs of the students
- Consult resources in Google+ community (Gifted@OCDSB)
- Reference the [Guide to support gifted learners in the regular classroom](#)
- Update staff on recent research
- Complete assessments (e.g., WIAT-III, CCAT-7) as needed

Role of the LSC and school level support

- Contact LST to offer support for consulting, planning and programming purposes
- Make arrangements to observe and consult with LST and/or classroom teachers around supports for gifted learners
- Assist with writing IEPs
- Support Multi-Disciplinary meetings
- Consult as needed on tiered interventions
- Consult with psychologist with the gifted portfolio about gifted student profiles
- Provide PD as appropriate
- Assist LST's with administration of assessments (as needed)
- Communicate relevant and important information with other LSC's as well as through the LST networks

Considerations	TERM 2 (February-June)
Role of The Principal	<ul style="list-style-type: none"> • Ensure Term 1 report card is sent home • Ensure Term 2 IEP is sent home • Conduct and lead Multi-D meeting • Conduct and lead any IPRCs • Oversee transition plans (PPM 156) • Ongoing discussions with LST and LRT to keep up-to-date with exceptional students as well as students of concern • Provide PD opportunities for staff • Participate in parent meetings • Prioritize supports and services (school support staff schedule)
Supports from the Classroom Teacher(s)	<ul style="list-style-type: none"> • Review of Gifted IEPs and OSR information (as applicable) • Ensure that the IEP is reflected in the report card if modified • IEP provided to school principal for review and signature • Attention to transitions including transition plans (PPM 156) • Continued support, monitoring, and implementation of strategies as outlined in the IEP • Ongoing parent consultation (IEP) as needed • Incorporate tiered interventions according to strengths and needs of each learner including ongoing monitoring (see the OCDSB Guide for Supporting Gifted Learners Document) • Think and plan around desired Exit Outcomes • Ongoing dialogue with both student and parent regarding progress and next steps • Continue to offer flexible classroom environments as per individual student needs (e.g., instructional, environmental, and assessment accommodations such as strategic seating, critical and creative thinking opportunities, visual schedules)

Supports from the LST

- **Ensure IEP is sent home within the first 30 days and consult as needed**
- Review of Gifted IEPs and OSR information (as applicable)
- Support the classroom teacher in implementation of the IEP
- LST to consult with classroom teacher about the IEP before locking it
- Collect consent letters from parents for LSC to observe and consult (as needed)
- Facilitate Specialized Equipment Allocation (SEA) and access to Itinerant Teacher of Assistive Technology for students as required
- Ongoing support, implementation, and revision of student IEP's
- Attend Multi-D meetings
- Meet with classroom teachers to discuss IEP goals and transitional supports
- Collection of data from the surveys for gifted learners
- As applicable, use data collection to form interest groups
- Help students make goals around their learning and support the monitoring of these goals
- Continue to consult with students regarding the Student Learner Profile
- As needed, LST may attend parent-teacher interviews
- Support involvement in extracurricular activities and clubs specific to the needs of the students
- Consult resources in Google+ community (Gifted@OCDSB)
- Reference the [Guide to support gifted learners in the regular classroom](#)
- Update staff on recent research
- Complete assessments (e.g., WIAT-III, CCAT-7) as needed
- Prepare for IPRC's

Role of the LSC and school level support

- Continue to make arrangements to observe and consult with LST and/or classroom teachers around supports for gifted learners
- Make arrangements to observe and consult with LST and/or classroom teachers around supports for gifted learners
- Assist with writing IEPs
- Support Multi-Disciplinary meetings
- Consult as needed on tiered interventions (refer staff to [Guide to support gifted learners in the regular classroom](#))
- Consult with psychologist with the gifted portfolio about gifted student profiles
- Provide PD as appropriate
- Assist LST's with administration of assessments (as needed)
- Communicate relevant and important information with other LSC's as well as through the LST networks
- Ensure schools are in contact with receiving schools if student is transitioning to a different school
- Provide French assessment should a student be considered for EFI Gifted placement
- Ensure any students transitioning to a secondary gifted program are aware of the specific location (according to the geographic model)
- Assist LST's with administration of the CCAT7 (as needed)

TABLE OF CONTENTS

Instructional Supports

This section includes resources for supporting gifted learners academically including resources on differentiation, curriculum compacting, graphic organizers, ability grouping, extra-curricular activities, critical and creative thinking, executive functioning, and inquiry-based learning

Getting to Know Your Learners

This section includes resources to help you collect information about your students and assessment resources as, of, and for learning. It also includes information related to IEP development.

Exit Outcomes

This section includes resources around the OCDSB Community of Character, Leadership, and Habits of Mind.

Student Well Being

This section includes resources on various topics related to social-emotional considerations, mindsets, and overexcitabilities

Other Supports

This section includes information on local Ottawa-Carleton community resources, books, and other online resources for supporting gifted learners.

Equity Considerations

This section includes information regarding equity considerations (e.g., language, SES, culture), multiple exceptionalities, and common myths about gifted learners.





OCDSB GUIDE FOR SUPPORTING GIFTED STUDENTS IN THE REGULAR CLASSROOM

For a detailed breakdown outlining responsibilities and suggested guidelines for teachers, LST's, and support staff surrounding supports for gifted learners in the regular classroom over the course of an academic year, please refer to the *"Year at a Glance for Supporting Gifted Learners in the Regular Classroom"* document.

Exit Outcomes: In order to better understand the purpose of developing strategies for supporting gifted students in the classroom, we look at our OCDSB exit outcomes in order to consider the end goals for our students. This will enable us to prepare our students for their futures.

Strategy Description	Resources	Research Support
Getting to Know Your Learners		
<p>Data Collection</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information gathered to use for the development of a student's learning profile <p>Interest Surveys</p> <ul style="list-style-type: none"> <input type="checkbox"/> Valuable information from each student that teachers may use to understand individual interests and preferences <p>Multiple Intelligence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Representing the different ways of information processing 	<ul style="list-style-type: none"> • <i>An Expression Style Inventory</i> • <i>Student Learner Profile</i> • <i>Interest A-Lyzer</i> • <i>Interest Survey Grades 4-8</i> • <i>Profiling My Interests</i> • <i>Student Interest</i> • <i>Mes multiples intelligences</i> • <i>Multiple Intelligence Menu of Activities</i> 	<p><i>Matters (2006)</i></p> <p><i>van Barneveld (2008)</i></p> <p><i>Coburn & Talbert (2006)</i></p> <p><i>Talent Portfolio</i></p>

<p>Assessment as, of, for Learning</p> <ul style="list-style-type: none"> ❑ As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. ❑ Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. ❑ The essential distinction is that assessment for learning is used in making decisions that affect teaching and learning in the short term future, whereas assessment of learning is used to record and report what has been learned in the past 	<ul style="list-style-type: none"> • <i>Student Portfolio</i> • <i>Video: Multiple Measures - Assessment for learning</i> • <i>Student Exit Card #1</i> • <i>Student Product Self-Evaluation Form</i> • <i>My Ideal Teaching and Learning Situation</i> • <i>Things My Child Likes To Do Parent Letter</i> • <i>Video: Diagnostic Testing</i> • <i>Assessment</i> • <i>Video: Gathering Evidence that Demonstrates Learning</i> • <i>Video: How do we design assessment with instruction</i> • <i>Video: Learning Goals and Success Criteria</i> • <i>Two Stars and a Wish</i> 	<p><i>Growing Success</i></p> <p><i>VanTassel-Baska (2013)</i></p> <p><i>Heacox & Cash (2014)</i></p> <p><i>NAGC Assessment Standards</i></p> <p><i>Book: Differentiation for Gifted Learners: Going Beyond the Basics</i></p> <p><i>Saunders-Stewart, Walker, & Shore (2013)</i></p>
<p>IEP Development</p> <ul style="list-style-type: none"> ❑ Individual Education Plan: identifies the student's specific learning expectations and outlines how the school will address these through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies. ❑ School support staff members available to discuss programming 	<ul style="list-style-type: none"> • <i>IEP Guide</i> • <i>Creating Pathways to Success, an Education and Career/Life Planning Program for Ontario Schools</i> • <i>Including Students with Special Education Needs in French as a Second Language Program</i> 	<p><i>Draft Special Education Policy and Resource Guide</i></p> <p><i>PPM 156: Supporting Transitions for Students with Special Education Needs</i></p> <p><i>Special Education in Ontario Kindergarten to Grade 12</i></p> <p><i>Learning for All</i></p> <p><i>Learning Disabilities Association of Ontario</i></p> <p><i>Association of Bright Children</i></p>

Instructional Supports

Differentiation

- ❑ Teaching methods that focus on a variety of techniques to meet student learning needs by varying the content, process or products of the learning based on the learner's readiness and interests.

- *Overview*
- *Serving Gifted Students in General Education Classrooms*
- *NAGC Position Statement*
- *How To Teach Gifted Students Well*
- *Meeting the Needs of Gifted Learners in the Regular Classroom*
- *Differentiation Strategies for Gifted Learners*
- *Differentiation Simple Strategies*
- *Differentiation for Gifted Learners: Going Beyond the Basics*
- *Effectively Differentiated Classrooms*
- *Using Choice to Motivate and Differentiate*
- *One Pager Strategy*
- *Reverse Problem Brainstorming*
- *A Whale of a Party*
- *Snowball Storytelling*

Renzulli (2005)

Reis (n.d).

VanTassel-Baska (2010)

Olszewski-Kubilius, Makel, Plucker, & Subotnik (2017)

Link & Inman (2013a)

Link & Inman (2013b)

Susan Winebrenner - Challenging Gifted Students in Mixed Ability Classrooms

Brown, Crowder, & Hines (2014)

Curriculum Compacting

- ❑ Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.

- *Resource: Curriculum Compacting NAGC*
- *Essential steps in Curriculum Compacting*
- *Curriculum Compacting*
- *Most Difficult First Strategy*
- *Teaching Gifted Kids in Today's Classroom*

Reis, Westberg, Kulikowich, & Purcell (1998)

Reis & Renzulli (1995)

Stamps (2004)

Ability Grouping

- ❑ Using data collection methods, educators can form a variety of student working groups

- *Cluster Grouping*
- *Grouping Formats*
- *Team building/Grouping*

Dina Brulles

Matthews, Ritchotte & McBee (2013)

NAGC Research

NAGC Position Paper

<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> ❑ Critical thinking refers to higher-order thinking (e.g., analysis, synthesis, evaluation) and creative thinking refers to unique ways of thinking about various problems or issues, i.e., thinking outside the box. 	<ul style="list-style-type: none"> • <i>6 Activities to Inspire Critical and Creative Thinking</i> • <i>Weekly Curiosities</i> • <i>Teacher Resource</i> • <i>Socratic Questions</i> • <i>Critical Thinking</i> • <i>Embedding Critical Thinking</i> • <i>Fueling Creative Thinking</i> • <i>Examples of Classroom Creativity Projects</i> • <i>Ideas for Developing Children's Creative Traits</i> • <i>Creativity Strategies (e.g., Encounter Lessons, Questivities, SCAMPER, Six Thinking Hats)</i> • <i>Handout</i> • <i>Critical and Creative Thinking Examples</i> • <i>Thinking or Remembering: Divergent Questions</i> 	<p><i>Otero (2014)</i></p> <p><i>Coil (2014)</i></p> <p><i>Fairweather & Fairweather (2014)</i></p>
<p>Inquiry Based Learning</p> <ul style="list-style-type: none"> ❑ Inquiry-based teaching and learning is driven by student interest and curiosity and therefore stimulates engagement in the learning process. Knowledge is co-constructed by students and teachers. 	<ul style="list-style-type: none"> • <i>What is Inquiry Based Learning</i> • <i>Grade 3 Inquiry Learning Example</i> • <i>Video: Genius Hour</i> • <i>Bloom's Taxonomy Different Levels of Questions</i> • <i>Bloom's Question Sort</i> • <i>Bloom's Question Sort - ANSWERS</i> • <i>Bloom's Question Starters</i> • <i>Provide project and/or inquiry based learning opportunities</i> • <i>Inquiry Based Learning : Capacity Building Series</i> • <i>See, Think, Wonder Chart</i> • <i>Genius Hour Project Outline</i> • <i>Interest Academy</i> • <i>Play-Based Learning in a Culture of Inquiry in Kindergarten</i> 	<p><i>Great articles to consider</i></p> <p><i>Aulls & Shore (2008)</i></p> <p><i>Aulls, Shore, & Delcourt (2008)</i></p> <p><i>Ormrod, Saklofske, Schwean, Andrews, & Shore (2010)</i></p> <p><i>Shore, Birlean, Walker, Ritchie, LaBanca, & Aulls (2009)</i></p> <p><i>Play based learning</i></p>

<p>Executive Functioning</p> <ul style="list-style-type: none"> ❑ The executive functions are a “set of processes that all have to do with managing oneself and one’s resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.” ❑ Graphic organizers are one example strategy to support executive functioning difficulties 	<ul style="list-style-type: none"> • <i>Executive Functioning</i> • <i>Executive Functioning Strategies at a Glance</i> • <i>Communication</i> • <i>Executive Functions and Gifted</i> • <i>Executive Functioning Power Point</i> • <i>OCDSB Virtual Learning</i> • <i>Mind Maps</i> • <i>Mind Map Google App</i> • <i>Making Predictions - Graphic Organizer</i> • <i>Non-Fiction Feature Scavenger Hunt</i> • <i>K-W-H-L CHART</i> 	<p><i>Steenbergen-Hu, Olszewski-Kubilius, & Calvert (2014)</i></p> <p><i>LDonline</i></p>
<p>Extra Curricular Activities</p> <ul style="list-style-type: none"> ❑ A variety of activities students enjoy taking part in during, before, or after school. This may include clubs, sports, and groups and also ties in to the social domain of friendships and relationships 	<ul style="list-style-type: none"> • <i>Enrichment Mini Courses</i> • <i>Carleton U. Mobile Maker</i> • <i>Great Canadian Geo. Challenge</i> • <i>Mini Enrichment</i> • <i>Destination Imagination</i> • <i>Caribou Math Contest</i> • <i>Gauss Math Contest</i> • <i>SNAP Math Fair</i> • <i>Young Writers of Canada</i> • <i>Awesome Authors Youth Writing Contest</i> • <i>CANSCAIP</i> • <i>Pop up Painters</i> • <i>The Forum Experience</i> • <i>Encounters with Canada</i> • <i>Mad Science</i> • <i>Let's Talk Science Challenge</i> • <i>Ottawa Children's Theatre</i> • <i>Ottawa School of Theatre</i> • <i>Ottawa Children's Choir</i> 	<p><i>Gyles, Shore, & Schneider (2009)</i></p> <p><i>Masden, Leung, Shore, Schneider, & Udvari (2015)</i></p> <p><i>Schapiro, Schneider, Shore, Margison, & Udvari (2009)</i></p> <p><i>Chichekian & Shore, 2017</i></p>

Exit Outcomes

Exit Outcomes

- ❑ A set of key characteristics and skills that our students are expected to have when they complete secondary school To nurture productive, successful and engaged citizens

Community of Character

- ❑ Established by the OCDSB to provide a standard of behaviour against which all individuals in the OCDSB hold themselves accountable. These attributes will bind us together and permeate all that we do. We believe they are the foundation for excellence and equity in education and are the cornerstone of our vision for our school communities.

Habits of Mind

- ❑ The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship.

