



NOTICE OF MEETING
Special Education Advisory Committee
Wednesday, 9 October 2019
Trustees' Committee Room
7:00 pm

COMMITTEE MEMBERS

Trustee Members:

Christine Boothby
Trustee, Zone 2

Rob Campbell
Trustee, Zone 5

Lyra Evans
Trustee, Zone 9

Member Association Representatives:

Association for Bright Children of Ontario,
Cathy Miedema, Member

Down Syndrome Association,
Mark Wylie, Member

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

Easter Seals Ontario,
Nicole Ullmark, Member

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

Learning Disabilities Association of Ottawa-Carleton,
Andrea Nelson, Alternate

Ottawa-Carleton Assembly of School Councils,
Safina Dewshi, Alternate

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

VIEWS for the Visually Impaired

Lisa Paterick, Member; Johnna MacCormick, Alternate

Community Representatives:

Rob Kirwan

Susan Cowin

Sonia Nadon-Campbell

ASSOCIATION REPRESENTATIVES (NON-VOTING):

Ottawa-Carleton Elementary Teachers' Federation,
Susan Gardner, Member; Jennifer Titley, Alternate

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

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

Council for Exceptional Children,
Vacant

Ottawa-Carleton Elementary Operations
Committee, Nancy Dlouhy

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

Student Senate, 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 Leigh Fenton, Committee Coordinator at (613) 596-8211, ext. 8641, or leigh.fenton@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 Leigh Fenton 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 Leigh Fenton, Committee Coordinator, 613-596-8211 ext. 8641 or leigh.fenton@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 9, 2019, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

	Pages
1. Call to Order	
2. Approval of the Agenda	
3. Delegations	
4. Review of Special Education Advisory Committee Report	
4.1 Report 11 September 2019	1
4.2 Review of Long Range Agenda	11
4.3 Motion/Action Tracking Report, Business Arising	13
5. Action/Discussion/Information Items	
5.1 Report 19-091, Specialized Program Class Referral Information 2019-2020	15
5.2 Report 19-097, Revision to Policy P.096.SES	21
5.3 Memo 19-103, Support for Mental Health Through an Equity Lens (P. Symmonds ext. 8254)	23
5.4 Memo 19-105, Location of Specialized Program Classes 2019-2020	39
5.5 Memo 19-108, Staffing Allocations to Clifford Bowey PS and Crystal Bay Centre for Special Education (P.Symmonds ext. 8254)	43
5.6 Communications Disorder Assistants Update	
6. Department Update	
6.1 Superintendent's Report	

6.2	Special Education Plan (Standards)	
a.	The Identification, Placement and Review Committee (IPRC) Process and Appeals (Discussion)	47
b.	Provincial and Demonstration Schools in Ontario (Perusal)	55
c.	Accessibility of School Buildings (Independent Review)	61
7.	Committee Reports	
7.1	Advisory Committee on Equity	
7.2	Parent Involvement Committee	
7.3	Board	
7.4	Committee of the Whole	
8.	New Business	
9.	Adjournment	



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, September 11, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Members: Rob Kirwan (Community Representative), Christine Boothby (Trustee), Rob Campbell (Trustee), Lyra Evans (Trustee), Cathy Miedema (Association for Bright Children), Mark Wylie (Down Syndrome Association), Andrea Nelson (Learning Disabilities Association of Ottawa-Carleton, Alternate), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Sean Popal (Ontario Associations for Families of Children with Communication Disorders, Alternate), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Jim Harris (VOICE for deaf and hard of hearing children), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative)

**Association
Representatives
(Non-Voting):**

Wulf Heidecker (Ottawa-Carleton Elementary Teachers' Federation), Nancy McLaren Kennedy (Professional Student Services Personnel), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network)

Staff and Guests: Trustee Lynn Scott, Peter Symmonds, Superintendent of Learning Support Services, Stacey Kay, Manager of Learning Support Services, Amy Hannah, System Principal, Learning Support Services, Julie Cyr, Manager, Early Learning, Christine Kessler, Leigh Fenton,

1. **Call to Order**

Chair Kirwan called the meeting to order at 7:10 p.m.

2. **Approval of the Agenda**

Moved by Christine Boothby,
THAT the agenda be approved.

Chair Kirwan requested that item 5.3 Memo 19-098, Update Regarding Ontario Autism Program move to item 6.2.

Moved by Christine Boothby,

THAT the agenda be approved, as amended.

– Carried –

3. Delegations

There were no delegations.

4. Review of Special Education Advisory Committee Report

4.1 12 June 2019

Moved by Christine Boothby,

THAT the report from the 12 June 2019 SEAC meeting be received.

Members requested that the following changes be made:

- That Rob Kirwan be added to the list of members present;
- That the second to last bullet on folio eight be revised to read “System Principal Kessler advised that the LD SIP Model has been changed to promote balance in the student's timetable...”;
- That the reference to Dr. Maggie Mamen on folio nine be revised to reflect the correct spelling of her last name;
- That the first bullet on folio three be revised to read: "Principals may use in-school sanctions but there are no in-school suspensions."

Moved by Christine Boothby,

THAT the report from the 12 June 2019 SEAC meeting be received, as amended.

– Carried –

4.2 Review of Long Range Agenda

During discussion the following items were added to the long range agenda:

- Trustee Lyra Evans requested a review of Lockdown procedures. An increasing number of students are identified with anxiety; lockdown drills are not helping students' mental health. Superintendent Symmonds highlighted that the procedures were formed in partnership with the Ottawa Police Service and are based on Guidelines for Developing and Maintaining Lockdown Procedures for Schools in

Ontario. Board Services support staff will distribute the link to the related OCDSB PR.521.SCO Safe Schools Procedure;

- Communication Disorder Assistants; and
- The Storefront Update timeline was revised to February 2020.

4.3 Motion/Action Tracking Report, Business Arising

The Motion/Action tracking report was provided for information.

A note was made to remove A. Hannah and add S. Kay as the "action agent" for item 3 Location of Specialized Program Classes and item 4 Wait Lists.

Manager Kay reported that the committee was provided with the location of all specialized classes in Memo 19-054 and Memo 19-066. A forthcoming memo will provide the current locations of all specialized classes, including the geographic zones. She confirmed that a memo on the location of classes will be produced annually.

Learning Support Services (LSS) staff produced Report 19-091 to fulfill the information requested from the board motion of 30 October 2018. The information contained within this report regarding professional assessments will also be reported in Standard 6 "Educational and Other Assessments" of the Special Education Plan.

5. Action/Discussion/Information Items

5.1 The Role of the Early Childhood Educator

Superintendent Grigoriev introduced Julie Cyr as the new Manager of Early Learning.