- *OCDSB- Exit Outcomes*
- *Understanding of the Exit Outcomes*
- *Exit Outcomes Poster*
- *Community of Character*
- *Habits of Mind*

Art Costa Centre for Thinking

Student Well Being

Social-Emotional Supports

- Refers to the social, emotional, and behavioural characteristics of each individual learner. This section outlines information and supports to build upon individual strengths and areas of need

- *OCDSB - Well-Being*
- *Supporting Minds Document*
- *Supporting Emotional Needs of the Gifted (SENG)*
- *Self Regulation and the Underachieving Gifted Learner*
- *Social and Emotional Needs of Gifted Children*
- *Creating a Safe Harbour*
- *Providing opportunities within the classroom to dialogue with like-minded students*
- *AnxietyBC*
- *Social Thinking Resources*
- *Leadership Examples*

- *Altun & Yazici (2014)*
- *NAGC Position Paper on Social Emotional Development*
- *NAGC Learning Environment Standards*
- *Camallie-Caplan (2014)*
- *Book: The Social and Emotional Development of Gifted Children*
- *Gyles, Shore, & Schneider (2009)*
- *Masden, Leung, Shore, Schneider, & Udvari (2015)*
- *Schapiro, Schneider, Shore, Margison, & Udvari (2009)*
- *Chichekian & Shore, 2017*
- *Lee, Olszewski-Kubilius, Turner Thomson (2012)*
- *Book: Laugeson (2014)*
- *Covey, Covey, Summers, & Hatch (2008)*
- *Ontario's Well Being Strategy for Education*

Mindset

- Facilitating the development of a belief in the idea that there is always room for improvement (growth mindset)

- *Resource: Mindsets in the Classroom*
- *Growth Mindset*
- *Video Clip: C. Dweck " The Power of Yet"*
- *How Differentiation Fosters a Growth Mindset*
- *Mathematical Mindsets - Jo Boaler (YouCubed)*
- *Fostering a growth mindset*

- *Dweck (2010)*
- *Esparza, Shumow, & Schmidt (2014)*

<p>Overexcitabilities</p> <p><input type="checkbox"/> We endeavour to support the whole learner. If a student demonstrates overexcitabilities, which is defined as various intensities or sensitivities such as psychomotor, sensual, emotional, intellectual, and imaginal, then these are some useful strategies and consideration in planning for your learner</p>	<ul style="list-style-type: none"> • <i>Strategies for Overexcitabilities</i> • <i>Overexcitabilities and the Gifted</i> 	<p><i>Mendaglio & Tillier (2006)</i></p> <p><i>Karpinskis, Kinase Kolb, Tetreault, & Borowski (2018)</i></p> <p><i>Camallie-Caplan (2014)</i></p>
<p>Other Supports</p>		
<p>Community Resources and Organizations</p> <p><input type="checkbox"/> Variety of community resources for parents and ideas for extra-curricular opportunities</p>	<ul style="list-style-type: none"> • <i>ABC Ontario</i> • <i>Ottawa Community Resources to Support Gifted Learners</i> • <i>STEM Camps</i> 	
<p>Books</p> <p><input type="checkbox"/> There are numerous books specific to supporting gifted learners</p>	<ul style="list-style-type: none"> • <i>Books *There are too many books to list here but your LSC is a great resource if you are looking for books on a specific topic</i> • <i>1. Heacox, D. (2017). Making differentiation a habit: How to ensure success in academically diverse classrooms. Minneapolis, MN: Free Spirit Publishing.</i> • <i>2. Karnes, F. A., & Bean, S. M. (2015). Methods and materials for teaching the gifted (4th ed.). Waco, TX: Prufrock Press.</i> • <i>3. Neihart, M., Pfeiffer, S. I., & Cross, T. L. (Eds.). (2016). The social and emotional development of gifted children: What do we know? (2nd ed.). Waco, TX: National Association for Gifted Children/Prufrock Press.</i> • <i>Renzulli Books</i> • <i>Matching Readers with Texts</i> • <i>Books for Young Readers</i> • <i>Ontario College of Teachers - Library</i> 	<p><i>Helbling & Gilson (2014)</i></p>

<p>Resources</p> <ul style="list-style-type: none"> ❑ There are numerous online resources and organizations specific to supporting the gifted learner. 	<ul style="list-style-type: none"> • <i>Byrdseed</i> • <i>The Kid Should See This</i> • <i>Renzulli Learning</i> • <i>Organizations Devoted to Gifted</i> • <i>Websites for Talent Development</i> • <i>EBSCO database</i> 	<p><i>Renzulli SEM</i></p>
Equity Considerations		
<p>Addressing Equity</p> <ul style="list-style-type: none"> ❑ Important considerations for diverse populations of gifted learners (e.g., ESL, cultural diversity, LGBTQ) 	<ul style="list-style-type: none"> • <i>Identifying and Serving Culturally and Linguistically Diverse Gifted Students</i> • <i>Best Educational Practices with Low-Income, High-Ability Students</i> • <i>Expanding the View of Giftedness</i> • <i>Talent Development for English Language Learners</i> • <i>Using Problem-Based Learning to Identify Culturally and Linguistically Diverse Students</i> • <i>Identifying and Serving Gifted Students of Poverty</i> • <i>Indigenous Services Canada</i> • <i>Reforming First Nations Education</i> • <i>To Be Young, Gifted, and First Nations in Canada</i> • <i>NAGC Diversity Toolbox</i> • <i>Gifted LGBTQ Toolbox for Educators</i> • <i>Gifted and LGBTQ Youth</i> • <i>Supporting Your Gifted LGBT Student</i> • <i>Understanding and Addressing the Needs of Gifted GLBTQ Youth</i> • <i>Gay SIG</i> • <i>Gifted LGTBQ Social-Emotional Concerns</i> 	<p><i>Allen (2017)</i></p> <p><i>Ford & Whiting (2007)</i></p> <p><i>Matthews & Castellano (2014)</i></p> <p><i>Mendaglio & Ottmann (n.d)</i></p> <p><i>Whittenburg & Treat (2009)</i></p> <p><i>Treat & Whittenburg (2006) (Annotated Bibliography)</i></p> <p><i>Peterson (2000)</i></p> <p><i>Friedrichs (2011)</i></p> <p><i>Friedrichs (2014)</i></p> <p><i>Hutcheson & Tieso (2014)</i></p> <p><i>Equity and Inclusive Education in Ontario Schools</i></p> <p><i>Many Roots, Many Voices, Supporting English Language Learners in Every Classroom</i></p> <p><i>English Language Learners, ESL and ELD Programs and Services</i></p>

<p>Twice Exceptional Students</p> <p><input type="checkbox"/> Students who are both gifted, and have another exceptionality.</p>	<ul style="list-style-type: none"> • <i>NAGC Position Paper</i> • <i>NAGC White Paper</i> • <i>Gifted Students with LD's: What Teachers Need to Know</i> • <i>Twice Exceptional Considerations Packet</i> 	<p><i>Understanding Learning Disabilities</i> Pace & Rowe (2010) <i>Book: Gifted Students with Learning Disabilities</i></p>
<p>Common Myths About Gifted Learners</p> <p><input type="checkbox"/> There are several myths and misconceptions that exist about gifted learners. As educators, it is imperative that we are aware of these and are self-reflective about our practice.</p>	<ul style="list-style-type: none"> • <i>Myths</i> • <i>Student Video on Myths in Gifted Education</i> • <i>Overview of Myths by Don Treffinger (Fall Issue of Teaching for High Potential)</i> • <i>SENG 2e Damaging Myths</i> • <i>How To Spot a Gifted Learner</i> 	<p><i>Fiedler, Lange, & Winebrenner (1993)</i> <i>Kanevsky (2015)</i> <i>Walker & Shore (2015)</i> <i>French, Walker, & Shore (2011)</i> <i>Walker, Shore, & French (2011)</i></p>

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INTEREST ACADEMY GUIDE



Interest Academy: A vehicle for accessing the curriculum through inquiry-based learning.

A Guide for Educator Teams

Overview

The Interest Academy is a program that will teach and encourage students metacognitive habits of mind, including reflection, project planning, time management, etc through an exploration into Project-Based Learning. Students will self-select a project based on a rich inquiry about an interest or passion of theirs and be given class time to pursue their inquiry.

Student projects will be chosen using the following criteria:

1. **The problem/inquiry/guiding question must be rich and authentic:** If I can find an answer to your question after a 60 second Google search, we need to reframe what your inquiry is asking.
2. **The inquiry must be research based:** a large emphasis on this project is that students will be conducting research in order to answer questions or develop new knowledge and understanding.
3. **The inquiry/project must be teacher approved:** A student will submit a project proposal to their teacher for approval at the outset of their project.
4. **The learning must be shared at the end:** As a part of their project, all students are expected to share their learning to an audience in some way. A plan for sharing is an important part of the project proposal and project planning that a student does throughout the 6 weeks. This sharing is typically done in a whole group manner (e.g. similar to a traditional 'science fair', or to a larger group as a performance).

Throughout the Interest Academy, both in their independent work and the supporting lessons delivered, students will see strong, authentic connections to the Ontario learning skills and our OCDSB Exit Outcomes and how they can be used in their day to day learning and success. With teacher support, students will also come to see how many aspects of their interests and passions as well as working through a passion project can be connected to various expectations in multiple Ontario curricula.

Teachers will find that Interest Academy will help them to differentiate the learning for all students in a classroom and to provide the conditions for them to grow in their thinking and learning in authentic and responsive ways.

Timelines

The Interest Academy is run in three phases: Project Planning, Project Work, and Project Sharing & Reflection. It is expected that the entire project runs over a course of 6 weeks, from introducing the concept and expectations to students to a final 'project sharing day'. These 6 weeks could begin at any time during the school year that is best suited for the individual teacher/school circumstances.

Project Planning

In the Project Planning phase, teachers examine their class and school routines, schedules, and calendars in order to select the best 6 weeks during which the project will run, as well as when work periods and supporting lessons and activities will take place. Teachers will also use this time to select supporting lessons and activities that are both responsive to their learners needs and their curricular goals which at the same time are aligned with each Project week's learning themes (see below).

To prepare for the learning, teachers will also use this time to provide students with interest surveys, multiple intelligence surveys, or other informal assessments that both students and teachers could use to assist with entry into first phases of the project.

Project Work

Week 1: INTRO

Week 1 is all about introducing the project to students including expectations and timelines. Teachers may use books (see Appendix A) or video (Appendix B) to engage, spark interest and inspire curiosity. Teachers may also wish to use an Interest Academy to introduce the concept of "Difference Making" to their students. Looking into the [United Nations' Sustainable Development Goals](https://sustainabledevelopment.un.org) (SDGs) - (<https://sustainabledevelopment.un.org>) can provide individual students, groups of students, or an entire class with a motivation to connect their learning to various issues from a neighbourhood to a global scale. Students will be given the opportunities to complete a project proposal form, brainstorm how their learning might be conducted and shared, as well as develop a draft project planning template. Lesson and activities include asking effective questions and developing a rich inquiry (see Appendix C).

Week 1 Teacher Work	Week 1 Student Work
<ul style="list-style-type: none"> ● Introduces project (see Appendix A, and the "kickoff slideshow" for an example - http://bit.ly/IA_Kickoff) to students ● Distributes project proposal form (see example - http://bit.ly/IA_Proposal and Appendix C to guide thinking) to students ● Sends parent/guardian letter (example - http://bit.ly/IA_ParLetter) home with each student ● Facilitates learning that is consistent with the learning goals of the week using self-created or found lessons activities or resources provided ● Introduces students to the project portfolio that will be used throughout the project as the main assessment tool (see Assessment, below) and distributes a 	<ul style="list-style-type: none"> ● Student selects topic of inquiry/question and works with peers/teacher on creating a rich inquiry question and a plan for learning and sharing ● Student completes a project proposal form and submits it to teacher for approval (see example - http://bit.ly/IA_Proposal) ● Student participates in learning activities delivered by teacher <p>Suggested Items to Include in Portfolio</p> <ul style="list-style-type: none"> ● Project Proposal Form ● Interest Survey or Multiple Intelligence Survey (from project planning phase) ● Copy of Success Criteria for a successful Interest

<p>hardcopy version (e.g. pocket folder) or an electronic version (e.g. shared folder in Google Drive) of the portfolio</p> <ul style="list-style-type: none"> Facilitates the co-creation of Success Criteria for a successful Interest Academy Project <p>Week 1 Teacher Resources - http://bit.ly/IA_Wk1</p>	<p>Academy Project</p> <ul style="list-style-type: none"> Mind map, brainstorming (see Week 1 Teacher Resources)
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By the end of week 1:

- Students** will have an understanding of the timelines and expectations of the overall project
- Students** will have completed a draft project proposal and have submitted it to their teacher for approval
- Teacher** will have met with students to approve or guide the project proposal (focus their inquiry)
- Teacher** will have facilitated and guided students in the co-creation of **Success Criteria for a successful Interest Academy Project** that will serve to help students assess their own progress and learning
- Project Portfolio** distributed to each of the student

Week 2: FOCUS

During week two, supporting lesson and activities will provide students with opportunities to learn about researching and resource gathering (digital, print, human) and how we can make best use of these resources to accomplish our self-selected inquiry tasks. Supporting lessons will include introducing or supporting student understanding of critical thinking and detecting bias when conducting research and consuming media. Students will continue to use scheduled class time to work on researching and (depending on their progress) begin to work on their plan for sharing. Teachers will support and guide students in their independent work via conferencing with individual or groups of students as well as requiring students to complete certain self-assessment tasks and reflective assessments for their portfolio.

During Week 2, a teacher should:

- provide a spark to encourage students to be curious and excited about the topic of inquiry
- strategically model wondering and making predictions
- encourage questions and co-create success criteria for assessing quality of questions being asked
- discuss the difference between question types and how to create a rich inquiry question that connects the topic to a big idea in the curriculum
- introduce learning tasks that build on prior knowledge and engage students in deeper thinking
- encourage/model accountable talk and provide time for student talk
- provide additional information and/or support about the topic for students with limited knowledge or experience

Week 2 Teacher Work	Week 2 Student Work
<ul style="list-style-type: none"> Conference and monitoring are essential to guiding and supporting initial stages of project work; refining/adjusting initial plans Return attention to Success Criteria Generated in Week 1. <p>Week 2 Teacher Resources - http://bit.ly/IA_Wk2</p>	<ul style="list-style-type: none"> Student to maintain an ongoing record of work, research, questions, resources (online blog, working document, thoughtbook, journal etc...) Complete first Learning Goal Reflection, students use Success Criteria developed in Week 1 to gauge their overall progress Students participate in learning activities delivered by the teacher
	<p>Suggested Items to Include in Portfolio</p> <ul style="list-style-type: none"> A thoughtbook/journal with a record of thoughts, questions, resources, links Evidence of peer feedback and questions surrounding

	topic <ul style="list-style-type: none"> ● Photos/video gathered ● Learning Goal Reflection and student-created next steps
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By the end of week 2:

- ❑ **Students** will have begun the research process
- ❑ **Students** will have communicated with their teacher about their process, planning and end product/sharing plan
- ❑ **Teacher** will have met with students to support inquiry process, provide resources
- ❑ **Project Portfolio** distributed to each student

Week 3: EXPLORE

In this stage, students gather information from a variety of sources and record their information. There should be an opportunity given to allow students to connect back to their original thinking and questions.

During Week 3, a teacher should:

- Extend student thinking with open ended questions
- Challenge their prior knowledge and beliefs
- Model how to plan, observe and reflect
- Encourage students to share their ideas with each other
- Provide a place for student to post questions
- Provide additional information about the topic for students with limited knowledge/experience
- Provide opportunities for peer and self assessment

Week 3 Teacher Work	Week 3 Student Work
<ul style="list-style-type: none"> ● Teacher continues to conference with students (individually or in groups) ● Teacher provides opportunities for learning about effective use of the Internet for finding information and judging the credibility of their found sources of information ● Teacher guides students in generating a list of look fors or criteria that can be used to judge the credibility of websites ● Confirms space booking for sharing (week 5) if needed <p>Week 3 Teacher Resources - http://bit.ly/IA_Wk3</p>	<ul style="list-style-type: none"> ● Student continues to research, create, as needed. Some will be at a stage where they are thinking ● Student to maintain an ongoing record of work, research, questions, resources (online blog, working document, thoughtbook, journal etc...) ● Complete first Learning Goal Reflection, students use Success Criteria developed in Week 1 to gauge their overall progress ● Students participate in learning activities delivered by the teacher ● Student returns to project timeline and updates as necessary ● Learning Goal Reflection and student-created next steps
	<p>Suggested Items to Include in Portfolio</p> <ul style="list-style-type: none"> ● Examples of student selected sources of information that fit criteria generated (either links to websites for e-portfolios or a printed page) ● 'Check-in' reflection/journal entry for student to share successes and challenges ● Self Assessment sheet and a copy of a peer assessment form completed for another student (name blacked out)

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| | <ul style="list-style-type: none"> • Updated project plan/timeline including any alterations that were made to reflect current status of learning • Photos/video gathered • Journal/Thoughtbook entry |
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By the end of week 3:

- ❑ **Students** will be close to end of research phase of project
- ❑ Some will have begun the process of first phases of creating a product (e.g. may have started to create their program for a video game or may have started experimenting with a recipe for a dessert at home)
- ❑ Teacher identifies those students who either are struggling to move past the research phase or those whose project plan is untenable or has drastically changed from starting; and determines next steps for them

Week 4: ANALYSE

In this stage, students compare, sort and classify the information to help them answer their questions. They also reflect on the information that they have found and use this to possibly create new questions and hypotheses.

During Week 4, a teacher should:

- Observe, conference and strategically question students to clarify and extend their thinking
- Provide a variety of opportunities for self and peer assessment
- Revisit initial questions and thinking with students
- Strategically model ways to describe patterns, analyze information, and draw conclusions from a variety of sources

Week 4 Teacher Work	Week 4 Student Work
<ul style="list-style-type: none"> • Ensure that students are aware of their responsibilities for sharing their project in Week 5 • Lead students in learning activity to determine what criteria we can use to decide if a resource was helpful or not (e.g. a website might have had some information but it was hard to find or other parts of the site were too distracting) • Send notice to any and all interested/involved parents and community members that the sharing of learning will take place the following week, inviting all interested parties to participate in the celebration <p>Week 4 Teacher Resources - http://bit.ly/IA_Wk4</p>	<ul style="list-style-type: none"> • Student works on using/analyzing their focused information and thinking into an 'answer' to their inquiry. • <p>Suggested Items to Include in Portfolio</p> <ul style="list-style-type: none"> • Learning Goal Reflection and student-created next steps • Using co-constructed criteria, student selects and justifies the best/most helpful resource(s) (digital/print/human/etc) found; and which turned out to be the least helpful. • Photos/video gathered • Journal/Thoughtbook entry

By the end of week 4:

- ❑ **Students** have decided what information from their research "counts" for helping them meet their success criteria and what information can be left aside
- ❑ **Teacher** has confirmed that all resources and spaces in the building have been reserved
- ❑ **Teacher** alerts other staff in the building of the upcoming sharing day as it may cause some disruption to a normal routine, or for other classes to visit/participate.