During Manager Cyr's presentation and in response to questions the following points were noted:

- The District follows the practices defined in the Early Childhood Educators Act (2007), with a focus on children twelve years of age and younger;
- Early Childhood Educators (ECEs) support a continuum of learning from an understanding that children are competent, curious, capable of complex thinking and rich in potential;
- ECEs work collaboratively with special education teachers, examining program expectations, along with children's learning needs to prepare the children for the highest level of independence;

- Aside from Kindergarten, ECEs may work in community institutions and organizations, co-creating safe environments that promote a sense of belonging, well-being and inclusion;
- In the College of Early Childhood Educators (CECE) Practice Guideline literature, supporting full participation of Children with Disabilities is outlined. An inclusive practice must consider the current social contexts, the lived experiences of both the children and their families and the diversity of development of the children;
- The ECE shortage is province-wide. The Ministry of Education is examining deficit challenges. The CECE is investigating better ways to hire and retain staff;
- ECEs have the ability to work with children with special needs in a collaborative setting with community services;
- ECEs receive general training in colleges to be able to work with children in special education programs in their scope of practice, however these educators do not have the specialized training provided to Education Assistants (EAs);
- Additional French language support by ECEs is needed; and
- ECEs at the District will be surveyed to determine what professional development (PD) they deem paramount. The results are to be collated and analyzed to determine further PD.

Superintendent Grigoriev echoed a concern about additional training for all staff, from teachers to EAs to principals. A variety of modules are under review. Over the summer there were three days of ECE training, where a broad cross-section of workshops were held, including courses relating to students with special needs.

Ms. McLaren Kennedy, reported a gap between the supports provided to students throughout the day in a multi-disciplinary team versus the extended day program (EDP) where crucial information is not relayed to educators by school staff. Instead, family communication is solely relied upon. Manager Cyr agreed that more work is required to create a seamless day for students as there is an expectation from the Ministry stipulating all school boards support exceptional pupils in the EDP by responding to individual abilities and interests.

5.2 Integration and Support for Special Education Students

Superintendent Symmonds indicated that a trend in the comments from the 12 June 2019 SEAC meeting group exercise affirmed the complexity of the subject of inclusion. Further analysis brought LSS to re-examine the OCDSB Model for Special Education. With the input of the committee,

a particular focus could be: how inclusion is considered, classroom support and monitoring of inclusion, and the impact on student achievement and well-being. He stated that opinion on complexity of inclusion centered upon equity, ideas of fairness, competing demands in the classroom, impact on other learners and availability of resources to support students. At present the goal is to work together to develop a framework to bring the voices around the table into alignment so that a greater understanding can be achieved when using the same language.

5.3 Memo 19-098, Update Regarding Ontario Autism Program

Your committee had before it Memo 19-098, Update Regarding Ontario Autism Program.

Superintendent Symmonds reported that while the recommendations and advice from the panel is scheduled to be released by the end of the summer, it is anticipated that the new Ontario Autism Program (OAP) will be in place by April 2020. He described the state of uncertainty that many of the families are left within, questioning future funding and the stability of the program.

System Principal Kessler, clarified that for those families who had existing services in place, the services will be extended, whereas families seeking new services are being directed to the OAP website portal to navigate the system. The new families are being asked to purchase the services thereby creating two models of service delivery. She spoke about her interest in the regulation of Applied Behavioural Analysis (ABA) therapists under the recent entrepreneurial drift in program services. The costs average \$40,000.00 per annum.

Mr. Wylie, noted the lagging waitlist for programming has not been addressed. Trustee Lyra Evans asked if the waitlist is triaged. System Principal Kessler responded, in her experience working with Children's Hospital of Eastern Ontario (CHEO), typically there is not a triage system. A child may be seven years of age by the time they reach the top of the waiting list and concerns exist around the timing of more intensive therapies.

6. Department Update

Superintendent Symmonds provided the committee with the major work planned for LSS this year. He reported that Bill 48, *Safe and Supportive Classrooms Act*, 2019, has passed, which has established policies and guidelines respecting service animals in schools. LSS is tasked with ensuring procedure PR 686 SCO - Use of Service Dogs for Students is aligned with the policy and program memorandum issued on 9 September 2019. Other projects include the pilot of supporting gifted students in the regular classroom, the OCDSB Interest Academy Pilot, continuing work on quality program indicators which were

expanded by the team to include the full continuum of special education programs and services, using committee consultations for the revision of the draft of the mental health strategy, and the operational review.

6.1 Special Education Plan (Standards)

a. Standard 2, The OCDSB Model for Special Education (Discussion)

System Principal Hannah, introduced the Special Education Plan and the standards within.

During the discussion on Standard 2, The OCDSB Model for Special Education the following points were noted:

Trustee Lyra Evans expressed the view that student integration is based on a promise of access to supports. She questioned whether the capacity for support is appropriate for the current need. Tiered interventions may not be as effective as a congregated classroom system. With fewer staff members, coupled with larger class sizes, she suggested the model be re-evaluated.

Using the chart on Special Education Supports in the OCDSB (folio 36), the following editions were suggested:

- Trustee Boothby noted that the columns appear to be listed in a hierarchical format and advised that the classroom teacher should be the first support to enlist, rather than the principal;
- Trustee Campbell suggested including a process or guideline to accompany the list of supports;
- Morris suggested the word "collaboration" be written after 'Parent(s)/Guardian(s)' under school-based supports;
- Harris asked for a compendium or annex for the parent or guardian that explains their role within The Board's Model for Special Education. Superintendent Symmonds responded that a Parent Guide is available and it might be important to consider accessibility for parents;
- Chair Kirwan considered the value of an upcoming review of the SEAC handbooks as a parent aide;
- Add the word "Professional" in front of Discipline Supervisors; and
- ABA was not defined on the acronyms list

In response to a comment made by Trustee Boothby, where there was a need for the "timeliness" of assessment when referring to the special education policy's description of a variety of learning

supports, the outcome was that a review of Policy P.096.SES Special Education Programs and Services was advisable, a policy which was last revised in 2013. Superintendent Symmonds noted that staff would investigate the process of a review.

Ms. McLaren Kennedy upheld that the schools have allocations of social workers and psychologists and these professionals are operating at workload capacity to deliver timely assessments. As needs present themselves, the triage changes. If the language changes to promise "timely" assessments across the District, increased qualified personnel would be required to account for the promise.

In response to a query from Chair Kirwan regarding a return to system classes, staff advised that the direction is not away from specialized classes but toward a comprehensive continuum of placements that include specialized classes. A majority of special education students perform well in regular class placements. Trustee Campbell stated that it is very difficult to determine whether needs are being met effectively or not as key performance indicators do not exist per exceptionality.

Ms. Dewshi, queried the committee's ability to put forward a motion to increase the ratio of EAs in the classroom to allow for greater integration of students with exceptionalities. Superintendent Symmonds explained that there are no set ratios for EAs, there are situations in specialized classrooms where a general ratio was developed but depending on the students in the class, the allocations may change. EAs are not a part of the school regulations that refer to class size, for example, one teacher to a maximum of six autistic students.