- ❑ **Teacher** invites parents and other community members to the celebration of learning to happen in the following week (optional)

Week 5: SHARE

In this stage, students celebrate their learning, communicate their findings, present their new understandings in a variety of ways, and reflect on their process and final product. Depending on the scope of projects this 'sharing day' (which ideally might take place in the latter half of the school week) can take many forms. The most familiar would be akin to a traditional 'science fair', where students who have created products (like poster boards, models, a snack from a recipe, etc.) would display their mode of sharing for others who are visiting. This may also include those students who have learned about coding/programming. These students may use a device of some sort to share their learning and product on a screen. Still others may have a performance or more 'formal' presentation to give. If this is the case, teachers should ensure that a space is available to do so. A stage in a gymnasium or auditorium or a larger space in a school's learning commons or multi-purpose room is ideal - especially if the student involves needs space to move. This sharing is an ideal time for other staff, students and classes in the school, as well as parents and community members who have been involved in the learning to visit the school and participate in the celebration of learning.

Alternatively, it may work better that students individually share their learning on an ongoing basis as projects wrap up and the year continues (similar to an in-class presentation. This may allow for more flexibility if a large space is unavailable or if certain students cannot present to a larger group due to anxiety.

If a class has leaned heavily on learning from exploring social justice or environmental issues (e.g. the UN's SDGs) students will also extend their learning and encourage them to take action and facilitate change. The sharing on Week 5 can be used for a class or group of students as a 'call to action', both highlighting their learning on a certain issue as well as their plan for affecting change in the community/nation/world.

During Week 5, a teacher should:

- Facilitate discussions where students can make connections between prior knowledge and new discoveries and evaluate their learning and ways of learning, including self-evaluation
- Challenge and encourage students to extend their new understandings and skills into action
- Celebrate the inquiry experience and recognize differentiated learning strategies used by students throughout the inquiry process

Week 5 Teacher Work	Week 5 Student Work
<ul style="list-style-type: none"> • Prepare for the celebration of learning by ensuring that any changes from a routine (e.g. class schedules and locations, attendance issues, duty coverage, etc.) are accounted for • Provide students with learning activity that promotes asking effective questions that might deepen understanding or promote further inquiry • Provide students with learning activity that uses project success criteria for giving and receiving effective feedback <p>Week 5 Teacher Resources - http://bit.ly/IA_Wk5</p>	<ul style="list-style-type: none"> • Student puts finishing touches on their sharing product or ensures that a performance is prepared • Students work in small groups to predict possible questions an audience may ask about their learning. These questions and their answers can be recorded and used during a students' sharing • Students participate in celebration of sharing and learning by displaying their learning in their chosen format • Students give feedback to the work/project of peer(s) using
	<p>Suggested Items to Include in Portfolio</p> <ul style="list-style-type: none"> • Final Learning Goal Reflections • Copy of the Predicted Questions and Answers worksheet • Photos/video gathered

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| | <ul style="list-style-type: none"> Journal/Thoughtbook entry |
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By the end of week 5:

- Students** will have shared their learning from the past 5 weeks
- Students** (and **Teacher**) will have participated in observing, questioning, and providing feedback to other students and their sharing products

Week 6: REFLECT

Week 6 Teacher Work	Week 6 Student Work
<ul style="list-style-type: none"> Teacher provides an opportunity for all learners to reflect individually, in pairs/small groups, and as a whole group on the overall project Teacher reflects on process (if in a team, participates in team reflection) Conference with each student using the Learning Portfolio to drive the conversation and to anchor it in the process and learning <p>Week 6 Teacher Resources - http://bit.ly/IA_Wk6</p>	<ul style="list-style-type: none"> Student completes final/post project survey or questionnaire Student participates by providing reflective feedback on learning and experience
	<p>Suggested Items to Include in Portfolio</p> <ul style="list-style-type: none"> Final Project Reflections Completed project survey Final assessment(s) of learning (optional) Photos/video gathered Journal/Thoughtbook entry

By the end of week 6:

- Students** have reflected on experience as a whole, and have provided feedback to teacher and self
- Teacher** meets with each student individually to reflect on process in a student-led manner, with student guiding teacher through their project from proposal to sharing
- Teacher completes final assessment for projects and shares with each student (optional)

Logistics

Who

In the Classroom	In the School	In the District
<ul style="list-style-type: none"> Classroom Teacher/EA Students Parents or Community Volunteers & Experts¹ 	<ul style="list-style-type: none"> Learning Resource Teacher Learning Support Teacher ESL/ELL Lead Teacher Principal/Vice-Principal Support staff OA/Custodial (set-up & information distribution) 	<ul style="list-style-type: none"> Central Leadership from Learning Support Services, Business & Learning Technologies, and Curriculum Services Instructional Coaches from Curriculum Services

¹ There is *optional* opportunity for parental and community involvement in this project, please see **[RESOURCE NAME]** for more information

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|--|---|--|
| | <ul style="list-style-type: none"> ● In school 'experts' like Math Lead Teachers and Digital Lead Learners | |
|--|---|--|

The lists above highlight those people directly involved with the project. There may be others impacted at your site in terms of resource and space use in your building. For instance, you may find that you need to reserve and use multiple devices like Chromebooks and iPads for your students to use on project work days. It is strongly encouraged that the classroom teacher books these resources as early as possible to ensure students can learn and create effectively.

How

During the 6 weeks of the project, teachers will select one or two blocks/periods per week to allow students time for research into their chosen inquiry, and for creation of an artifact. Teachers are free to choose when this happens each week, but it is suggested that the same block or period be used each week (e.g. every Thursday after Second Nutrition break or every Friday morning after announcements, etc.). During the 'non-project time' teachers will provide learning opportunities for students to learn crucial elements of project planning and completion. Teachers will be given access to lessons and activities² that they could, for example, use during a language block with their students. These lessons connect with multiple curricular areas and provide authentic ways for students to make connections to their own world.

Where

While it is assumed that the majority of this learning will happen in the classroom, a 'learning anywhere' model may work well for teachers and students working in the Interest Academy. School libraries or learning commons are an excellent examples of spaces where students could pursue their interests and answers to their questions.

It is envisioned that, as the inquiry is driven by student led learning, much of the learning and work will also take place at home and possibly in the greater community as well (e.g. public libraries, parks, makerspaces, etc.), which should be encouraged so as to allow for increased parental involvement.

Materials

Access to technology (like Chromebooks and/or iPads) will be crucial to success, especially in the early stages. Teachers of students participating in the Interest Academy are **strongly encouraged to book or reserve appropriate numbers of school-owned devices** for work periods. If spaces outside the classroom are to be used like a learning commons or a multipurpose room, teachers need to reserve these spaces as well.

Human resources are valuable enhancements to this project. Individual experts to address specific interests area helpful, while additional classroom support (LST, EA, LRT, ESL/ELL Lead, Classroom teachers, etc.) guide inquiry and support problem solving as students navigate their learning.

² Teachers are free to use their own resources that they feel would meet the learning goals each week, there are no expectations that they must use resources provided

Literacy, Curriculum, Learning Skills, SDGs & Exit Outcomes

Connections to Literacy³

Participation in the Interest Academy will promote learners to be critical thinkers, effective communicators, collaborative co-learners, and innovative problem solvers.

All students, individually and with others, develop abilities to:

THINK	access, manage, create and evaluate information in order to think imaginatively and critically to solve problems and make decisions, including those related to issues of fairness, equity and social justice
EXPRESS	use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss and think critically about ideas
REFLECT	apply metacognitive knowledge and skills, develop self-advocacy, a sense of self-efficacy and interest in life-long learning

(Adolescent Literacy Guide p. 8)

These literacy indicators are organized around five components:

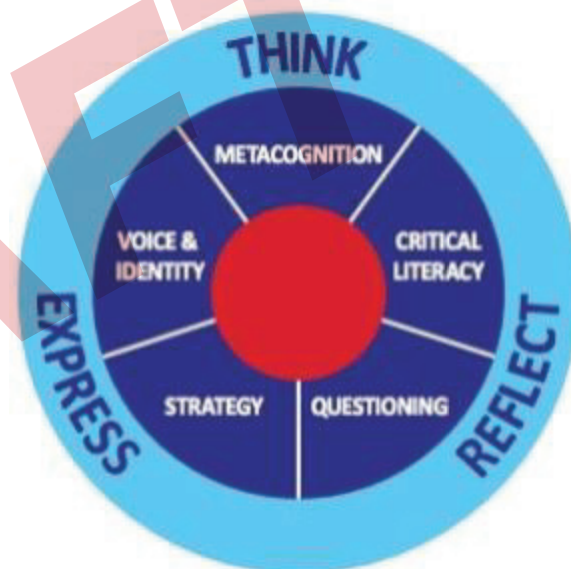
CRITICAL LITERACY refers to students critically analyzing and evaluating the meaning of text as it relates to issues of equity, power, and social justice to inform a critical stance, response and/or action.

METACOGNITION refers to students taking active control over their thinking processes so that they understand themselves as learners, they understand a given task, and they understand a variety of strategies and how to use them in a variety of situations.

QUESTIONING refers to students' curiosity, exploration, and inquiry to evoke, expose and extend their thinking for the purpose of deepening understanding.

STRATEGY refers to students purposefully selecting and using techniques and processes in order to construct and communicate meaning.

VOICE & IDENTITY refers to students' decisions, choices and actions that advocate for their learning and make connections to their experiences, values, culture, and interests.



(Adolescent Literacy Guide p. 9)

³ Adapted from the Adolescent Literacy Guide (2016)

Connections to Ontario Curriculum

Work completed throughout each individual project will allow for instruction and assessment of Overall and Specific Curriculum Expectations. The following are examples of *some* overall expectations that align well with the work students do in a project-based learning experience. Depending on the subject area of students' projects, teachers will find more connections to expectations across a range of curriculum documents.

Grade 4 - 6 Language

- **Oral Communication:** 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- **Reading:** 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- **Writing:** 1. generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- **Media Literacy:** 1. demonstrate an understanding of a variety of media texts; 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

Grade 4 - 6 Mathematics

- **Reasoning and Proving:** Students will develop and apply reasoning skills to make and investigate conjectures and construct and defend arguments;
- **Reflecting:** Students will demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem;

Grade 4 - 6 Social Studies

- All Interest Academy projects will support the Social Studies Curriculum document which is designed using the inquiry based model. This model represents a process that students use to investigate events, developments, and issues; solve problems; and reach supportable conclusions (reference pages 23 & 63 for more detail).

Grade 4 - 6 Arts

- Projects will support and apply the creative process (see pages 19-22 of Arts Curriculum Guide) and apply the critical analysis process (see pages 23 - 28 of Arts Curriculum Guide) to varying degrees, regardless of topic as students both progress through their learning and share their final outcomes.

For more information and further examples on how an inquiry-based learning project can connect to the Ontario curriculum, see Appendix B of the [Adolescent Literacy Guide pp. 89-95](#)

Connections to Learning Skills

Interest Academy projects will align seamlessly with the implementation of the new "Transferable Curriculum Learning Skills" to be phased in with the new Ministry report card (Critical Thinking, Innovation & Creativity, Self-Directed Learning, Collaboration, Communication and Citizenship). Until that time, the Report Card Learning Skills and Work Habits connect perfectly to all projects as Learning Skills are not subject or topic specific and are identifiable within these projects regardless of topic and process.

For more information and examples of how an inquiry-based learning project can connect to Learning Skills and Work Habits, see [Appendix C of the Adolescent Literacy Guide pp. 96-99](#)

Connections to Sustainable Development Goals

A strong connection to the United Nations' [Sustainable Development Goals](#) (SDGs)

<https://sustainabledevelopment.un.org> can easily be made to be a part of students' inquiry projects in the Interest Academy. If a teacher is interested in encouraging learners to pursue these ideas, a lens of 'difference making' can be placed over student work. For example, criteria along the lines of '*I can explain how my Interest Academy work helps make the world a better place?*' can be added to a list of Success Criteria. A teacher may guide a class to thinking that their inquiry should fall under at least one of the seventeen SDGs. This teaching and learning can be woven into lessons and activities that are addressed in the six weeks of the project.

Connections to OCDSB Exit Outcomes

Once students have begun their inquiry projects, the benefits and relevance to the [OCDSB Exit Outcomes](#) (<http://bit.ly/ExitOutcomes>) will become immediately apparent. Throughout the six weeks, regardless of project, students will organically demonstrate Innovation & Creativity; Collaborate with peers, adults and teachers; exhibit Global Awareness; develop Digital Fluency and, most profoundly, demonstrate Critical Thinking Skills.

UDL & Differentiation

Interest Academy lends itself readily towards the Universal Design for Learning. At its core, Interest Academy allows for educators to respond effectively to the strengths and needs of all students. It mirrors tenets in UDL giving teachers with opportunities for planning instruction and designing learning environments for a diverse group of students. Since the learning done in Interest Academy is driven by student passions and interests, it is inherently differentiated for these learners. Teachers are encouraged to use information gathered from assessments like student interest surveys and learner profiles as they organize and plan for differentiated learning opportunities during Interest Academy learning. In effect, participation in Interest Academy work ensures adherence to the Differentiated Instruction Commitment:

- Using assessment, including student voice, to learn about students' readiness, interests and learning preferences
- Using this information to differentiate the learning environment, instruction, and assessment and evaluation
- Selecting from a varied repertoire of strategies to meet the particular needs of students
- Adjusting plans 'in the moment' to respond to unanticipated strengths and needs surfacing from assessment

Knowing and Responding to Learners: A differentiated instruction educator's guide (2016) p.11

Assessment

Once students have established and understood the success criteria for this project, teachers will want to discuss and establish the difference between grading and assessing these projects. There are multiple opportunities to gather data and evidence to inform the report card. Throughout the process teachers can collect and observe anecdotal information regarding problem solving, collaboration, organization. Teachers are encouraged to use the Digital or Physical Portfolio as evidence of assessment. See Appendix D for examples.

Community Connections

Given the spread of potential interests and inquiries held by students of any age, it is predicted that the opportunities for and areas of learning will stray outside of the content knowledge area of a classroom teacher. Also, if a student or class

decides to use a social justice issue or a SDG as a guide for their inquiry, there may be organizations or groups in a community that may be either a source of information or a collaborator. Given these points, community and parental involvement can play a large role in the learning and sharing in an Interest Academy Project.

Project-based learning opportunities like Interest Academy are fantastic means to increase parent and community involvement in a school in a truly authentic way. Rather than finding smaller, individual strategies to engage parents and community partners in a school in a piecemeal way, a project like this provides an opportunity to use student learning, school identity, curriculum, and instruction, as the leverage to have community members and parents present throughout the process, either as an active partner in the learning, as an important part of the audience, or both.

Teachers are encouraged to seek input, guidance, and expertise from the school community at large by informing and inviting partners and parents to be a part of this learning process. These experts can assist with in class learning and creative work or act as a virtual consultant if schedules permit.

Interest Academy can often allow for ways for the products students create and their learning to be culturally responsive. School and community culture can be woven into the project so that parents see what it is that is valued in the work students are doing.

Student Expectations

Learning Goals

The main learning goal for an undertaking in a project like Interest Academy is for students to gain insight into what is meant when teachers and parents mean when they say “21st Century Learning Outcomes” or “Learning Skills” or “Exit Outcomes”. Working through this inquiry, students will be exposed to authentic ways of exploring how various curricular expectations can impact learning (e.g. asking rich questions, writing for an intended audience, etc.) and how this learning and work towards completing a project will not only lead to future academic success, but also success outside of school life as well.

Success Criteria

The following table⁴ outlines the ‘look fors’ for a successful Interest Academy Learning Project. These may serve to be a ‘jumping off point’ for teachers to co-create success criteria for

Key Knowledge, Understanding, & Success Skills	Learning is focused on teaching students key knowledge and understanding derived from both curricular expectations and Learning Skills, as well as the OCDSB Exit Outcome skills and characteristics
Challenging Problem or Question	Learning is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging inquiry question.
Sustained Inquiry	Learning involves an active, student-driven, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.

⁴ Adapted from Essential Project Design Elements Checklist by www.bie.org

Authenticity	Learning has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.
Student Voice & Choice	Learning allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience
Reflection	Learning provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.
Critique & Revision	Learning includes processes for students to give (self, peer) and receive (peer, adult) feedback on their work, in order to revise their ideas and products or conduct further inquiry.
Public Product	The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.