Trustee Scott volunteered that the District does have the Special Education Policy. This policy does not specify ratios, how many special education classes there will be or for what programs. The policy describes the District's expectations and within the framework of that policy, staff has developed a variety of practices and procedures. They requirements of The Education Act and the regulations under the Act are met. LSS make budget recommendations to the board. Staffing becomes a budget issue rather than a matter of policy.

Superintendent Symmonds recalled that in last year's budget deliberations, a variety of recommendations were moved forth, including an increase in the number of EAs, board certified behaviour analysts, and social/emotional learning teachers. A sizable investment in augmenting resources to be able to provide

the supports for special education students in the district is evident. There are 18,000 students with Individual Education Plans. He cautioned that the impetus to make a change must come from statistical data from program reviews.

Ms. McLaren Kennedy contended that it is important to keep people a part of the community and be aware when using language like specialized classrooms which creates an "otherness" that is not inclusive. She urged the committee to consider whether, to the best of the abilities of District staff, there has been effective management of the existing policy and a move to increase the effectiveness of the system that is in place today. Realizing the potential of the current operating policy is preferable to deviating in another direction and beginning anew.

Chair Kirwan assured the committee that the standard describing The Model for Special Education will come back to the table for further discussion.

b. Standard 5, The Identification, Placement and Review Committee (IPRC) Process and Appeals (Perusal)

This standard was deferred; however Chair Kirwan reminded the committee that there is a legal obligation for SEAC to review these standards annually.

c. Standard 16, Transportation (Independent Review)

Ms. Elmer requested a follow-up with the Ottawa Student Transportation Authority (OSTA) to ensure that students requiring special transportation are on a formal list through an updated database.

7. Committee Reports

7.1 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

7.2 Parent Involvement Committee

There was no report from the Parent Involvement Committee.

7.3 Board

There was no report from the Board.

7.4 Committee of the Whole

There was no report from Committee of the Whole.

8. New Business

Mr. Wulf Heidecker, announced the Canadian Centre for Policy Alternatives has created a website analyzing the Ministry of Education's funding for school boards this year and its cuts affecting the finances of each of the province's 72 school boards. Mr. Heidecker reported a \$407.00 drop in per student funding in the District.

Chair Kirwan announced that after eleven years sitting as Chair, he will be stepping down. His intention is to continue as a community representative for the balance of the term and is willing to support the new chairperson, as required.

Ms. Andrea Nelson, noted that the LDAO conference will be held this year at Sir Robert Borden High School on October 25 and 26 with keynote speaker Dr. Leonard Sax.

9. Adjournment

The meeting adjourned at 10:10 pm

Rob Kirwan, Chair, Special Education Advisory Committee



SPECIAL EDUCATION ADVISORY COMMITTEE

Long Range Agenda **2019-2020**

1. LD Program Review and Update (ongoing)
2. Implementation of the Exit Outcomes (Ongoing)
3. Storefront Update (February)
4. Funding Extended Day Program (EDP) Special Education students (TBD)
5. Restorative Communication Exercise (TBD)
6. Integration and Support for Special Education Students (Nov)
7. Ontario Autism Program Update (Ongoing)
8. Impact of Occasional Teacher Shortages on Special Education (LRTs and LSTs, days lost and exclusions) (TBD)
9. Special Education Funding Guidelines Special Equipment Amount (SEA) (TBD)
10. Private Assessments (February)
11. Changes and Impact of E-learning on Special Education Students at the Secondary Level (TBD)
12. Reporting and ratios of students in the classroom at both Clifford Bowey Public School and Crystal Bay Centre for Special Education (October)
13. Lockdown Procedure Review (January)
14. Communication Disorder Assistant Update (October)
15. Special Education Policy Discussion (TBD)

MOTION/ACTION TRACKING REPORT

	Meeting Date	Motion/Action	Action Agents	Requester	Reference/Date	Completed
1	15 November 2017 16 January 2019	ASAR and BIPSAW to utilize and highlight locally developed statistics	READ and Curriculum Services	C. Houlden	READ team alerted. Superintendent Symmonds to follow up with Ms. Houlden.	No
2	09 May 2018	EQAO Data on Gifted Students	READ and LSS	Ms. Miedema(ABC)	Superintendent Symmonds approached the READ team with a request for EQAO data for gifted students. Ms. Miedema to follow up with Superintendent Symmonds.	No
3	25 February 2019	Provide committee with information on the current location of all specialized program classes in the District.	S.Kay	C. Miedema	A memorandum was provided to members for the May meeting. A follow-up memorandum will be provided at the October 2019 meeting.	No
4	6 March 2019	Wait lists	S.Kay	R. Campbell	Staff is unable to glean this information from the new IEP Online (IOL) tool. LSS is working with the developer to include a clinical service module but it is still in the development stage. As at Sept 11 mtg: A forthcoming memo will provide the current locations of all specialized classes, including the geographic	No

MOTION/ACTION TRACKING REPORT

					zones. S. Kay clarified that within this plan, the waitlist for Learning Support Services refers to assessments, not specialized class placements.	
5	11 September	Communications Disorder Assistants Update	S.Kay	I. Morris	Request for CDA update	
6	11 September	Transportation	P.Symmonds	K. Elmer	Follow-up with OSTA to ensure that students requiring special transportation are on a formal list through an updated database	



**COMMITTEE OF THE WHOLE (PUBLIC)
SPECIAL EDUCATION ADVISORY COMMITTEE
Report No. 19-091**

**15 October 2019
9 October 2019**

Specialized Program Class Referral Information 2019-2020

Key Contact: Peter Symmonds, Superintendent of Learning Support Services, 613-596-8254

PURPOSE:

1. To provide information requested by the Board regarding the specialized program class referral and placement process for the 2019-2020 school year.

CONTEXT:

2. On 30 October 2018, the Board passed the following motion.

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

KEY CONSIDERATIONS:

3. Specialized Program Class Referrals
The data provided in this report reflects information available to Learning Support Services (LSS) as of 28 June 2019. It is important to note that this data changes over the course of the school year as new referrals to specialized programs are received and as students enter and exit specialized program classes.

A total of 580 referrals for specialized program classes were reviewed by central committees in order to provide recommendations for the 2019-2020 school year.

Table 1 provides a summary of elementary specialized program class referral information available for the 2019-2020 school year. In any given school year, specialized program class referrals received after March inform placement recommendations for the following school year. While referrals are reviewed

throughout the school year, operationally, this represents a much smaller number than those reviewed each spring.

Table 1: Elementary Specialized Program Class Referrals¹

Specialized Program Class	Special Program Class Capacity (Total pupil capacity across the District)	Total Number of Referrals Spring 2019	Total Number of Recommendations	Transferred to other committees ²	Total Number of Students Placed in Special Program Class by IPRC ³	Total Number on Waitlist
Autism Spectrum Disorder ⁴	204	60	38	14	196	9
Behaviour Intervention Program	80	30	27	0	75	0
Developmental Disability Program	300	42	38	<5	285	0
Deaf/Hard of Hearing	10	0	0	0	6	0
Dual Support Program	30	5	<5	<5	18	0
General Learning Program ⁵	192	67	49	<5	186	6
Gifted	373	83	75	0	278	0
Language Learning Disability Program Primary	80	33	22	<5	73	0
Language Learning Disability Program Junior	36	16	11	0	29	0
Learning Disability Specialized Intervention Program	112	72	57	0	96	0
Primary Special Needs Program	100	42	36	<5	97	<5
Physical Support Program	24	<5	<5	0	16	0

Notes:

¹ n<5 were suppressed so that individual students cannot be identified from the data.

² In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

³ This figure represents all students IPRC'd to a specific specialized program class for the 2019-2020 school year by 28 June 2019 and includes new placements and students returning for a subsequent placement in a specialized program class. May represent a slight underestimate as some student IPRCs will occur in September.

⁴ This specialized program class has vacancies while carrying a waitlist due to previously reported placement inefficiency (e.g., intermediate configurations).

⁵ The waitlist for General Learning Program is for intermediate classes only.

Table 2 provides a summary of secondary specialized program class referral information available for the 2019-2020 school year. In any given school year, specialized program class referrals received after March inform placement recommendations for the following school year. While referrals are reviewed throughout the school year, operationally, this represents a much smaller number than those reviewed each spring.

Table 2: Secondary Specialized Program Class Referrals¹

Specialized Program Class	Special Program Class Capacity (Total pupil capacity across the district)	Total Number of Referrals Spring 2019	Total Number of Recommendations	Transferred to other committees ²	Total Number of Students Placed in Special Program Class by IPRC ³	Total Number on Waitlist
Autism Spectrum Disorder	90	<5	<5	<5	73	0
ASDSCSP	40	24	15	6	40	0
Behaviour Intervention Program	56	13	12	0	54	0
Developmental Disability Program	120	8	<5	0	91	0
Deaf/Hard of Hearing	10	<5	<5	0	7	0
Dual Support Program	40	<5	<5	0	25	0
General Learning Program	208	43	38	<5	224	0
Storefront	12	7	<5	0	7	0
Gifted ⁴	N/A			N/A	473	N/A
Learning Disability Program	71	20	17	0	193	0
Physical Support Program	36	<5	<5	0	29	0

Notes:

¹ n < 5 were suppressed so that individual students cannot be identified from the data.

² In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

³ This figure represents all students IPRC'd to a specific specialized program class for the 2019-2020 school year by 28 June 2019 and includes new placements and students returning for a subsequent placement in a specialized program class. May represent a slight underestimate as some student IPRCs will occur in September.

⁴ Referrals for secondary Gifted are not reviewed centrally, (e.g., School based review). Waitlists do not apply as the specialized program class capacity changes to meet demand

4. Specialized Program Class Waitlist

Table 3 provides the waitlist for each elementary specialized program class with a waitlist as of 28 June 2019. There are no waitlists for secondary specialized program classes as of 28 June 2019.

Table 3: Specialized Program Class Waitlist¹

Elementary Specialized Program Class	Total Number on Waitlist
Autism Spectrum Disorder	9
General Learning Program	6
Primary Special Needs	<5

Notes:

¹n<5 were suppressed so that individual students cannot be identified from the data.

As previously reported in Report 19-037, Academic Staffing 2019-2020 and Revised Memorandum No. 19-066, 2019-2020 Specialized Program Class Locations, 9 elementary and 5 secondary specialized program classes were opened to support anticipated student needs and minimize waitlists for the 2019-2020 school year. The waitlist for intermediate GLP students was higher than anticipated and will be carefully monitored for 2020-2021.

The geographic distribution of students on waitlist was not reported due to the suppression of data less than 5. Staff has analyzed the data with respect to distribution across the geographic zones and no significant patterns were identified.

5. Professional Assessments

The total number of psychology and speech-language pathology assessments completed in 2018-2019 was tracked and monitored through the Digital Data Collection Tool (DDCT). The DDCT was designed to monitor the full depth and breadth of the service delivery model provided by Ottawa-Carleton District School Board (OCDSB) professional services staff (e.g., psychology, speech-language pathology, social work, etc.). It should be noted that formal assessment represents one aspect of a robust service delivery model. Student needs are addressed through many other services including consultation, intervention, observation, programming and referral to community supports. Formal assessment may lead to a referral for a specialized program class; however, many assessments will support programming in a regular classroom setting.

The Ministry of Education (MOE) provided district school boards with Priorities and Partnership Funding (PPF) to support professional assessment and the reduction of service wait lists for the 2018-2019 school year. The detail of this one-time funding was provided to district school boards in February 2019. Access to this funding required specific information regarding current professional service wait lists. This data was manually collected by professional support services staff in collaboration with the school based special education

team (e.g., Learning Support Teachers) in May/June 2019. Working in collaboration with the Professional Student Services Personnel (PSSP) Federation, OCDSB psychologists and speech-language pathologists had the opportunity to complete wait list assessments on a fee for services basis outside of regular work hours during the late spring and summer 2019.

The summer assessment initiative directly reduced the psychology and speech-language pathology assessment waitlist from June 2019.

Looking forward, LSS staff is working with our IEP Online (IOL) provider to develop a robust technology application to assist with workflow and data management of our professional support services staff.

Table 4 addresses the information requested regarding student receiving professional assessments.

Table 4: Professional Assessments

Type of Assessment	# of Assessments completed in 2018-2019 school year	# of elementary students waiting for an Assessment June 2019	# of wait list Assessment completed in summer 2019	Average wait time for each type of Assessment (elementary)	# of secondary students waiting for an Assessment June 2019	Average wait time for each type of Assessment (secondary)
Psychology	511	610	104	8 to 10 mos.	134	5 to 7 mos.
Speech-Language Pathology	624	379	88	2 to 4 mos.	25	less than 1 mos.

6. Timing of Analysis and Reporting

Looking forward, analysis and reporting of the data associated with specialized program classes would be presented more accurately if collected in late October with reporting to Committee of the Whole (COW) in December. This snapshot would better reflect the movement of students and outstanding IPRCs that occur in the month of September.

RESOURCE IMPLICATIONS:

7. Data collection for this report was completed with existing LSS human resources. The PPF allocated to the OCDSB to support professional assessments referenced in Table 3 was \$362,466.

COMMUNICATION/CONSULTATION ISSUES:

8. The information in this report will be reviewed with the OCDSB Special Education Advisory Committee (SEAC).

STRATEGIC LINKS:

9. The presented information directly contributes to the key priority areas of Culture of Caring and Culture of Social Responsibility. This information will contribute to

equity of access, opportunity and outcomes for learners with special education needs and facilitate improved decision making for the system.

GUIDING QUESTIONS:

10. The following questions are provided to support the discussion of this item by the Committee:
- Based on the information provided, are there considerations for the specialized program class referral process for the 2020-2021 school year?
 - Should the timing of data collection be shifted to better capture the movement of students in September?