DRAFT

Appendices

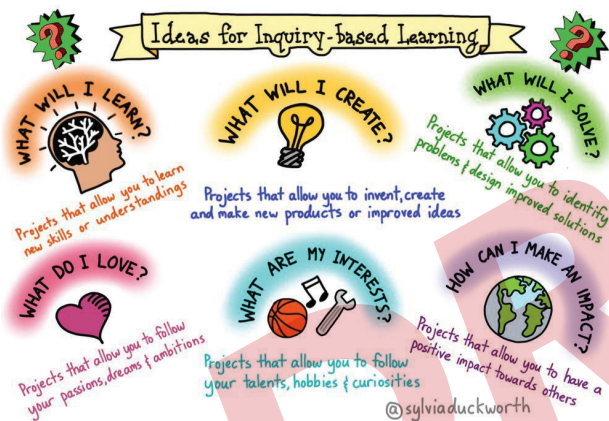
Appendix A: Print Resources

- Children's Books resources:
 - The Most Magnificent Thing by Ashley Spires
 - Rosie Revere Engineer by Andrea Beaty
 - Iggy Peck Architect by Andrea Beaty
 - It's Ok to Make Mistakes by Todd Parr
 - Q is for Question: An ABC Book of Philosophy
 - Ingenious Jean by Susan Chandler & Kate Leake

Appendix B: Video Links

- [Kid President - How to be an Inventor](https://youtu.be/75okexRzWMk) - https://youtu.be/75okexRzWMk
- [What IS Genius Hour?](https://youtu.be/NMFQUtHsWhc) - https://youtu.be/NMFQUtHsWhc
- [Caine's Arcade](https://youtu.be/falFNkdq96U) - https://youtu.be/falFNkdq96U
- [US Teen Invents Cancer Test using Google](http://www.bbc.com/news/av/embed/p00xm7rs/19291258) - http://www.bbc.com/news/av/embed/p00xm7rs/19291258

Appendix C: Supporting Images/Documents for Students



Appendix D: Assessment Examples

[Creativity Rubric](http://bit.ly/IA_CreativityRubric) - http://bit.ly/IA_CreativityRubric

[Check in Reflection](http://bit.ly/IA_Reflection) - http://bit.ly/IA_Reflection

[Final Reflection](http://bit.ly/IA_FinalRef) - http://bit.ly/IA_FinalRef



----- Forwarded message -----

From: **Cathy Miedema** [REDACTED]
Date: Tue, Aug 21, 2018 at 9:23 PM
Subject: Re: Gifted Advisory Group Notes - 11 June 2018

Good evening;

This letter is regarding some concerns that some members of the Gifted Advisory Group share about the June 2018 proposal and the path forward for the Gifted Advisory Group.

For the last year and a half, the Gifted Advisory Group has been working on ways to improve support for gifted students in the regular classroom. In March 2018, staff brought forward a three-page document to be presented as the proposed pilot from the Gifted Advisory Group. At the meeting to discuss the document, ABC expressed considerable frustration at both the limited scope as compared to Gifted Advisory Group discussions, as well as the lack of detail in the proposal itself. We were deeply concerned that the pilot would not change the everyday experience of gifted students in the regular classroom. Much discussion took place and staff initiated and assigned the following action item - "Trustee Boothby and Ms. Miedema will expand and further describe the elements of the pilot."

In response, considerable effort and time was put into developing an expanded, more detailed, proposal. The expanded proposal was created on our own time, with input from several members of the Gifted Advisory Group. It included the staff plan, but also added four objectives based explicitly on the needs identified in the Gifted Review Final Report and suggested a range of approaches and activities to address them, building again upon the findings and research in the Gifted Review Final Report (Sept 2016) and the discussions that had occurred within several Gifted Advisory Group meetings.

For each of the four objectives, the expanded proposal briefly summarized the current challenges and barriers to be addressed. It listed key activities that could be used to meet the identified need(s). Bulleted lists provided multiple options for consideration (all of which were mentioned in the Gifted Review Final Report). Obviously, not all options would be implemented at once or in all schools, but it was meant to organize the possibilities for future discussions and help triage implementation. The expanded document also proposed options for key measurements of success for each objective, so that we could know how successful we were at addressing the need we sought to meet.

As a committee, we have not tabled nor discussed the expanded proposal staff tasked Gifted Advisory Group members to produce. There were additional action items from the March 2018 meeting assigned to Dr. Orders and Superintendent Grigoriev; if these were completed, the outcomes were never shared with the group. Given that we were asked to do these things to define the pilot, it is problematic that the pilot is being finalized without the action item results being tabled nor discussed. **ABC and the Gifted Advisory Group members signing this, feel that it is imperative that the Gifted Advisory Group meet and discuss the results from all the March**

2018 action items. It is crucial that this occurs before we discuss whether a pilot should or should not go forward. We cannot approve a pilot without knowing what is included in it, what it is supposed to achieve, and how we will measure its effectiveness. Nor can we approve a pilot without knowing what alternative options it requires us to reject.

A summary timeline of events between the March and June 2018 Gifted Advisory Group meetings -

- April 2 - The expanded proposal that Trustee Boothby and Cathy Miedema were asked to create was sent by email to the Gifted Advisory Group and Director Adams.
- April 3 - Superintendent Grigoriev sent an acknowledgement of receipt. There were no more Gifted Advisory Group meetings scheduled at this point.
- May 2 - The Gifted Advisory Group meeting that had been scheduled for May 7th was cancelled due to staff scheduling conflicts
- June 6 - An agenda for a June 11th meeting, along with a new staff-produced proposal, was sent to the Gifted Advisory Group.

ABC and the members signing this are extremely frustrated that, in June, in lieu of discussing the expanded proposal that we were asked to produce, we instead, unexpectedly, spent the entire meeting discussing a new approach, developed entirely by staff, with zero consultation. We were told that the new version of the Interest Academy had been created not because of Gifted Advisory Group concerns that the previous proposal did not address the needs of gifted students in the regular classroom, but because the March 2018 staff proposal was incompatible with collective bargaining agreements. Gifted Advisory Group members were also told that multiple departments had spent considerable time working on the new documents, but that those resources were now returning to other projects. The Group was invited to suggest edits, but changes would obviously be limited.

ABC made it very clear that the March 2018 version of the pilot, which only involved the Interest Academy, did not adequately address the needs of gifted students in the regular classroom and ABC would not support it. The new, even more limited, June 2018 version of the Interest Academy and accompanying documents do not address any of the issues raised about the March 2018 proposal or include anything from the expanded proposal that was created to address the needs of gifted students in the regular classroom.

There was inadequate time to express our concerns during the Gifted Advisory Group's last brief meeting, where time was devoted almost entirely to staff presenting the new proposal, rather than discussion. The concerns that various members of the Gifted Advisory Group did manage to raise were brushed aside without being addressed. ABC's (and others') concerns cannot be adequately addressed via email and are beyond the scope of editorial level edits. We have no faith that any time or effort spent reviewing the documents would result in meaningful enough change to properly address our concerns especially given the lack of response to the last requested feedback. As such, we do not feel that our involvement should be considered "consulted". We are not going to provide further feedback on the documents at this time.

ABC, as an organization, and the Gifted Advisory Group members signing this letter formally request that we are not to be listed as being consulted or involved in any way on any of the staff-produced documents presented in June 2018. If it is discussed and decided that the documents are going to be presented as coming from the Gifted Advisory Group, we also wish to be explicitly excluded in any statements implying consultation, endorsement or involvement in identifying or shaping this approach.

Throughout the whole Gifted Review, major concerns from families have been raised regarding consultation, transparency, and the purpose or goal of the review. ABC, SEAC and trustees have spent considerable time trying to convince parents to work with the board in good faith, and to

believe that the review process is being driven by the best interests of this group of children with special education needs. Given the increasing barriers, delaying tactics and misinformation many students and families experience in their schools around gifted supports such as curriculum modifications, IPRC's, meaningful IEP's, and information about and access to congregated classes, this has been, and continues to be, a difficult claim to defend. Nevertheless, we have worked hard over the past three years to show good faith, openness, honesty, transparency and a focus on the needs of the children. That this third proposal, developed by staff without prior hint of its forthcoming, ignores the evidence of the gifted review and the work staff has solicited from stakeholders seriously brings into question if good faith and sincere partnership have been completely mutual.

A subset of the Gifted Advisory Group has met a couple times since the June 2018 meeting and debated on the best way to proceed given the concerns we share (many of which are highlighted above). We are available to meet August 27,28 or September 4,5,10,11 to discuss these issues and work towards options that could provide meaningful improvement for gifted students within the board. We look forward to working together to figure out a constructive path forward.

Sincerely,

Cathy Miedema, Gifted Advisory Group Member, ABC Ottawa President

Dragos Popa, Gifted Advisory Group Member, SEAC Representative - ABC

Dana Somayaji, Gifted Advisory Group Member, SEAC Representative - OCASC

Christine Boothby, Gifted Advisory Group Member, OCDSB Trustee

On March 7, 2018 the Gifted Review Advisory Group tasked members Cathy Miedema and Trustee Christine Boothby to 'expand and further describe' elements of a three-page internal pilot proposal produced by OCDSB Staff. This expanded proposal builds on the Staff's proposal and includes four objectives based explicitly on the needs identified in the Gifted Review Final Report.

This document was shared as a Google Document to the Group on March 31, 2018 although it was neither discussed in person nor through email at any point by the Group.

Collaborating authors are:

*Cathy Miedema, Gifted Advisory Group Member, ABC Ottawa President
Christine Boothby, Gifted Advisory Group Member, OCDSB Trustee*

KEY CONSIDERATIONS:

A Renzulli inspired model was proposed to provide the framework for the pilot. The following objectives aim to organize and focus a variety of options to improve effectiveness of services for gifted students and to increase equity of access for under-represented groups that the Gifted Advisory Group has discussed over the last year.

Based on Renzulli's work, the pilot will look at three targeted groups within the regular classroom with varying levels of supports and programming. Traditional Specialized Program Classes (Congregated) will continue to be a key part of the continuum of services for gifted students.

The three groups in the regular classroom will be referred to as follows in this report:

Group 1 - Gifted learners

Group 2 - Students close to meeting the criteria for gifted identification

Group 3 - All students

The OCDSB Gifted Program Review Final Report literature review summary states "it is recommended that school districts strive to provide as full a range of program options as is feasible, with the following common elements: intellectual peer interaction; flexible grouping; differentiation of curriculum and instruction; continuous academic progress; continuity of support services; and teachers with specialized training in Gifted education." (OCDSB Gifted Program Review Final Report 16-113 page 59).

These themes are addressed by the following five objectives:

1. Ensure all gifted students have equal and equitable access to all gifted supports
2. Build daily interactions with peers who share similar learning needs
3. Ensure children are learning, every day
4. Provide teachers with resources and supports to address special education needs
5. Provide all students with enrichment opportunities

Ideas for programming, delivery models, supports for students and staff, identification and improving access to appropriate programming either in the classroom or in congregated are explored within those objectives for consideration in the pilot. What follows under each objective's key activities is meant to be a list of possibilities not demands that must be all put in place on day one. The pilot schools along with senior staff will work to prioritize items to pilot at each site. Over time through trial and ongoing evaluation, a core of expertise, successful interventions and supports should emerge.

Objective 1: Ensure all gifted students have equal and equitable access to all gifted supports

The Gifted Review raised concerns about equity both in identification and access to interventions, supports and Specialized Program Classes (Congregated).

From the Gifted Review summary "research indicates that students from diverse and marginalized populations (e.g., cultural/linguistic, lower SES, twice exceptional, and Indigenous learners) continue to be disproportionately under-identified for participation in Gifted programs" (OCDSB Gifted Program Review Final Report 16-113 page 58). Although the OCDSB does not have data on most variables, there is data that shows that girls are under-identified and under-represented in the Specialized Program Classes (Congregated).

There are two pieces to this, the first is identification and the second is access to appropriate programming whether that is programming in a regular classroom or programming within a Specialize Program Class (Congregated).

Current challenges and barriers to address:

For the identification piece, Group 1 will continue to use the OCDSB criteria for gifted requiring traditional testing. Group 2 will be looser and allow students that have not met the requirements to also access gifted programming. This could be because they haven't been through testing or because they were tested but didn't meet the gifted criteria.

This aims to improve equity and expand access. Expanding to have a larger pool is more likely to catch more of the students who are gifted because they'll (hopefully) end up with similar access to gifted supports by being in group 2. However, the factors that are influencing the current equity issues are not solely linked to testing (OCDSB Gifted Program Review Final Report 16-113 pages 16-17 mentions some possibilities). Care must be taken in the identification process design, communication and implementation to ensure equity is achieved in both groups. They both should be closely monitored for inequities and if any appear they need to be understood and addressed.

The access piece of this is complex. Most current gifted students require considerable advocacy from parents and teachers to access gifted programming in the classroom and accessing the Specialized Program Classes (Congregated). This advocacy is dependent on attitudes, expectations, knowledge, communication skills, time and values (among other things). Majority of underrepresented groups rely more on teachers to fulfill their advocacy needs because their parent(s) face challenges in advocating for them. To fully address equity issues, the pilot needs to look holistically at improving the system's knowledge and advocacy for all gifted students and reduce barriers in access for the whole continuum of gifted supports. -

Given the dramatic drop in applications for Specialized Program Classes (Congregated) - including the eradication of lower grades - since the instigation of the new criteria and policy three years ago the parent experiences described at CoW and SEAC earlier in the review process should be given due consideration. It is important to understand the root cause of this decline based on facts. There is an urgent need to clearly define, and to communicate, the board's new gifted policy and procedures to parents, principals, LSTs and teachers, to fix any inequities in access to special education supports being caused by widespread misunderstandings of OCDSB policy. Given the nature of the kinds of barriers parents have reported, it is highly likely that already-marginalized students, including Indigenous students, English Language Learners, and low SES are the most affected by these barriers and they are also the least heard from.

Key activities:

Possibilities could include but are not limited to:

- Encouraging early identification and access to gifted programming
- Implement universal screening to catch students that will be missed by teacher based screening
- Identifying and addressing barriers to equitable identification. Possible barriers might include
 - Inaccurate preconceptions of what gifted looks like (could include English Language Learners)
 - Behaviour/achievement expectations
 - other exceptionalities or challenges masking gifted abilities
 - Testing requirements (and the 1 and 2-year limits on results) for students wishing to be IPRC'd and/or who are applying to the Specialized Program Classes in elementary, intermediate and secondary. If school based testing isn't available this depends on parents paying for costly private testing
- Identifying and addressing barriers to equitable access - especially those which create a burden of time, resources and/ or cultural-savviness on parents - must be supported by robust evidence. Possible barriers might include
 - Significant time and skills required for advocacy to access supports

- Behaviour - The base need might be the same but a gifted child that quietly implodes will proceed through the tiered interventions differently than gifted child that vents their frustrations outward
- Long commutes due to limited locations of Specialized Program Classes (Congregated), especially for the primary grades that are currently only offered in Kanata
- Other exceptionalities or challenges masking gifted abilities
- Inaccurate preconceptions of what gifted looks like (could include English Language Learners)
- Following up with schools that have zero (or extremely few) gifted students to increase awareness and actively seek to find gifted students that have been overlooked.
- Provide parents and all schools with transparent and clearly documented policy and procedures with explanatory guidance
- Make it possible for parents to apply for Specialized Program Classes (Congregated) without full approval from their home school (and/or some sort of appeal process for those told they can't apply).

Key participants:

- Groups 1 and 2
- Note: Similar resources barriers have been experienced in some other exceptionalities, notably LD; these efforts to improve transparency and accountability should be applicable across all exceptionalities

Key success measures:

- Having an understanding of who the under-represented groups are based on current statistics of students both in the regular classroom and in Specialized Program Classes (Congregated)
- If Universal Screening is not implemented, do detailed tracking of any testing of suspected gifted students (possible measures could include reasons for testing, test types, age at testing, wait times, outcomes, and factors related to suspected under-represented groups)
- Tracking the numbers of students who meet the board's gifted criteria but who are currently invisible because they have not been IPRC'd as well as those that have been IPRC'd. Collect detailed information so that progress can be measured and tracked with regards to equity focusing on the identified groups of interest.
- Tracking the numbers of children applying for and accepted into Specialized Program Classes (Congregated). Collect detailed information so that progress can be measured and tracked with regards to equity focusing on the identified groups of interest.
- Tracking the numbers of students who are identified to be part of group 2. Collect detailed information so that progress can be measured and tracked with regards to equity focusing on the identified groups of interest.

- Our identified, IEP-supported and group 2 populations are ~50% girls
- Our Specialized Program Class (Congregated) population is ~ 50% girls
- Evaluation at the board level shows consistent implementation of policy across schools
- Evaluation at the board level demonstrates that access to supports is based on student need and not contingent on parents investing major time, resources, research to persuade the school to initiate interventions
- Students and parents report consistent, fair and equitable application of rules.
- Parents report that parent-provided views and evidence of student need are taken seriously and not dismissed
- Processes to request and be considered for access to special education supports are demonstrably transparent, consistent, taking place on clear timelines and documented (including access to: tiered supports and increasingly intensive tiered supports; IEPs; testing; identification; and applications to the Specialized Program Classes (Congregated))
- Similar policy, procedure and accountability changes are undertaken for other exceptionalities

Objective 2: Build daily interactions with peers who share similar learning needs

Pilot ways to increase opportunities for gifted learners to interact and work with their intellectual peers.