Peter Symmonds, Superintendent of
Learning Support Services

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



Report No. 19-097

Revision to Policy P.096.SES

Key Contact: Peter Symmonds, Superintendent of Learning Support Services, 613-596-8254

PURPOSE:

1. To follow up on the request to consider a revision to section 3.3 of Policy P.096.SES, Special Education Programs and Services.

CONTEXT:

2. Every meeting, the Special Education Advisory Committee (SEAC) reviews the special education standards included in the annual Special Education Plan. In reviewing Standard 'The Board's Model for Special Education', a discussion ensued about revising the language to include "timely" assessments. It was noted that the language was based on the language in the P.096.SES policy. Staff agreed to follow up on how to effect the language change in the policy. SEAC can make a recommendation to the Board to effect this change.

KEY CONSIDERATIONS:

3. Special Education Policy
The policy on Special Education Programs and Services, P.096.SES establishes key learning supports in order to achieve the objectives of the policy. Section 3.3 (a) currently provides that:

"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.

At the recent SEAC meeting it was suggested that "timely" should be inserted between "appropriate" and "assessments".

4. Process for Policy Revision
Recognizing that the proposed revision is specific, straightforward and consistent with the intent and language of the policy and current service delivery practices, SEAC, as an advisory body, could simply make a recommendation to the Board to amend the policy. The recommendation would then be presented to the Board and the Board could decide whether or not to adopt the policy change.

Should the Committee wish to proceed, a member would have to move the staff recommendation as follows:

THAT SEAC recommend to the Board that section 3.3(a) of Special Education Programs and Services Policy P.096.SES be amended to insert the work :timely” as follows:

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 **timely** assessments accompanied by timely tiered interventions and professional strategies.

RESOURCE IMPLICATIONS:

- 5. Learning Support Services and school staff strive to provide appropriate and timely assessments, both formal and informal. As such, staff do not anticipate any resource implications with this minor adjustment to the policy.

COMMUNICATION/CONSULTATION ISSUES:

- 6. No consultation required.

STRATEGIC LINKS:

- 7. The District is committed to its strategic plan goals within a Culture of Caring by prioritizing the dignity and well-being of students in inclusive and caring classrooms as well within a Culture of Social Responsibility through removing barriers to equity of access, opportunity and outcomes.

RECOMMENDATION:

THAT SEAC recommend to the Board that section 3.3(a) of Special Education Programs and Services Policy P.096.SES be amended to insert the word "timely" as follows:

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 **timely** assessments accompanied by timely tiered interventions and professional strategies.*

Peter Symmonds, Superintendent of
Learning Support Services

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



MEMORANDUM

Memo No. 19-103

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Peter Symmonds, Superintendent of Learning Support Services
Dr. Petra Duschner, Manager, Mental Health & Critical Services

DATE: 20 September 2019

RE: **Support for Mental Health Through An Equity Lens**

The following memo provides information on the development of the OCDSB Mental Health Strategy in accordance with the strategic priorities identified by School Mental Health Ontario (SMHO) and the alignment between the Mental Health Strategy and the OCDSB Strategic Plan in order to provide a context for a Board motion related to mental health services, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent. The memo further outlines staff's proposed steps forward in understanding and addressing the Board motion.

1. **OCDSB Mental Health Strategy:**

The OCDSB is currently in the process of developing a Mental Health Strategy for 2019-2022. The Mental Health Strategy is a requirement of School Mental Health Ontario which outlines areas of strategic priority:

1. Organizational conditions;
2. Capacity building;
3. Evidence-based mental health promotion & prevention programming;
4. Equity and specific populations;
5. System coordination and pathways;
6. Youth and family engagement; and
7. Progress monitoring and impact.

To operationalize the priorities identified in the Mental Health Strategy, annual mental health action plans will be developed to identify key work, approach/methods used, success indicators and timelines.

2. **Alignment with OCDSB Strategic Plan:**

The development of the Mental Health Strategy is informed by the OCDSB Strategic Plan 2019-2023. To date, data has been gathered from staff, students and parents and further input is being sought through consultation with Board committees (e.g., Advisory

Committee on Equity, Special Education Advisory Committee, etc.) and community partners. Together this information will inform the development of the Strategy so that it not only meets the requirements of SMHO, but reflects the needs of the OCDSB community in line with the OCDSB Strategic Plan. Specifically, the OCDSB Mental Health Strategy 2019-2022 will be aligned with the OCDSB's Strategic Plan and the strategic priorities will be embedded in Cultures of Innovation, Caring and Social Responsibility.

3. **Board Motion:**

At Committee of the Whole (COW) on April 16, 2019, the following motion was referred to staff for a response by the end of September 2019:

THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent.

THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent.

4. **Relationship between OCDSB Mental Health Strategy and Board Motion:**

As will be outlined in the OCDSB Mental Health Strategy, an equity lens is applied to all work in mental health. We continue to deepen our understanding of identities and the impact of identity on mental health and will strive to provide culturally responsive interventions. For example:

Capacity Building: a goal to *increase staff knowledge in equity and inclusive practice* and in *creating and sustaining mentally healthy and inclusive schools* will help ensure a welcoming, inclusive environment where staff know and understand their students' profiles and history, as well as the impact of social determinants of health (e.g., education, income, employment, housing, access to health services, race), historical and intergenerational trauma and systemic marginalization on mental health. Within this context, students will feel safe, included and cared for. Diversity is recognized and respected as students see themselves reflected in their environment and in the curriculum and will feel they matter and have a sense of belonging.

Equity and Specific Populations: specific focus on equity and specific populations as a strategic priority will help ensure that educators understand identity and how identity impacts mental health. Further, it ensures that specific groups of students will be able to access culturally responsive support for mental health issues.

System Coordination and Pathways: As a priority area, this focus will help ensure that pathways to care include culturally relevant community resources and services (e.g., Ottawa Community Immigrant Services Organization (OCISO), Rajo Project, Jaku Konbit, Wabano Centre for Aboriginal Health, Inuuqatigiit) and that those resources are known and accessible to those who need them. This will build a system of care following a tiered approach to intervention within which each student can access the supports and services needed, when they need them.

5. Plan to address the Board motion:

With respect to addressing the specific elements outlined in the Board motion, the following plan is proposed for consideration:

1. Current funding provided by the Ministry includes: funding for mental health workers in secondary schools, funding for Well-being, Safe, Accepting and Healthy schools and Mental Health. Specific mental health services are also provided through community partnerships which fund school-based community mental health workers, including those mentioned above. Through Jordan's Principle, funding is available for First Nations and Inuit students to access a range of services including mental health services. We will explore other sources of funding available to enhance or expand mental health supports.
2. To explore and report on systemic barriers to access mental health services within the OCDSB, we propose a comprehensive, multi-faceted approach including:
 1. Literature review on the barriers to accessing mental health services for Indigenous youth and youth of African descent;
 2. Community collaboration on exiting review. For example, Ottawa Public Health is engaged in a research project (Mental Health of Ottawa's Black Community) which aims to better understand the Black community's views on mental health, identify and address gaps in the mental health care system and develop community-based strategies to better connect families to mental health services and reduce health inequities;
 3. Engage the OCDSB community through focus groups including students who identify as First Nations, Inuit or Métis and students of African-descent to better understand their experience in accessing mental health services within their schools and community in order to identify and address barriers to access; and
 4. Survey of staff to assess their knowledge of existing pathways of care both within the school district and in the community.

The plan proposed by staff will serve to enhance the District's understanding of mental health and well-being, while deepening our understanding of the complexities and barriers to supporting the mental well-being of specific populations. This will inform our next steps towards improving services and experiences for students.

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

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



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

OCDSB Mental Health Strategy

2019 – 2022



DRAFT



INTRODUCTION

At the Ottawa-Carleton District School Board (OCDSB), we understand that mental health and well-being are fundamental to student success and affect academic achievement as well as social and emotional development.

The OCDSB Mental Health Strategy (2019–2022) builds on the previous strategy. It is informed by provincial and local data and OCDSB staff, student and parent voices. The Mental Health Strategy continues to focus on building and sustaining mentally healthy schools through capacity building for staff, meaningful youth and parent engagement, and collaboration with community partners following an evidence-based, tiered approach to intervention to support students. The Strategy aligns with the OCDSB 2019–2023 Strategic Plan in its commitment to building and sustaining safe, caring, inclusive classrooms where diversity is recognized, respected and celebrated, and where every student knows they matter and feels they belong.

The priority areas identified by School Mental Health Ontario include: organizational conditions, capacity building, evidence-based mental health promotion and prevention, specific populations, system coordination and youth engagement. These priority areas are embedded in the OCDSB Strategic Plan's Culture of Innovation, Culture of Caring and Culture of Social Responsibility.

UNDERSTANDING MENTAL HEALTH

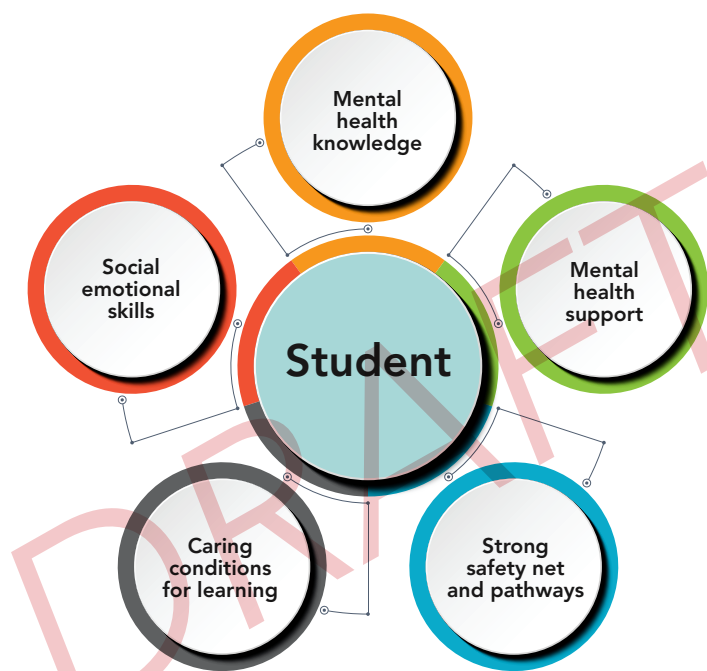
The concept of mental health is perceived and understood differently across cultures. In some cultures, mental health is considered living a good life. In others, it is linked with physical health, while in others there is no equivalent language for mental health. For the purpose of this Strategy, we will use the World Health Organization's definition, where mental health is described as: "A state of well-being in which every individual realizes their potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community". The Public Health Agency of Canada (PHAC) adds that: "Mental health is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity social justice, interconnections, and personal dignity" (PHAC 2006). In other words, mental health is about being able to enjoy life in a meaningful way, to flourish and thrive, and to cope with challenges when they arise. Mental health is a **positive** concept.

Mental health is influenced by a combination of biological (genetic factors) and life experiences. These life experiences, known as social determinants of health, impact mental health as **protective or risk factors**. Academic success/achievement, safe housing, supportive relationships, sense of belonging, opportunities for meaningful engagement and healthy coping skills are examples of **protective factors**, while social exclusion, trauma (including intergenerational trauma), poverty, disability, unemployment, historic and systemic marginalization for example, are **risk factors**, which can lead to higher rates of mental health challenges. It is also important to consider mental health and mental illness as two separate, but interconnected, concepts. For example, people with diagnosed mental illness (e.g., depression, schizophrenia, anxiety) can enjoy good mental health by managing their symptoms, leading a productive life including forming positive relationships with others. Similarly, people without a diagnosed mental illness may be dealing with poor mental health if they are struggling to manage their emotions, feeling isolated or disengaged, and have limited coping strategies.

APPROACH TO MENTAL HEALTH & WELL-BEING AT SCHOOL

Schools are ideal settings to promote mental health & well-being. Not only can educators provide an engaging, caring and inclusive classroom environment to foster a sense of belonging, support the development of social emotional skills, but educators can also notice when students are experiencing difficulty and facilitate access to care.

What students need to build and sustain mental health is reflected in the model developed for the School Mental Health Ontario (formerly School Mental Health ASSIST) 2019: Action Plan. The model below illustrates the importance of setting caring conditions for learning. This is achieved by creating welcoming classrooms where diversity is recognized and respected. Students see themselves reflected in their environment and in the curriculum. Through this, students know they matter and have a sense of belonging. Educators support students to develop social emotional learning skills (e.g. self-awareness, self-regulation, positive relationships (social skills), problem solving, resilience, and to learn about mental health). The model also illustrates that students need educators who have the knowledge and skills to notice signs of emotional difficulty and to access appropriate MH Supports and Services. Clear, strong, culturally appropriate pathways to, from and through care in the community need to be understood and information needs to be available to parents/caregivers. This work is done with a focus on equity, as we continue to deepen our understanding of identity in supporting mental health.