Current challenges and barriers to address:

The paragraph regarding peers from the summary in the OCDSB Gifted Program Review Final Report states “Gifted learners reported very different, largely positive perceptions of their experiences in special schools or specialized classes in comparison to students in typical schools or pull out programs. This is largely consistent with other findings of peer ability grouping: more favourable student attitude toward subject matter; greater development of students’ career interests; healthy social relationships; and high motivation.” (OCDSB Gifted Program Review Final Report 16-113 page 61)

Maximizing the amount of time students spend with peers who share similar learning needs and exploring flexibly groupings are thus key goals for the pilot.

Key activities:

Possibilities could include but are not limited to:

- Cluster grouping within classes
- Cross-class cluster grouping
- Multi-grade cluster grouping
- Pull-out sessions with other children who are gifted (within a grade and/or spanning multiple grades); and

- Cross-school interactions - virtual or in person if possible - especially key for schools with smaller numbers of gifted students and/or profoundly gifted who statistically are unlikely to have intellectual peers even within larger schools

Key participants:

- Groups 1 and 2

Key success measures:

- Both Gifted and Group 2 students spend time every day working with their peers who share similar learning needs
- We have robust evidence from students and parents that students are working with peers who share similar learning needs
- These peer interactions are included as tiered interventions in the Individual Education Plan (IEP), with documented goals, intervention, timelines, success measures and outcomes
- Gifted children report feeling as safe as the student population overall to be themselves, and able to share their passions with fellow students

Objective 3: Ensure children are learning, every day

“All I want is for my kid to have to work for as long, and as hard, as all the other kids in their class.” (Parent)

Student well-being requires not just similar peers, but also appropriate work. The two recommendations from the Gifted Review summary that align with this objective are differentiation of curriculum and instruction and continuous academic progress.

Pilot ways to ensure each child is learning in our classrooms: adjusting curriculum for every child’s zone of proximal development (ZPD).

Current challenges and barriers to address:

All children need material that is hard enough to require mistakes, perseverance and hard work but not so hard as to be overwhelming. As one example, the review stated 67.6% of parents with gifted children in the regular class responded that their child’s academic needs were not well met (OCDSB Gifted Program Review Final Report 16-113, page 102, table 22).

It is important that necessary special education accommodations and modifications are not treated as a reward or something that needs to be earned. Well behaved children shouldn't be denied appropriate work because "they are doing fine". Poorly-behaved children shouldn't be denied appropriate work because they are not compliant with inappropriate work. Twice exceptional students' non-gifted exceptionality should not be used as an excuse to deny gifted programming.

It is also important that it isn't more of the same or more on top of their normal work. The key is to replace work that is not appropriate with work that is. This is a constant, ongoing and everyday need.

Key activities:

Some considerations of importance:

- All students need to be taught in order to be learning. Children need to be taught new material and not just allowed to do more or harder work by themselves. Differentiated instruction and not simply differentiated output
- Grouping of students instructionally by subject area for advanced curriculum work that would be flexibly organized and implemented based on students; documented level of learning within subject areas (grouping and differentiated instruction);
- Compacting, using a range of strategies (as outlined by Renzulli and by Shore) from pre-testing to move quickly to greater complexity; to merging two years into one, or three years into two
- The use of advanced curricula in core areas of learning at an accelerated rate;
- Embedding multiple higher order level thinking models and skills within core subject area teaching to enhance learning (Critical thinking skills);
- The use of inquiry as a central strategy to promote gifted student learning in multiple modalities (inquiry-based learning);
- The use of student-centered learning opportunities that are issue or problem based and are relevant to the students' world;
- Increased teaching speed and pace; compacting
- Increased depth
- Decreased repetition; pre-testing to avoid
- Increased complexity
- Modified approach to curriculum, multi-sensory teaching
- Providing challenge and opportunities to fail
- Encouraging risk taking in a safe, encouraging environment
- Learning study skills and learning how to learn
- Social training and supports
- Acceleration - the Gifted Review details 18 forms of acceleration (OCDSB Gifted Program Review Final Report 16-113 page 38). Pages 39-41 of the Gifted

Review supports acceleration including the following statements “A significant and consistent body of research supports the integration of accelerative practices for Gifted and talented learners.” and “accelerated students equal or surpass their non-accelerated peers in self-concept, self-esteem, self-confidence, social relationships, participation in extracurricular activities, and life satisfaction.” Dr. Renzulli’s publications as well as many of Dr. Shore’s comments made in Advisory Group meetings repeatedly stressed the importance of a wide variety of compacting, accelerative and dual-enrollment practices to ensure access to appropriate curriculum.

Key success measures:

- Gifted students spend at least an hour every day working on tasks in their zone of proximal development (ZPD), especially in their areas of strength/ passion
- All students with demonstrated need for different work spend time every day working on tasks in their zone of proximal development (ZPD)
- Assessment of student’s ZPD is based on transparent and consistently-applied measures of student knowledge and readiness (not compliance or achievement in the absence of appropriate curriculum)
- We have robust evidence from students and parents that students are being provided with more appropriate curriculum
- These curriculum modifications are included as tiered interventions in the IEP, with documented goals, intervention, timelines, success measures and outcomes

Objective 4: Provide teachers with resources and supports to address special education needs

The summary of the OCDSB Gifted Program Review Final Report states “What is clear from the research is that many if not most educators are ill-equipped to support the needs of Gifted students, often due to a lack of training and/or experience. Ongoing training and support could strengthen teacher capacity and give educators the tools they need to personalize learning, enhance instructional practice to meet individual needs, and improve and increase the educational pathways for every student as per the OCDSB’s Learning Objective.” (OCDSB Gifted Program Review Final Report 16-113 page 60)

Pilot the development of supports and materials for teachers to make the items in objective 3 easier to implement especially in today’s classrooms with wide varieties of needs. This aligns with the recommendation that teachers of gifted students receive specialized training in Gifted education.

Current challenges and barriers to address:

Gifted students are both infrequent and have a wide range of needs. Statistically, an elementary teacher will typically have a mildly gifted student in their class once every two years, and teach a profoundly gifted student perhaps once in their career. One student may need enrichment in math, another in history, the next in writing, while subsequent students might be focused on theoretical physics, military history, programming and other subjects outside the curriculum. It is therefore difficult for an individual teacher in the regular classroom to build up expertise in supporting gifted students. Instead, teachers must find new material for extension/depth/breadth/enrichment/etc. for each new student strength they encounter. If we want gifted students to be supported in the regular classroom, we need to make such support feasible. The literature review emphasized how difficult it is to provide Differentiated Instruction in practice, and the significant training and resources teachers needed if they are going to reach gifted students in their zone of proximal development (ZPD) while also meeting the needs of the rest of their students in a regular classroom.

Key activities:

Possibilities could include but are not limited to:

- Defining expectations/ content for the “gifted program” in the regular classroom, including minimal and optimal levels of support
- Using Modified Expectations in the IEP as per Ontario Ministry document <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf> page 27
- Providing high quality samples of IEPs as guidelines and examples for parents, teachers and school staff
- Creating modules that define needs and goals, and provide guidance, curriculum, materials, resources and coaching, for supporting gifted students in the full range of (a) topics; (b) grades/ levels of work; and (c) depth/ complexity appropriate to a range of levels of giftedness in that topic area
- Dedicated staff to support and develop resources and materials for teachers to use
- Organizing toolkits that build on the Ontario Curriculum that contain enrichment ideas, activities and resources
- Increasing awareness of challenges common in the gifted population - intensity, perfectionism, sensory challenges, anxiety, twice exceptional, etc.
- Increasing awareness of the broad spectrum that gifted covers as well as an understanding of common twice exceptional profiles
- Developing and promoting an online discussion area for teachers to share resources and experiences
- Identifying any discrepancies between common teacher beliefs and research evidence regarding gifted identification, support, needs and challenges.
- Identifying barriers and challenges that teachers and staff feel they have in meeting the needs of all children in their class as well as gifted learners. What is

required to better meet those needs? What can be done immediately to assist?
What requires a longer term approach?

Key participants:

- Groups 1 and 2
- Note: Similar resources are equally needed and could be developed for all exceptionalities

Key success measures:

- We have robust evidence from teachers of the barriers to providing special education supports for gifted students in the regular classroom
- We have resources, including modules and coaching, that directly address those barriers
- We have robust evidence from teachers that the barriers are decreasing
- We have robust evidence from students and parents that gifted needs are being better met in the classroom
- Student and parent surveys find that IEPs are seen as a relevant and meaningful tool for special education support, and that IEPs are being followed
- IEP assessment shows that all gifted students have specific and appropriate interventions included in their IEP, with documented goals, intervention, timelines, success measures and outcomes. Successful interventions are maintained/ expanded, while unsuccessful interventions are replaced and scaled up in intensity
- Similar resources are developed and measured for other exceptionalities

Objective 5: Provide all students with enrichment opportunities

The Gifted Advisory Group also spent considerable time discussing school wide enrichment that all students would participate in.

Current challenges and barriers to address:

Reaching out, involving and coordinating experts in the community will likely be more challenging in some schools than others.

Key activities:

- Enrichment opportunities provided for all students in the school over the duration of several weeks, multiple times per year;

- Organization of students into small, flexible groupings based on student interest across grades;
- Cross-curricular links and connection to the OCDSB Exit Outcomes;
- Use of technology and online resources to enable rich learning experiences;
- Curriculum compacting where appropriate;
- Creation of authentic learning experiences for students; and
- Connection to community resources.

Key participants:

- Groups 1, 2 and 3

Key success measures:

- Student participation in enrichment activities;
- Quality of student tasks within and beyond the curriculum;
- Student and parent satisfaction, representing both gifted and non-gifted learners;
- Equity of access for non-represented groups; and
- Gains in cognitive and non-cognitive areas.

PILOT LOGISTICAL CONSIDERATIONS:

As the prevalence of gifted students is possible within any population of students, the pilot should occur in three types of schools:

- Low SES school;
- Middle SES school; and
- High SES school.

Schools selected for the pilot should be sufficiently large as to allow for appropriate timetabling and grouping of students and for the monitoring of the impact of the pilot on a reasonably-sized gifted cohort. One of the participating schools should be a host to gifted specialized program classes.

Once the implementation of the pilot is approved, staff would undertake professional development for implementation of the pilot beginning in the Fall of 2018. The pilot would continue for 2018-2019 and 2019-2020 school years. Monitoring activities would be undertaken throughout this time period.



To: Chair and Members
Committee of the Whole

DATE: 16 October 2018

RE: Elementary Congregated Gifted Programs

Trustee Boothby has given notice that she intends to move as follows at the Committee of the Whole meeting of 16 October 2018:

WHEREAS ensuring implementation of and compliance with existing Policies and Programs, is a fundamental role of the Board of Trustees,

WHEREAS the gifted exceptionality in particular, has seen a precipitous drop in specialized class enrolment within the Elementary panel in the last three years, (See Tables attached)

WHEREAS the Special Education Policy P.096 specifically directs through the section on Performance Measures 4.5a/b, 4.5, that special education programs and services are to be delivered based on meaningful quality program indicators and evidence-based research. The evidence-based research and quality program indicators, which might explain and justify such a notable change, have not been presented to the Board of Trustees,

WHEREAS a concern has been expressed by Advocates of more than one exceptionality, that the current implementation of tiering may risk timely and necessary intervention of needed, appropriate and unique service levels, which may be to the detriment of a student's individual development and education;

WHEREAS Report 17-073, dated 15 November 2017, states, "until 2014 the placement of students in congregated gifted classrooms was determined solely by cognitive scores".

WHEREAS the OCDSB website states for the gifted exceptionality:

"Specialized Program Classes Available

English Grades 1-12

Early French Immersion Grades 5-12"

WHEREAS the Board of Trustees has not been overtly informed or objectively consulted on the implications and the possible loss of program options presently available for this special education exceptionality, and due to the lack of allowed new applications and admissions for congregated gifted, the OCDSB effectively has no congregated gifted program in grades 1 and 2, and



WHEREAS with the current trend, by September 2020 the OCDSB will effectively no longer have a congregated gifted program for grades 1 – 4.

THEREFORE BE IT RESOLVED:

- A. THAT following a tiered intervention path towards congregated gifted classes at the Elementary level be immediately suspended, with entry to a congregated class being offered to students wishing a congregated setting and meeting the Cognitive Assessment Criteria contained in the current OCDSB Special Education documentation, pending:
 - i. the Board of Trustees review of the OCDSB Special Education Policy related to the use of tiering for specialized class placement, including the implications for all exceptionalities; and
 - ii. the Board of Trustees taking a Policy decision regarding the offering of a congregated gifted program,
- B. THAT, by no later than February 2019, a report will be delivered to the Board of Trustees with a proposed outline and timeline for A.i and A.ii above, and
- C. THAT staff shall produce an annual report, beginning no later than the end of May 2019, detailing the number of applications and the number of children receiving placements in all congregated programs at both the elementary and secondary level. The report shall also include the details on any waitlist for all congregated programs, by Geographic Zone.

Jennifer Adams
 Director of Education and
 Secretary of the Board

Michèle Giroux
 Executive Officer
 Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



Relevant Policy excerpts:

Policy 139 CUR (Curriculum/Program) - CHANGES TO PROGRAMS AND PROGRAM DELIVERY STRUCTURES AT ELEMENTARY SCHOOLS

Section 3.5

The Board shall approve the introduction of, changes to, and/or elimination of:

- b) Specialized program delivery structure models that have district wide impact (English as a second language, specialized special education programs)

Policy 096 SES (Special Education/Student Services) - SPECIAL EDUCATION PROGRAMS AND SERVICES

Section 4.5

Performance Measures

- a) The Board is committed to developing and maintaining special education programs and services that are based on best practice models, including evidence based data, ongoing assessment and measurement of objectives. These will be reviewed on a cyclical basis, to ensure that they remain effective and are current with evidence-based research findings.
- b) The District will continue to develop and will maintain Quality Program Indicators to help guide the implementation of special education programs and services in a consistent manner.

Policy 096 SES (Special Education/Student Services) - SPECIAL EDUCATION PROGRAMS AND SERVICES

Section 3.2

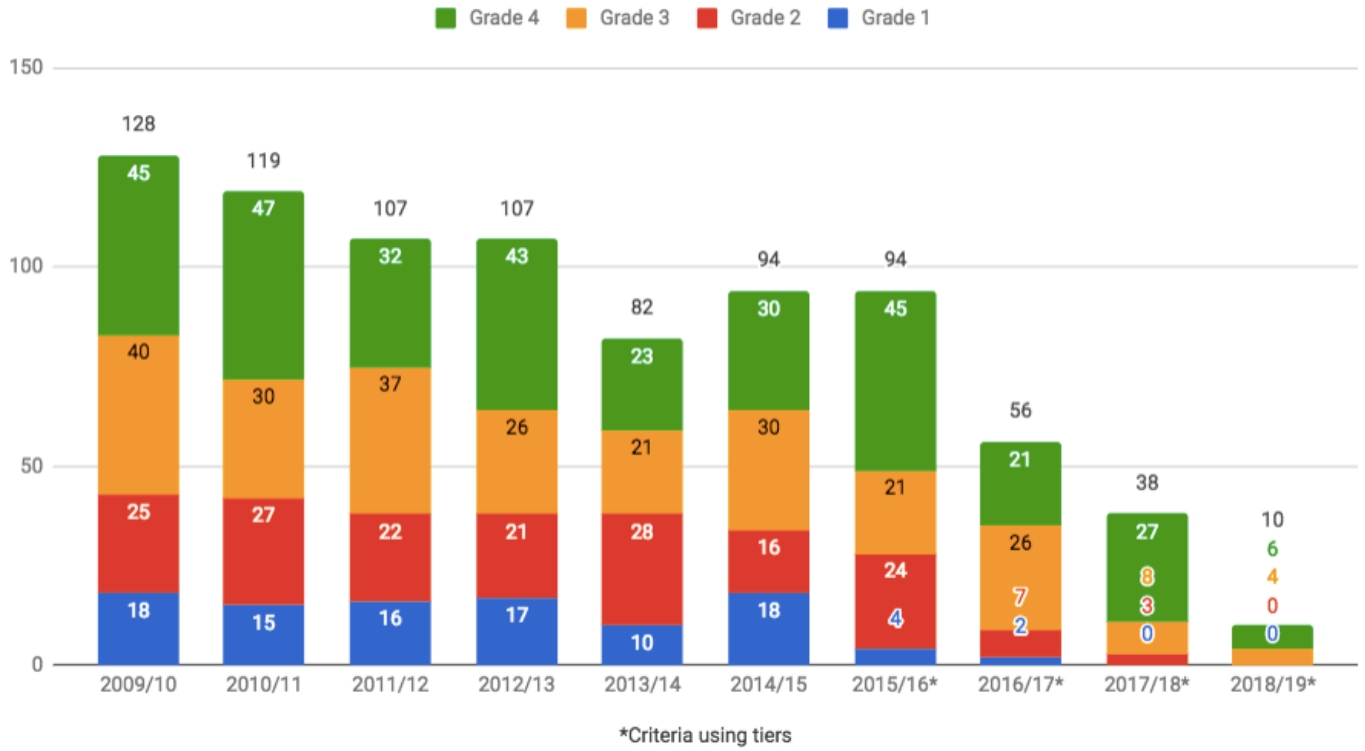
Guiding Principles

The following guiding principles shall govern the education of students with special needs:

- a) promoting early identification and intervention;
- b) ensuring a focus on the whole child;
- c) providing a range of services for the student, subject to available resources.