* Adapted from School Mental Health Ontario Model (2019)

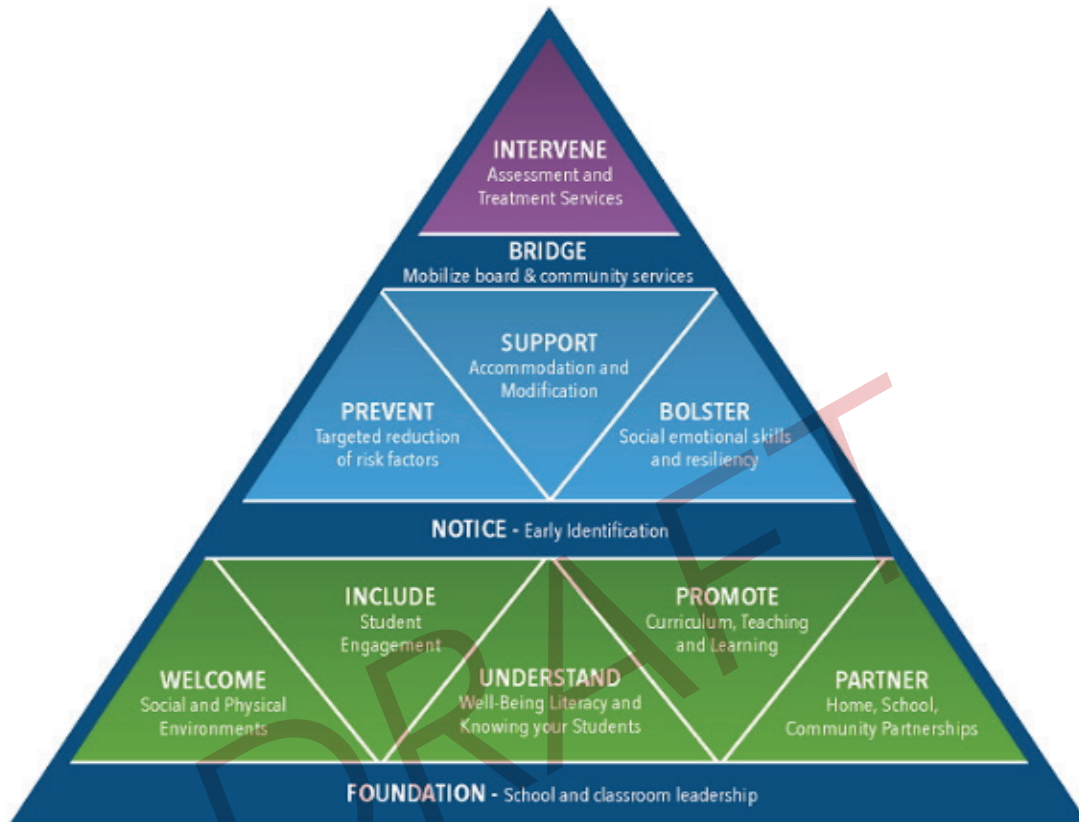
At the OCDSB, we provide a continuum of supports and services, following a tiered approach to intervention. This aligned and integrated model (AIM), developed by School Mental Health Ontario, ensures that students have access to the right level of support at the right time from the right service provider. The foundation focuses on universal mental health promotion that is good for all students. When educators **create** a welcoming environment, **include** student voice and leadership in the classroom, **promote** mental health and wellbeing, **understand** the factors that impact mental health, **know** their students and their students' needs, and **partner** with families and communities, students will feel safe, cared for, and included.

Some students will need additional, more targeted support to be successful in their learning and their social relationships. Educators can play an important role in early identification by recognizing signs of emotional difficulty. Skill building in areas such as resiliency, self-regulation, social relationships, and self-esteem, as well as accommodations (as needed) help to prevent further challenges.

A few students will require intensive mental health or crisis intervention and supports. In addition to school-based supports, such as psychologists and social workers, access to community resources may be important for these students.

Source: *School Mental Health Ontario

Aligned and Integration Model (AIM) for School Mental Health and Well-Being



VISION

Engaging, educating and empowering our students, staff and communities, and providing a safe, caring and inclusive learning environment that promotes student mental health, well-being and achievement.

VALUES:

At the OCDSB we value:

- Equitable and inclusive education to foster a sense of belonging
- Student voice to inform and guide our work
- Collaboration with our families in support of their children's mental health
- Our community partnerships
- Evidence-based and evidence informed approaches
- The vital role our staff play in promoting and supporting student mental health; and we are committed to deepening their knowledge, understanding and capacity to support all students while also recognizing and supporting staff well-being

STRATEGIC PRIORITIES 2019–2022:

CULTURE OF INNOVATION



Organizational conditions set the foundation to foster innovative approaches for evidence-based/informed, culturally relevant, and sustainable mental health practices in our classrooms and our schools.

STRATEGIES

- **Shared Language:**
 - » Continue to develop a shared understanding of factors, including identity, that influence mental health and the relationship between mental health, well-being and achievement
 - » Reinforce the use of non-discriminatory language that reflects respect and acceptance
 - » Communicate information related to mental health promotion in language that engages our diverse communities
- **Standard Processes:**
 - » Ensure clear descriptions of roles and services within schools
 - » Create and/or revise protocols related to identifying and supporting student mental health needs that include culturally responsive approaches
 - » Ensure that all staff know and follow the Board's suicide prevention, intervention and post-intervention protocol
- **Continuous Quality Improvement:**
 - » Identify success indicators to monitor progress and measure impact
 - » Use data to inform school improvement plans (well-being) and mental health action plans

DESIRED OUTCOMES

Students:

- Increased understanding of the difference between mental health and mental illness, and reduced stigma;
- Increased use of language that reflects inclusivity; and
- Clear understanding of the process to access support.

Staff:

- Enhanced sense of belonging, mental health and well-being through the use and reinforcement of non-discriminatory language;
- Embraced responsibility in supporting student mental health and well-being; and
- Understand and access the process to provide differentiated levels of support.

System:

- Increased understanding of all staff roles and responsibilities, processes and procedures in supporting student mental health & well-being in a culturally responsive manner;
- Clear understanding of protocols and pathways to care across all schools; and
- Evidence-informed quality improvements in mental health and well-being.

CULTURE OF CARING



To support a culture of caring, systematic and focused training is needed to help ensure that our staff, families and students have the knowledge they need to understand the factors that impact mental health and the resources to access a range of services to support the needs of students. This is achieved using evidence-based/informed, culturally responsive approaches that acknowledge the diversity and lived experience of our students and their families.

STRATEGIES

Staff:

- Build capacity across all OCDSB staff in equity and inclusive practice;
- Expand learning with administrators on creating and sustaining mentally healthy, inclusive schools;
- Together with Staff Wellness, promote staff well-being by sharing information related to personal resilience;
- Provide mental health literacy through professional development for all educator groups (Supporting Minds) and additional training for guidance counsellors and student success teachers;
- Provide opportunities for mental health expertise training for professional staff (Psychology & Social Work staff) on topics related to supporting the mental health of students with specific lived experiences and culturally responsive, evidence based intervention approaches;
- Continue to implement evidence-based programs including: Mindmasters2, Zones of Regulation, Collaborative Problem Solving, Kids Have Stress Too;
- Continue suicide prevention training using safeTALK and Applied Suicide Intervention Skills Training (ASIST) aligned with crisis prevention, intervention, postvention procedure;
- Continue training staff in Violence/Threat Risk Assessment (VTRA); and
- Seek opportunities to pilot and evaluate promising new practices and programs in collaboration with our community partners.