Total Students in congregated grades 1 to 4



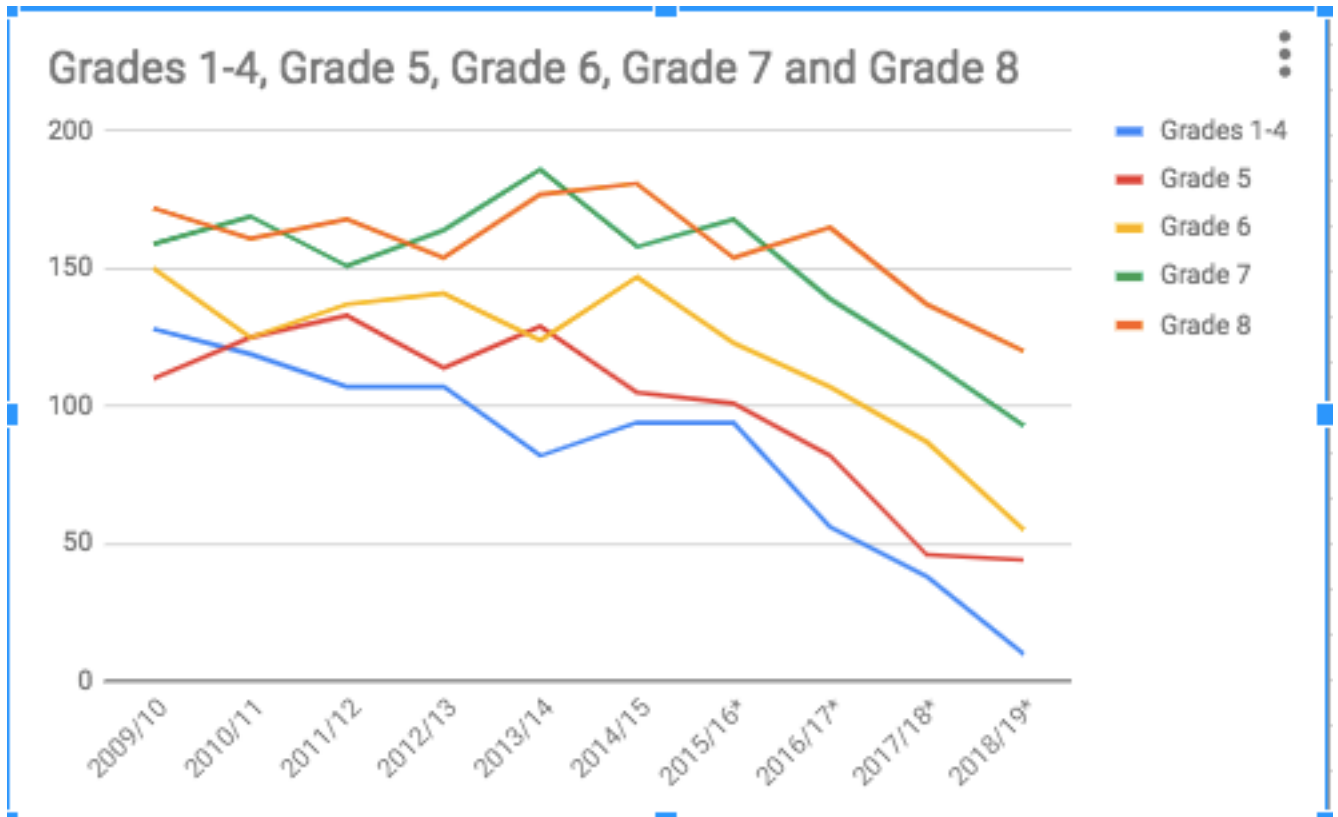


Net change in Congregated Gifted Enrolment 2012/13 to 2018/19

	2013/14 from 2012/13	2014/15 from 2013/14		2015/16 from 2014/15	2016/17 from 2015/16	2017/18 from 2016/17	2018/19 from 2017/18
Grade 1	-7	8	Mandatory Tiering Introduced	-14	-2	-2	0
Grade 2	7	-12		8	-17	-4	-3
Grade 3	-5	9		-9	5	-18	-4
Grade 4	-20	7		15	-24	6	-21
Grade 5	15	-24		-4	-19	-36	-2
Grade 6	-17	23		-24	-16	-20	-32
Grade 7	22	-28		10	-29	-22	-24
Grade 8	23	4		-27	11	-28	-17
Totals	18	-13		-45	-91	-124	-103

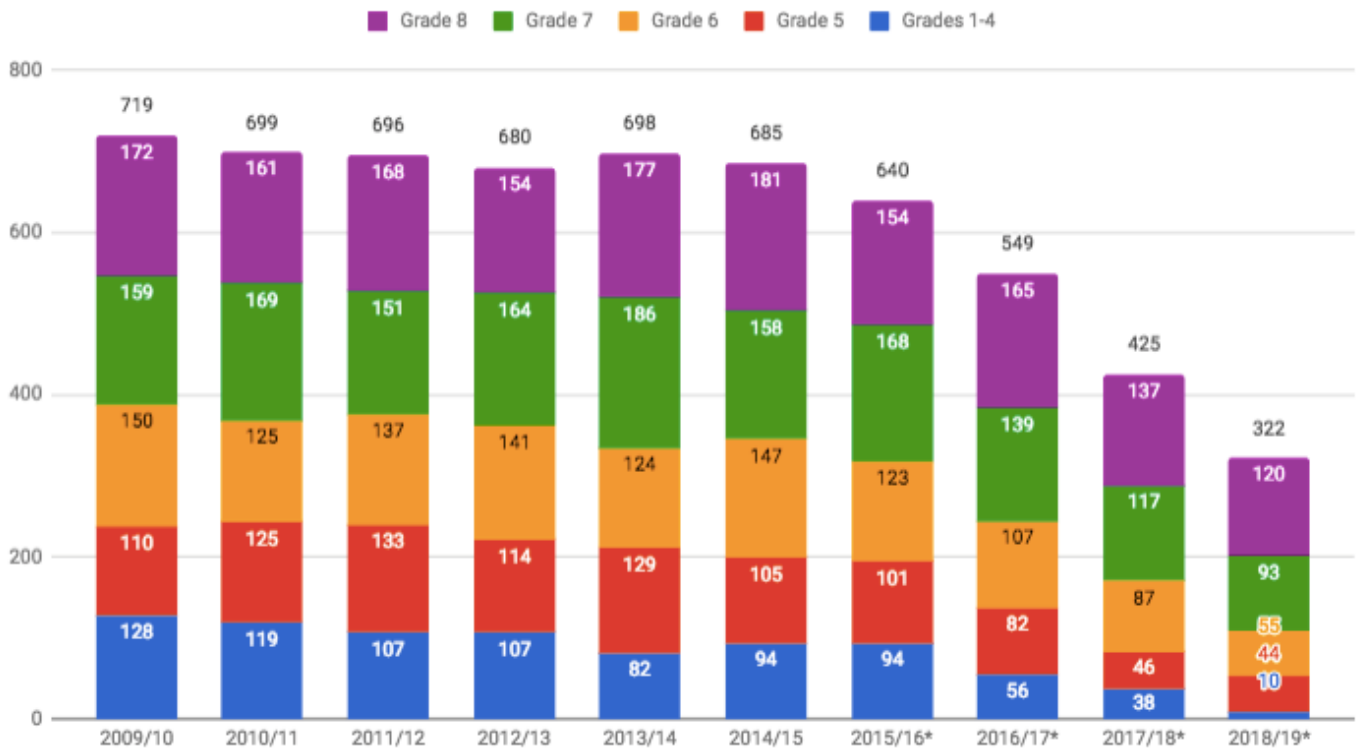


Total Enrolment Trend





Total Students in congregated grades 1 to 8





POLICY P.096.SES

TITLE: SPECIAL EDUCATION PROGRAMS AND SERVICES

Date issued: August 1998

Revised: 28 May 2013

Authorization: 28 May 2013

1.0 OBJECTIVE

To provide for the education of students with special education needs.

2.0 DEFINITIONS

In this Policy:

- 2.1 **Accommodation** means a system of special teaching and assessment strategies, human supports, and/or individualized equipment that help a student learn and demonstrate learning.
- 2.2 **Assessment** means the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving curriculum expectations in a subject or course.
- 2.3 **Differentiated Instruction** means an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience which responds to his or her individual needs.
- 2.4 **District** means the Ottawa-Carleton District School Board.
- 2.5 **Individual Education Plan (IEP)** means a written plan describing the special education program and/or services required by a particular student based on a thorough assessment of the student's strengths and needs and shall be used as both a document and as an accountability tool.
- 2.6 **Identification, Placement, and Review Committee (IPRC)** means the committee set up by the school board to consider the exceptionalities of students referred to them.

- 2.7 **Modification** means changes made to age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs.
- 2.8 **Student with Special Needs** means a student who requires special education services, including any student who has been formally identified as exceptional by the IPRC process as well as students who may not have been formally identified but who may require services including, but not limited to, modified programs or accommodations.

3.0 POLICY

3.1 Policy Statement

The District believes every student is able to learn and to benefit from learning, and upholds the right of each student with special needs to an instructional program appropriate to that student's needs which enables him or her to achieve to the best of his or her ability. The term students with special needs includes all students who are receiving special education programs and services, whether or not they have been identified as exceptional.

3.2 Guiding Principles

The following guiding principles shall govern the education of students with special needs:

- a) promoting early identification and intervention;
- b) ensuring a focus on the whole child;
- c) providing a range of services for the student, subject to available resources;
- d) ensuring every reasonable attempt is made to support participation by the student in school activities;
- e) emphasizing the value and importance of communication and consultation with the parents/guardians of children with special needs;
- f) recognizing the necessity for the provision of support for staff to develop the necessary skills and teaching strategies to work with students with special needs; and
- g) ensuring the accommodation of students with special needs to the point of undue hardship for the District.

3.3 Key Learning Supports

The special education policy shall be achieved through the delivery of a variety of learning supports including, but not limited to:

- a) a range of appropriate assessments accompanied by timely tiered interventions and professional strategies;
- b) a continuum of placement options;
- c) equitable application of the specialized class location model using geographically defined catchment areas and designated schools to ensure fair access to specialized programs;
- d) appropriate student/teacher ratios as governed by the *Education Act*;
- e) Individual Education Plans (IEPs) subject to regular review and outcome-based evaluation;
- f) a clearly communicated IPRC process, with consistent procedures;
- g) integration opportunities within the student's school;
- h) multi-disciplinary professional supports for students with special education needs;
- i) timely access as required to appropriate equipment and materials; and
- j) timely access to information for parents about programs and services.

3.4 Enrolment and Placement

As required under the *Education Act*, the District will provide a Special Education Program for the enrolment and placement of each student with special needs.

3.5 Special Education Report

As required under the *Education Act*, the Special Education report of the OCDSB shall be reviewed annually by SEAC and the Board and shall be made readily accessible on the District website.

4.0 **SPECIFIC DIRECTIVES**

4.1 Programs and Support Services for Students with Special Needs

- a) The District shall ensure that the Ministry of Education Curriculum Guidelines are the basis for Special Education Programs. The special needs of each student can be accommodated by using a

variety of teaching methods , support personnel, resources, equipment and special materials.

4.2 Service Delivery

- a) The Special Education service delivery of the District is based on a continuum of placement options ranging from non-specialized classes with special education resource support to specialized classes and schools where needs dictate. Specialized class locations shall be based on geographically defined catchment areas and designated schools. Special Education Programs and Services and school catchment areas will be reviewed regularly in consultation with various stakeholders.
- b) The special needs of each student should be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment including, but not limited to, adaptive technology, and appropriately trained specialized personnel.

4.3 Identification, Assessment, Accommodation

- a) Students who may have special needs will be identified and assessed regularly and as appropriate. Assessments shall be undertaken in consultation with parents/guardians, after initial written consent has been received.
- b) Accommodations and modifications for the purposes of academic assessment/evaluation should be considered in accordance with District and Ministry policy relevant to assessment, evaluation, and reporting of student achievement (P.083.CUR and PR.584.CUR) to account for the requirements for assessments administered at beyond the District level (EQAO, PISA etc.).
- c) The principal is responsible for ensuring that an Individual Education Plan (IEP) is developed, implemented and updated in alignment with OCDSB reporting periods where:
 - i) a student has been formally identified as exceptional by an IPRC
 - ii) a student has not been formally identified but requires an ongoing special education program and/or services, including modified or alternative learning expectations and/or accommodations,
- d) The IEP shall be developed in partnership with parents/guardians and shall include SMART goals (specific, measurable, attainable, realistic, and timely).

- e) The IEP involves the following five phases:
 - i) Gather information about the student;
 - ii) Set the direction for the student;
 - iii) Develop the IEP as it relates to the student's special education program and services;
 - iv) Implement the IEP; and
 - v) Review and update the IEP.

- f) Students with special needs may be referred to an Identification, Placement and Review Committee (IPRC) set up by the District. The principal may, on written notice to a parent of a student, and shall, at the written request of a parent, refer a student to the District IPRC.

- g) Once the decision of the IPRC is received, the principal and superintendent of shall make every effort to work with the parent/guardian to resolve any concerns about the decision. In the event of a disagreement about the IPRC decision, the process for appeal outlined in P.117.SES Special Education Appeal Board Policy shall be followed.

- h) Students identified as exceptional must be provided with appropriate special programs and/or services designed to build on their strengths and meet their needs.

- i) The District shall ensure a process for appropriate access to special education programs. The process will be transparent, consistent, and equitable, and subject to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

- j) The District shall ensure regular opportunities are provided for the training and development of staff to support students with special needs. This may include training in the areas of instructional practice, accommodations, academic, socio-emotional and cultural sensitivity.

4.4 Communication

The District is committed to communicating clearly and regularly with parents/guardians of students with special needs and will do so on matters including:

- a) the full range of services available;
- b) the IPRC process, including the appeals process;
- c) implementation practice and progress of IEPs; and

- d) Ministry guidelines for the delivery of Special Education Programs.

4.5 Performance Measures

- a) The Board is committed to developing and maintaining special education programs and services that are based on best practice models, including evidence based data, ongoing assessment and measurement of objectives. These will be reviewed on a cyclical basis, to ensure that they remain effective and are current with evidence-based research findings.
- b) The District will continue to develop and will maintain Quality Program Indicators to help guide the implementation of special education programs and services in a consistent manner.

4.6 Transportation

- a) The Ottawa-Carleton District School Board, through its agent for transportation services, the Ottawa Student Transportation Authority, (OSTA) accepts responsibility for appropriate home-to-school transportation for exceptional students who meet the criteria set out in OCDSB Student Transportation Policy P.068.TRA.
- b) Under the authority of *The Education Act*, the Board, through its agent for transportation services, the Ottawa Student Transportation Authority, agrees to provide transportation for Ottawa-Carleton District School Board students attending Provincial and Demonstration Schools.

5.0 REFERENCE DOCUMENTS

The Education Act, Ontario

R.R.O. 1990, Reg. 298/Reg. 306

Identification and Placement of Exceptional Pupils, O.R. 181/98

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

OCDSB *Special Education Plan*

The Individual Education Plan (IEP): A Resource Guide

Board Policy P.083.CUR: Assessment, Evaluation, and Reporting of Student Achievement

Board Policy P.058.HS: Occupational Health and Safety

Board Policy P.068.TRA: Student Transportation

Board Policy P.032.SCO: Safe Schools

Board Policy P.125.SCO: Board Code of Conduct

Board Policy P.117.SES: SEAB

Board Procedure PR.556.TRA: Student Transportation

Specialized Health Support Services in School Settings

Purpose of the Standard

To provide the Ministry and the public with information about specialized health support services available in school settings Information in this standard is in accordance with Policy Program Memorandum (PPM) 81 and is located on the following chart called Specialized Health Support Services in School Settings.

Specialized Health Support Service	Agency or position of person who performs the service (e.g. Champlain LHIN, Board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Nursing	Champlain Local Health Network (LHIN) contracted	Attendance at an elementary or secondary school Student is under the care of a physician Student requires nursing care at school School principal/ personnel can identify student to LHIN by calling case manager Medical orders are required — will be obtained by case manager	LHIN case manager Attending physician	Medical staff and LHIN determine that services are no longer required Change in medical status	Case conference Parent(s)/ guardian(s) can appeal to LHIN Contact person —case manager LHIN appeals process under review
Nutrition	LHIN contracted nutritional agencies	Attendance at an elementary or secondary school	LHIN case manager	Achievement of nutritional goals Student no longer	Case conference Parent(s)/guardian(s) can appeal to LHIN

		Student is under the care of a physician Student has an Ontario Health Card Student requires nutritional care at school School principal/ personnel can identify/refer student to LHIN by calling case manages		requires/ benefits from nutrition services at school	Contact person — case manager LHIN appeals process under review
Physiotherapy (PT)	LHIN contracted therapy agencies	Attendance at an elementary or secondary school Has an Ontario Health Card Student requires physiotherapy to attend school School principal and personnel refer student to LHIN using the School Services Application Form	LHIN case manager	Achievement of PT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for termination of service Further discharge criteria as per LHIN (see p. 76)	Case conference Parent(s)/guardian(s) can appeal to LHIN Contact person — case manager LHIN appeals process under review
Occupational Therapy (OT)	LHIN contracted therapy agencies	Attendance at an elementary or secondary school Student has an Ontario Health card Student requires occupational therapy to attend school (has fine/gross motor	LHIN case manager	Achievement of OT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for	Case conference Parent(s)/guardian(s) can appeal to LHIN Contact person — case manager LHIN appeals process under review



		difficulties) School principal and personnel refer student to LHIN using the School Services Application Form		termination of services. Further discharge criteria as per LHIN (see p. 73)	
Speech and Language Therapy Consultation, screening, informal and formal assessments	Board staff - Speech Language Pathologist(SLP)	School referral to board SLP	LST SLP	Consultation screening and/or assessment are completed	Case conference
Speech and Language Intervention Demonstration therapy sessions	Board staff – SLP	Based on referral, screening, assessments and attendance of parent(s)/guardian(s) and/or staff	SLP	Maximum of four therapy sessions per school year	Case conference
Speech and Language Intervention Direct treatment services to specific specialized program classes Senior Kindergarten	Board staff — SLP volunteers and students under supervision and training of Board SLP	Student placement in one of the following system classes: Language Learning Disability (primary & junior) Developmental Disabilities Program (senior kindergarten, primary & junior), Primary Special Needs	School Multi-Disciplinary Team System class recommendation committee SLP	Student transferred out of the listed system classes to another placement	Case conference Appeal IPRC placement
	LHIN contracted	Attendance at an	LHIN case manager	Discharged when	Case conference



Speech Therapy	therapy agencies	elementary or secondary school Student has an Ontario Health Card Student meets eligibility and behavioural criteria for direct therapy Student is in senior kindergarten or older School board or other SLPs refer student to LHIN using the School Services Application Form after initial assessment Student has moderate to severe articulation problem, cleft palate, medically based speech disorder	Board staff — SLP pre-referral assessment (Board SLP determines eligibility for referral; LHIN therapist determines eligibility for service upon)	presenting with a mild to moderate articulation problem. LHIN may discharge to Parent Articulation Training-Program (PAT-P) Parental request for termination of service No follow-up support Student is uncooperative Further discharge criteria as per LHIN (see p. 81)	Parent(s)/guardian(s) can appeal to LHIN Contact person — case manager LHIN appeals process under review
Speech Articulation and Remediation Voice therapy Stuttering (fluency) Parent Articulation Training Program (PAT-P)	LHIN contracted therapy agencies First Words CHEO (Year 1 kindergarten only) Board staff — SLP (PAT-P)	Student is in Senior Kindergarten or older School Board or other SLPs refer student to LHIN using the School Services Application Form after initial asses. Child is prior to SK entry Do not meet the LHIN criteria listed above	First Words Board SLP	Child is senior kindergarten age (CHEO First Words)	Case conference
Administering of Prescribed	Board staff — educational assistant (EA),	Request must be made in writing from the parent and physician	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of	Case conference



Medications	teacher, principal, office staff	Physician must specify the medication, dosage, frequency, method, side effects, and the duration of administration (as per MOE Policy/ Program Memo. No. 81)		parent(s)/ guardian(s)	
Catheterization	Board staff — EA (trained by appropriate agency) Student	Dependent or assistance required for catheterization	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s) Independence achieved for self-catheterization Change in medical condition	Case conference
Suctioning shallow deep	Shallow suctioning — Board staff — EA Deep suctioning LHIN	Physician's direction Physiotherapy recommendation	LHIN case manager Medical staff	Direction from physician Change in medical condition	Case conference Appeal to LHIN
Lifting and Positioning	Board staff - EA trained by OT/PT from LHIN LHIN and Board OT/PT trainers	Dependent for lifting and positioning and transfers	LHIN — OT/PT Physician Principal	Independence achieved for transfers Changes in medical condition Upon physician's or therapist's direction	Case conference
Assistance with Mobility	Board staff - EA Trained OT/PT Board staff- EA trained by OT/PT from LHIN	Dependence training or/assistance required for mobility Physician's Assessment	Principal OT/PT — Board and LHIN	Effective and comfortable use of new equipment or adjusted equipment	Case conference
Feeding	Board staff- EA	Dependent assistance	Physician	Direction from	Case conference



	trained by OT or PT LHIN contracted nursing agencies	required for mobility Physician direction	Principal LHIN case manager OT/SLP	physician and approval of parent(s)/ guardian(s) Change in feeding Needs	
Toileting	Board staff - EA trained by appropriate professional/ agency	Dependent and/or requiring assistance for toileting	Principal Physician direction and parental approval	Direction from physician and approval of parent(s)/ guardian(s)	Case conference
Augmentative and alternative communication devices Face-to-face writing aids -high tech devices	Clinic for Augmentative Communication (CAC) at Ottawa Children's Treatment Centre (OCTC) for assessment and prescription, parent and teacher training for use and programming. Board SLP responsible for ongoing support and consultation. Board SLP addresses low-tech AAC needs. LHIN OT Board staff-teacher, EA trained by	Referral to CAC by school board SLP or LHIN SLP School referral to board SLPs Referral to LHIN OT	Intake at CAC clinic at OCTC, Board SLP OT from LHIN	Annual reviews until system no longer required Classroom Support no longer required for maintenance modification	Case conference



	appropriate agency				
Medical Dressing	Board staff - EA	Physician direction and parental approval	Physician Parent Principal	Physical direction and parental approval	Case conference
Adaptive Devices Program (ADP) Funding	CAC Clinic or SLP Individual authorizers at CAC for communication aids LHIN contracted therapists for OT, PT needs	Specialized equipment or resources required	Authorized ADP assessor	Student no longer requires resource	Discussion with ADP

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

The services outlined below are provided by the Champlain Local Health Integration Network (LHIN) and directly by the OCDSB

Conditions/Service Need	Eligibility criteria	Role of RD/Model of Service
G tubes New Longstanding Oral feeding also Note changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention	Student has had new G tube inserted Student has longstanding G tube feeds Student G tube fed but also trying to increase oral intake	See general role of RD* RD to teach about products RD to teach about schedule for feeding related to activities, lifestyle, interaction of medical conditions (eg. reflux) RD Assess tolerance to feeds; provide recommendations/trials for feeds RD to communicate/teach school staff

		<p>RD to reinforce/revise schedule from hospital (new tubes)</p> <p>Consultative services may be provided in the home and/or school setting</p>
<p>Dysphagia</p> <p>Note changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention</p>	<p>Student is at risk of aspiration with current intake</p> <p>Student is not linked with an outpatient clinic to review this information with parents</p>	<p>See general role of RD***</p> <p>Prevent aspiration by working with SLP who determines texture needed RD provides specific information about how and what to prepare as per general role of RD</p> <p>Sensory texture issues – RD works with OT and SLP as above</p> <p>Consultative services may be provided in the home and/or school setting</p>
<p>Medical condition affecting nutrition and hydration</p> <p>Eg. Cerebral Palsy, Crohn's disease, metabolic disorders, cardiac conditions, renal conditions</p> <p>Note changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention</p>		<p>See general role of RD***</p> <p>Consultative services may be provided in the home and/or school setting</p>



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Program Criteria

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

Discharge criteria include one or more of the following:

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

*General Role of RD

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

SHSS Service Guidelines – Nutrition 2013-2014



School Health Support Services Service Guidelines – Occupational Therapy

The services outlined below are provided by the Champlain Local Health Integration Network (LHIN) and directly by the OCDSB

Conditions/Service Need	Role of OT/Model of Service
<p>Short Term needs Student with a specific functional problem requiring focused, short term intervention in <u>one</u> of the following areas:</p> <p>Age/developmental school productivity issues</p> <p>mobility issues</p> <p>environmental adaptations/accessibility (equipment)</p> <p>sensory processing issues</p> <p>Intervention is short term and specific in nature</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:</p> <p>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility</p> <p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers</p> <p>Feedback to/from school staff/family/caregivers</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>
<p>Moderate term needs Student with <u>one or more</u> of the following functional problems:</p> <p>Age/developmental school productivity issues</p> <p>mobility issues</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:</p> <p>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility</p> <p>Intervention and/or instructional strategies defined and</p>

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



Complex/Long Term Needs

Student with one or more of the following functional problems:

Physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability

Intervention will focus on prevention of deterioration and maximizing/maintenance of function

Student experiencing developmental delay (global) or cognitive/physical disability may necessitate consultation throughout their school career

Situation may need annual review and upgrading of programming

Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:

Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility

Intervention and/or instructional strategies defined and taught to school staff and family/caregivers

Program and resources provided to school staff and family/caregivers

Feedback to/from school staff/family/caregivers

If experiencing an episodic need for intense short term intervention student may receive additional visits

For example:

Facilitation with transition within school system

Facilitation with transition to adult services

Intermittent difficulties associated with growth/equipment changes

Change in caregiver (school setting)

Supportive care needs



	<p>Sudden change in functional status</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>
--	--

Program Criteria:

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

Discharge Criteria- include one or more of the following:

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

Service Model:

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

SHSS Service Guidelines – Occupational Therapy V. 09 2013



School. Health Support. Services Service Guidelines – Physical Therapy

The services outlined below are provided by the Champlain Local Health Integration Network (LHIN) and directly by the OCDSB

Conditions/Service Need	Role of PT/Model of Service
<p>Short Term</p> <p>Physical challenges in the school setting – including difficulties participating in gym class, safe mobility within the school/schoolyard, stairs</p> <p>Non-deteriorating condition with minimal complications predicted</p> <p>Acute cardiorespiratory issues</p>	<p><u>Services include:</u></p> <p>Assess physical function and/or gross motor skills</p> <p>Develop intervention strategies</p> <p>Teach school staff, family/caregivers to review/feedback/upgrading of intervention/adaptation strategies as needed</p> <p>Evaluate safe implementation of program in school setting</p>
<p>Rehabilitation/Chronic</p> <p>Student with a disability which impacts on functional abilities of mobilization, transfers, cardiorespiratory status, demonstrating potential for improvement</p> <p>PT intervention to maximize progression of skills and optimize functional status</p> <p>Improve/Maintain mobility and orthopedic, gross motor and respiratory status</p>	<p><u>Services include:</u></p> <p>Assessment of physical function, setting goals with students, school staff and family to maximize physical function in the school setting</p> <p>Intervention strategies developed and taught to school staff and family/caregivers</p> <p>Prescription of equipment</p> <p>Collaboration with school staff in development of IEP</p>

<p>Intervention may vary in response to changing needs and readiness</p> <p>Example: Physical impairment limiting ambulation with potential to effect level of independent mobility (e.g.: Borderline ambulatory vs. wheelchair mobility)</p> <p>Students may require additional visits post-surgery/ post botox</p>	<p>plan/goals</p> <p>Ongoing evaluation of safe implementation of program in school setting</p> <p>Ongoing re-evaluation as needed to progress goals and intervention strategies</p>
<p>Complex/Long term Needs</p> <p>Student with a disability which impacts on functional abilities of mobilization, transfers and cardiorespiratory status</p> <p>PT intervention to maintain/delay deterioration of mobility, orthopedic, gross motor and respiratory status</p> <p>Intervention may vary in response to changing needs and readiness</p>	<p><u>Services include:</u></p> <p>Assessment of physical status/function, setting goals with students, school staff and family to maintain physical function in the school setting</p> <p>Intervention strategies developed and taught to school staff and family/caregivers</p> <p>Prescription of equipment</p> <p>Collaboration with school staff in development of IEP plan/goals</p> <p>Ongoing evaluation of safe implementation of program in school setting</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>

* all guidelines include assessment, conferencing, consultation

Program Criteria:

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

Discharge Criteria include one or more of the following:

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

Services:

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

SHSS Service Guidelines – Physical Therapy V. 09 2013



School Health Support Services Speech Language Pathology Service Guidelines

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

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

The services outlined below are provided by the Champlain Local Health Integration Network (LHIN) and directly by the OCDSB

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

reduced		
<p>Complex/Medically Fragile DE children only</p> <p>DE children ONLY where model is different & SLP is addressing language development and/or swallowing risks</p>		<p>Direct treatment and/or consultative individually or in group</p> <p>Consult as required</p> <p>Provide home program</p> <p>Education, consultation and training of client/parent/school personnel</p> <p>Clinic/workshop</p>
<p>Motor Speech Disorder</p> <p><u>Mild</u></p> <p><u>Moderate</u> -3-6 sound errors, processes may be involved, errors are inconsistent over repeated trials, intelligibility is noticeably reduced</p> <p><u>Severe</u> – more than 6 sounds errors are noted, processes may be involved, errors are inconsistent over repeated trials, intelligibility is severely reduced</p> <p><u>Profound</u> - Efforts to speak/vocalize but limited sound system</p> <p>Oral motor difficulties must impact intelligibility or contribute to feeding and/or</p>	<p>Must have SLP referral and assessment</p> <p>Must have current SLP report (within last 12 months); neurology report if available</p>	<p>Direct treatment and/or consultative individually or in group</p> <p>Consult as required</p> <p>Provide home program</p> <p>Education, consultation and training of client/parent/school personnel</p> <p>Clinic/workshop</p>

swallowing difficulties		
<p>Fluency disorder</p> <p>Dysfluent in first language</p> <p>Tension</p> <p>Secondary behaviours – avoiding words/avoidance of situations</p> <p>Effortful speech, struggle</p> <p>Demonstration of social +/- vocational limitation (s) as result of fluency disorder</p>	<p>Must have SLP referral and assessment</p> <p>Must have current SLP report (within last 12 months)</p> <p>Client motivation – key with referral</p>	<p>Direct treatment and/or consultative individually or in group</p> <p>Consult as required</p> <p>Provide home program</p> <p>Education, consultation and training of client/parent/school personnel</p> <p>Clinic/workshop</p>
<p>Voice / Resonance disorder</p> <p>Vocal fold pathology identified by ENT resulting in poor voice quality including:</p> <p>Rough</p> <p>Hoarse</p> <p>Whispery</p> <p>Mild/Moderate - vocal production impacts on daily communication</p> <p>Severe - vocal production is markedly affected Majority of communication may require non-verbal techniques</p>	<p>ENT report required</p> <p>Eligibility for ongoing services – expectation of clinical changes in first 3 months – if not, service not continued and client referred for more appropriate intervention</p> <p>Report from cleft palate team, if involved</p>	<p>Direct treatment and/or consultative individually or in group</p> <p>Consult as required</p> <p>Provide home program</p> <p>Education, consultation and training of client/parent/school personnel</p> <p>Clinic/workshop</p>



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



	have been inappropriately referred) SLP will complete assess/discharge report	
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NOTE: The **Referral for Same Need** category has been eliminated. Please reassess the child and put them into the most appropriate category above.

Program Criteria:

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



Discharge Criteria include one or more of the following:

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

SHSS Service Guidelines – Speech Language Pathology V. 09 2013





Authorization for Referral to the Champlain Community Care Access Centre

I hereby authorize _____ to send a request for
(name of school releasing information)

_____ to The Champlain Community Care Access Centre
 (service) 4200 Labelle Street
 Suite 100
 Ottawa, Ontario
 K1J 1J8

For my child _____
(name of client – print)

(client's address)

I understand this information is to be used by the recipient for the purpose of assessing eligibility for the service.

Name of Parent/Guardian: _____
(please print)

Signature: _____

Relationship to Client: _____

Date: _____



Making a referral to the Champlain Community Care Access Centre for School Health Support Services

You will notice that we have made some changes to our referral form. We are now a Champlain-wide program and have aligned our referral process and service guidelines.

You may wish to include this form with each of your referrals as a checklist to ensure your referral is complete.

Please note – until all of the information is received, the referral will not be considered to be complete and will not be processed. More information is always preferable.

Please complete the referral form as follows:

- You have received consent from the student/parent to make a referral to the Champlain CCAC
- Demographic information for the student is complete and correct; especially parent/guardian information including names
- Student's name appears on each page of the 3 page referral form
- OT and PT referrals - you have completed pages 2 and 3 of the referral form
- Speech referrals - you have attached a report from a Registered Speech Language Pathologist
- Voice referrals – you have attached a report from an Ear, Nose and Throat (ENT) specialist

Once completed, please **FAX** your referral to the following number:

In the Ottawa area: 613-745-8478

Outside the Ottawa area: 1-866-869-0071



IMPORTANT:

- The Principal or designate must affirm that available school resources and levels of support have been accessed prior to initiating the referral.
- The school is required to be actively involved in support of the therapy program.
- Student must have a **valid Ontario Health Card Number** to obtain LHIN services.
- If this referral is the result of another professional's recommendation (e.g. Psychologist, Ear Nose Throat Specialist), the professional's report **MUST BE INCLUDED** in this referral package.
- **Incomplete referrals will not be processed, but returned to the referral source.**
- Please retain a copy of the referral for your records.