Parents:

- Provide presentations on mental health awareness (promoting mental health & well-being) and specific topics (e.g., stress and anxiety) for parents; and
- Explore authentic and meaningful engagement with our parent community to better understand our communities and reduce barriers to accessing mental health services with particular consideration for specific populations.

Students:

- Self-Identification will inform specific strategies;
- Together with Program & Learning support student learning in mental health through the Health & Physical Education curriculum;
- Establish a youth advisory on mental health to help identify areas of focus, and co-create mental health awareness activities and programs for youth;
- Together with Ottawa Public Health, implement *Youth Connections Ottawa*, a peer to peer wellness program in secondary schools; and
- Explore ways to engage elementary students in mental health awareness and promotion initiatives.

DESIRED OUTCOMES

Students

- Increased sense of belonging, positive relationships, and overall well-being;
- Improved social emotional skills and increased use of positive coping strategies; and
- Increased capacity to act with compassion, empathy and kindness towards others.

Staff

- Increased awareness and understanding of the factors (including identity) that impact mental health of our diverse populations;
- Increased capacity to promote mental health and well-being through caring and inclusive practices and evidence based programming; and
- Improved staff well-being.

System

- Increased knowledge and skill in supporting mental health, identifying and facilitating access to care across all schools; and
- Increased parental voice, knowledge and family engagement.

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CULTURE OF SOCIAL RESPONSIBILITY



Student mental health & well-being is a shared responsibility between home, school and community. Working with families and community partners to enhance supports to all students and facilitate access to community resources will help reduce barriers to accessing services, and ensure students are provided with the right service at the right time.

STRATEGIES

- Expand opportunities to collaborate with community partners to support mental health needs of Newcomers, immigrants, 2SLGBTQ+, racialized and Indigenous youth;
- Explore and expand best practices in supporting the mental health needs concurrent with student special education needs;
- Together with CAS, support students in care through the Joint Protocol for Student Achievement (JPSA);
- Explore best practices, together with community partners, in engaging chronically non-attending students;
- Collaborate with Rideauwood Addiction Services to ensure quality prevention and intervention services for students with substance use/abuse issues;
- Continue collaboration with Ottawa's Lead Mental Health Agency (Youth Services Bureau) to identify and address service gaps in the community;
- Expand school-based community partnerships through central partnership process; and
- Explore opportunities to enhance meaningful family engagement.

DESIRED OUTCOMES

Students

- Increased student engagement;
- Improved access to culturally responsive mental health services; and
- Improved mental health and well-being for vulnerable students.

Staff

- Increased understanding of the range of services available to support the needs of our diverse student population; and
- Increased understanding of service gaps in the community.

System

- Increased community partnerships;
- Increased effective collaboration with community partners to ensure a seamless circle of care; and
- Improved capacity to meet the mental health needs of students.

KEY PERFORMANCE INDICATORS (KPIs) TO MONITOR PROGRESS AND IMPACT

Performance indicators for the OCDSB Mental Health Strategy will be monitored regularly through:

- The annual reporting process for the District's Strategic Plan 2019-2023 (System);
- Annual action plans developed from the Mental Health Strategy (System);
- Work with other Departments (i.e. Curriculum Services and/or Human Resources) to gather data and implement methods to collect information related to student and staff mental health (Student);
- Learning Support Services will also continue to engage in ongoing evaluation of various mental health programs and services offered to staff and students across the District;
- School learning plans (well-being) (Student/Staff);
- Staff professional development (Staff);
- Student survey (Student).

KEY PERFORMANCE INDICATORS — ALIGNED WITH THE BOARD STRATEGIC PLAN — INCLUDE:

- School climate;
- Student engagement;
- Staff engagement;
- Parent engagement;
- Social emotional skills (e.g., self-awareness, self-regulation, social awareness, positive social relationships, and responsible decision making); and
- Academic achievement.

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DRAFT





MEMORANDUM

Memo No. 19-105

TO: Trustees
Student Trustees
Special Education Advisory Committee

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

DATE: 27 September 2019

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

In response to a request from the Special Education Advisory Committee (SEAC), to provide the current locations of all specialized program class in the District including the geographic zone, please find attached Appendix A, Location of Specialized Program Classes.

If you have any questions or concerns, please contact Stacey Kay at stacey.kay@ocdsb.ca

Attach.

cc Senior Staff
Manager, Board Services
Corporate Records

Elementary Specialized Program Class Locations 2019-2020

Autism Spectrum Disorder (ASD)						Behaviour Intervention Program (BIP)			Deaf and Hard of Hearing (DHH)		
Location	# of Classes	Geo Zone ¹	Location	# of Classes	Geo Zone ¹	Location	# of Classes	Geo Zone ¹	Location	# of Classes	Geo Zone ¹
Arch Street	1	E	Pinecrest	2	W	Bells Corners	1	W	Vincent Massey	1	E
Barrhaven	1	S	Queen Elizabeth	2	E	Blossom Park	1	E			
Cedarview	1	S	Regina	2	W	Bridlewood	1	FW			
Earl of March	1	FW	Sir Winston Churchill	2	W	Glen Cairn	1	FW			
Featherston	4	E	Sir Robert Borden	1	W	Henry Larsen	1	FE			
Fielding Drive	2	E	South March	2	FW	Henry Munro	1	E			
First Ave.	2	W	Summerside	2	FE	Hopewell	1	W			
Hawthorne	1	E	Woodroffe Ave.	3	W	Jockvale	1	S			
LDH Intermediate	1	S				Sir Winston Churchill	1	W			
Mary Honeywell	4	S				Vimy Ridge	1	S			
Total = 34						Total = 10			Total = 1		

Developmental Disability (DD)			Dual Support Program (DSP)			General Learning Program (GLP)			Gifted		
Location	# of Classes	Geo Zone ¹	Location	# of Classes	Geo Zone ¹	Location	# of Classes	Geo Zone ¹	Location	# of Classes	Geo Zone ¹
Adrienne Clarkson	1	S	D. Roy Kennedy	1	W	Adrienne Clarkson	1	S	Bell Intermediate	2	W
Bell Intermediate	1	W	Terry Fox	1	FE	Bell Intermediate	1	W	Broadview	3	W
Carleton Heights	1	W	Vincent Massey	1	E	Blossom Park	1	E	Cedarview	1	S
Charles H Hulse	1	E				Fielding Drive	1	E	First Avenue	1	W
Clifford Bowey	13	E				Glashan	1	W	Glashan	2	W
Connaught	1	W				Goulbourn	1	S	Goulbourn	1	S
Crystal Bay	12	W				Hilson	1	W	Knoxdale	1	W
Maple Ridge	1	FE				Katimavik	1	FW	Roch Carrier	2	FW
Queen Elizabeth	1	E				Queen Mary	1	E	Vincent Massey	2	E
Roberta Bondar	1	E				Trillium	2	FE			
W.O.Mitchell	2	FW				W.E.Gowling	1	W			
Total = 35			Total = 3			Total = 12			Total = 15		

Learning Disabilities Specialized