Student Information (Print):

(dd-mm-yyyy)

Student's Name:	D.O.B	<input type="checkbox"/> male	<input type="checkbox"/> female	<input type="checkbox"/>
Student's Address (include city):	Postal Code:			
Health Card # (if known):	Version Code:	Expiry Date:		
Known Diagnosis:				

Parent/Guardian Contacts:

First Name:	Phone # (H):
Last Name:	Phone # (B):
Relationship:	Phone # (C):
Address:	
First Name:	Phone # (H):
Last Name:	Phone # (B):
Relationship:	Phone # (C):
Address:	
Comments:	

- *MANDATORY*** Referral information has been shared with parent(s) and the referral source has received parental consent to share this information with LHIN SHPS.

School Information (If known) (Print):

School:	Grade:
School Address:	Type of class:
School Phone:	Teacher:
School Fax:	Resource Teacher:

Specify who will be responsible for follow up on the recommendations of the provider?

Teacher Special Education/Resource Teacher/LST Principal Other

Services Requested:

<input type="checkbox"/> Occupational Therapy	Complete page 2 and 3 or referral will not be processed
<input type="checkbox"/> Physiotherapy	Complete page 2 and 3 or referral will not be processed
<input type="checkbox"/> Speech Therapy	Refer to checklist for completing SLP Referral Attach report from a Registered SLP or referral will not be processed

Referral Source Signature: _____ Date: _____

Print Referral Source _____ Contact Number: _____



Name: _____ School: _____

Checklist for Completing the Speech Referral:

- Obtain written permission from parents/guardian to refer the child to the LHIN for speech services.
- Complete the School Services Application Form.
- The referring Speech Language Pathologist must complete (with signature and date), either the LHIN School Speech Therapy Referral Form, or send a speech and language report that includes the same information.
- Attach a current (within one year) speech and language assessment report. A complete language report is only necessary for children identified or suspected of having language difficulties. The LHIN provides services to children with speech disorders and the School Board is responsible for language development.
- If the referral is for voice therapy, an Ear, Nose and Throat (ENT) Physician's referral is necessary. Please attach ENT's assessment report (within 6 months of the referral date).
- The LHIN services children with articulation disorders at or beyond the moderate level of severity. The School Board is responsible for mild articulation difficulties.
- All children referred to the Champlain LHIN School Speech Therapy Services program must be 5 years of age or older to receive service.

Mail or fax the above information to the LHIN for follow-up at:

100-4200 Labelle Street
Ottawa, Ontario. K1J 1J8
FAX: 1-866-869-0071

Note:

- Completion of the above steps in the checklist is required to ensure that the application is complete and ready for processing.
- A certified Speech Language Pathologist must complete all speech language pathology referrals to the LHIN.

Information about the SHPS program, as well as this form, can be found on our LHIN website. www.healthcareathome.ca/champlain



Client's Name: _____ Date of Birth (d/m/y): _____

School: _____

Medication: list of medications attached Y N**Check off any areas of concern and explain/give examples for all items checked on the following page.****** This referral form is designed to collect information to provide an overall picture of the child/youth, and does not guarantee admission and/or therapy intervention for all areas checked.**

<input type="checkbox"/> Difficulty opening containers	<input type="checkbox"/> Visual Impairment
<input type="checkbox"/> Difficulty managing indoor/outdoor clothing	<input type="checkbox"/> Hearing Impairment
<input type="checkbox"/> Trouble changing clothes; difficulty with buttons, snaps, zippers	<input type="checkbox"/> Doesn't respond appropriately to touch, textures of foods and clothing
<input type="checkbox"/> Difficulty with swallowing, chewing or drooling	<input type="checkbox"/> Is upset by unexpected touch; doesn't like others nearby (personal space)
<input type="checkbox"/> Needs assistance with self-feeding	<input type="checkbox"/> Overly sensitive to noises, light, movement
<input type="checkbox"/> Unable to manage toileting	<input type="checkbox"/> Tires easily with routine tasks
<input type="checkbox"/> Has difficulty with doorknobs and faucets	<input type="checkbox"/> Trouble keeping balance; readjusts posture frequently
<input type="checkbox"/> Difficulty coordinating both hands to do a task	<input type="checkbox"/> Is awkward and large movements are clumsy
<input type="checkbox"/> Physical difficulties in accessing/using a computer/keyboard	<input type="checkbox"/> Has tightness in some muscles which limits joint movement
<input type="checkbox"/> Difficulty using scissors/cutting accurately	<input type="checkbox"/> Appears to have poor overall body strength; is "floppy"
<input type="checkbox"/> Difficulty handling/picking up small items	<input type="checkbox"/> Difficulty bouncing, throwing or catching a large ball
<input type="checkbox"/> Difficulty copying shapes, number or letters	<input type="checkbox"/> Makes no attempt to catch himself when falling
<input type="checkbox"/> Difficulty imitating body movements; doesn't cross midline	<input type="checkbox"/> Poorly developed sense of rhythm; can't play clapping games
<input type="checkbox"/> Unable to colour within lines	<input type="checkbox"/> Too much movement in joints; seems double jointed
<input type="checkbox"/> Holds pencil awkwardly; presses too hard or too lightly	<input type="checkbox"/> Stumbles, falls more frequently than others the same age or bumps into objects/people
<input type="checkbox"/> Has difficulty with puzzles, small blocks and shapes	<input type="checkbox"/> Cannot heel-toe walk, hop on one foot, jump in place
<input type="checkbox"/> When writing, doesn't stabilize the paper	<input type="checkbox"/> Lacks reciprocal arm and leg movements when walking
<input type="checkbox"/> By age 9, confuses right and left on self or another person	<input type="checkbox"/> Difficulty with stairs/playground structures
<input type="checkbox"/> Does not work from left to right	<input type="checkbox"/> Habitually walks on toes
<input type="checkbox"/> When using one hand, tenses or moves the other	<input type="checkbox"/> Has a splint/brace that interferes with class work
<input type="checkbox"/> Is unable to draw a circle, cross, diagonal line	<input type="checkbox"/> Slumps to one side, slides forward in chair/wheelchair
<input type="checkbox"/> Has trouble pasting one piece of paper on another	<input type="checkbox"/> Has trouble holding head up when sitting
<input type="checkbox"/> Loses place when reading; moves head when reading	<input type="checkbox"/> Needs help with use of wheelchair
<input type="checkbox"/> Has not established hand dominance - switches	<input type="checkbox"/> Totally dependent for all transfers
<input type="checkbox"/> Unable to demonstrate understanding of directional commands	<input type="checkbox"/> Uses a mobility aid
<input type="checkbox"/> Has difficulty accurately copying from the blackboard or paper	Academic/Social Behavioural Issues: <i>(Note: LHIN does not address Behavioural Issues)</i>
<input type="checkbox"/> Illegible written work	<input type="checkbox"/> Easily distracted; has short attention span
<input type="checkbox"/> Is more efficient typing than printing/writing (as per teacher)	<input type="checkbox"/> Is hyperactive, very restless
<input type="checkbox"/> Has the child had the opportunity to develop above tasks prior to school entry?	<input type="checkbox"/> Is easily frustrated or discouraged
	<input type="checkbox"/> Unaware of others' feelings/needs
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Has difficulty with group participation; is uncooperative
Explain _____	<input type="checkbox"/> Difficulty taking turns or following rules
	<input type="checkbox"/> Does not recognize when needs to change behaviour

Is this a referral to support SEA funding for equipment at school? Yes NoIf Yes Specify: Sensory Equipment Writing Aids Technology

Client's Name: _____ Date of Birth (d/m/y): _____

School: _____

Complete all relevant areas thoroughly.

Academic performance/Learning difficulties (*Note: this information is required to effectively work with the child*):

How have these issues been addressed by school personnel?

Note: that LHIN does not solely teach printing, writing, numbers and letter recognition, colouring, drawing, scissor use or keyboarding.

Describe presenting motor difficulty(ies):

How have these issues been addressed by school personnel?

Safety/ Accessibility Issues:

Special Devices Utilized:
 (Please list any special devices presently used, e.g. walker, transfer aids, technology etc.)



Classroom/School Supports Available:

Does the student have an Individual Education Plan (IEP)? Yes No

Client's Name: _____ Date of Birth (d/m/y): _____

School: _____

Complete all relevant areas thoroughly.

Has the student been identified through an IPRC? Yes No

If yes, what are the area(s) of exceptionality:

Additional Information:

e.g. has the child been referred/ seen by a psychologist

NOTE:

- LHIN School Health Professional Services (SHPS) are mandated by PPM 81 for children/youth who have significant, motor-based difficulties impacting on many activities of daily living, and require professional services/equipment to attend school, receive instruction, and participate in the academic program and school routines.
- Learning disabilities, writing, cutting, focusing, attention and/or hyperactivity, as well as other behavioural challenges, will not be addressed by the therapist(s)
- Sensory processing disorders will be addressed, only if there are significant coexisting motor-based difficulties.
- Information about the LHIN SHPS program, as well as this form, can be found on our LHIN website www.healthcareathome.ca/champlain



Accessibility of School Buildings

Purpose of the Standard

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

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

<http://www.ontario.ca/government/accessibility>

The public can obtain and access the Ottawa-Carleton District School Board Accessibility Plan by accessing the web-site at [OCDSB Accessibility Plan website](#). A hard copy is available by contacting Communications and Information Services at 596-8211, ext. 8310.

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

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

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

2006/2007	\$	483,000.00
2007/2008	\$	948,902.00
2008/2009	\$	1,077,588.00
2009/2010	\$	703,488.00
2010/2011	\$	1,576,416.00
2011/2012	\$	764,984.00
2012/2013	\$	728,577.00
2013/2014	\$	542,998.00
2014/2015	\$	1,155,182.00
2015/2016	\$	1,091,119.00
2016/2017	\$	629,218.00
2017/2018	\$	200,000.00

(approximate to date) including total projects to complete (\$11,283,292.00)



Part 4 - Coordination of Services with Other Ministries or Agencies

Purpose

The purpose of this section is to provide the Ministry and the public with details of the Board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

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

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

It is the practice of the OCDSB to accept assessments accompanying students from other jurisdictions and apply them to the Ottawa-Carleton District School Board criteria when a student is being considered for a special education program or service. In order to use these documents and share them with the required individuals, a written consent is required from the parent/guardian. The assessments shared must be current and conducted by a qualified assessor (according to the standards set by each profession). If additional assessments are needed to make an informed decision, in relation to the student's special education needs, they may be conducted by Board personnel.

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

[Special Needs Students in Transition: A Practical Guide for Schools and Parents](#)

[Planning for Successful Transitions](#)

[Autism and Transition Supports](#)

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



Programs and Services	Description
Preschool nursery program	<ul style="list-style-type: none"> • liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment • consultation with parent(s)/guardian(s) is an integral part of the process • completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s)
Preschool nursery program	<ul style="list-style-type: none"> • liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment • consultation with parent(s)/guardian(s) is an integral part of the process • completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s)
Preschool programs for students who are deaf	<ul style="list-style-type: none"> • liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment • consultation with parent(s)/guardian(s) is an integral part of the process • completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s) • for primary students who communicate using American Sign Language (ASL), the school principal may make an application for the Specialized Deaf/Hard of Hearing class, if appropriate
Preschool speech and language program	<p>Preschool Speech/Language Initiative (First Words)</p> <ul style="list-style-type: none"> • coordinated by Pinecrest-Queensway Health and Community Services in partnership with CHEO and the City of Ottawa and funded by the Ontario Ministry of Health • province-wide initiative designed to ensure that every preschool child has access to speech and language services • focuses on prevention, early identification, and intervention strategies to promote speech and language development in children until the September they are eligible for Year 2 kindergarten • First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and involves parent(s)/ guardian(s) in the transition planning • the transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning



Family Reception Centre (FRC)	<ul style="list-style-type: none"> schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language development the FRC assists in developing a learner profile and providing program recommendations for English Language Learning (ELL) and English Literacy Development (ELD) students Learning Support Services ELL/ELD liaison consults with the FRC on an as-needed basis regarding ELL/ELD students with Special Education needs
Early Childhood Prevention and Intervention Program	<p>Success by Six</p> <ul style="list-style-type: none"> community initiative to increase and improve the effectiveness of early childhood prevention and intervention programs for children from birth to six years of age led by a Council of Partners: leaders in education, social services, health, and business communities Parenting Centre location: The Airport Military Centre at Elizabeth Park Public School
Ministry of Health	<p>Champlain Local Health Integration Network (LHIN)</p> <ul style="list-style-type: none"> provides professional health services such as nursing, occupational therapy, physiotherapy, nutrition, and/or speech therapy to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings) in collaboration with parent(s)/guardian(s), schools apply for these services, through the principal, using a School Services Application Form provided by LHIN
Ministry of Community and Social Services	<p>Healthy Babies, Healthy Children</p> <ul style="list-style-type: none"> a prevention/intervention initiative to screen all births, identify infants and families at risk, and provide home visiting for high-risk families the OCDSB is a member of the steering committee which guides the initiative locally services are provided in seven languages to a variety of multicultural populations
Children's Hospital of	<p>Preschool Autism Program of Eastern Ontario</p> <ul style="list-style-type: none"> facilitates transitions for students who are new to the OCDSB



Eastern Ontario	<p>Autism Spectrum Disorders School Support Program</p> <ul style="list-style-type: none"> • the OCDSB and the School Support Program are in a partnership and share resources at this time • the School Support Program provides ongoing support to staff working with students with ASD
Ministry of Education	<p>Ottawa Children’s Treatment Centre School</p> <ul style="list-style-type: none"> • serves children with physical disabilities from four to eight years of age who have physical or therapy requirements that are difficult to meet in the community school • liaison teachers work with schools staff to transition children with physical disabilities <p>Ottawa Children’s Treatment Centre</p> <ul style="list-style-type: none"> • delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth (to 18 years of age) with physical disabilities • provide assessment, treatment, consultation, and education from a variety of specialists including an orthopedic surgeon, developmental pediatrician, physiatrist, neurologist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work) • share relevant information with OCDSB staff
Ministry of Children and Youth Services	<p>Care and Treatment Programs (Section 23) ~ M.F. McHugh Education Program</p> <p>These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school.</p> <p>Programs available through Coordinated Referral to Section 23 classes are:</p> <ul style="list-style-type: none"> • Children’s Hospital of Eastern Ontario — Kindergarten Unit • Children’s Hospital of Eastern Ontario — Steps to Success • Crossroads Children’s Centre • Roberts/Smart Centre – Fisher Park • The Royal – Brookfield Unit • Ottawa Children’s Aid Society • Children’s Hospital of Eastern Ontario, Psychiatry — Back-On-Track <p>When students are returning from any of these treatment programs, a case conference is scheduled with the school team to provide an overview of all data / information gathered to best support a success transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.</p>



	<p>The Coordinated Referral Committee is the centralized access point for all school referrals</p> <ul style="list-style-type: none"> • committee members include representatives from all treatment facilities in the Ottawa-Carleton region and a special education contact from each local board of education • admission to the program is determined by the clinical partners based on information provided and based on its own assessment • the clinical partners are responsible for contacting schools and parent(s)/guardian(s) and deciding the date of demission • transition to middle schools or residential moves is the responsibility of the sending community school to attend treatment plan meetings and pass information to the receiving community school • the principal or designate is the key contact while the student attends day treatment the next phase of treatment is reintegration into the community school or other program discussed during a treatment plan meeting once the student is re-registered and attending an OCDSB school, an IPRC may be convened by the school principal if warranted
Ministry of Education	<p>Supervised Alternative Learning</p> <ul style="list-style-type: none"> • provided for students 14 years of age and over who wish to be excused from regular full time attendance at school to pursue a Supervised Alternative Learning Plan as outlined in Ontario Regulation 374/10 • applications are considered by the Supervised Alternative Learning Committee, which is comprised of OCDSB staff and a trustee, as well as community representatives who are non-employees of the OCDSB • regular contact with the student is maintained by a teacher and/or social worker from the sending school to ensure that the student conforms to the program requirements (Policy P.044.CUR)
Ministry of Community and Social Services	<p>Post 21 Programs for Students with Developmental Disabilities</p> <ul style="list-style-type: none"> • school personnel will encourage families to contact Service Coordination which is an agency with the mandate of helping families access programs and services for persons with developmental disabilities and/or autism • a case manager from Service Coordination works with the student, parent(s)/guardian(s), and school personnel to collect



	information in order to match the needs of the student with an appropriate adult community program
Ottawa-Carleton District School Board	<p>Home instruction</p> <ul style="list-style-type: none"> • provided for students who are unable to attend school for medical reasons and have a doctor's written statement of need • must be recommended by the school principal and approved by the appropriate supervisory officer and/or the special education principal • approved for up to a maximum of five hours per week of instruction • may begin after the ninth week of consecutive absence from an elementary school and in the sixth week for a semestered secondary school • may be provided for up to six months in any given school year (Policy P.070.SES and Procedure PR.559.SES)

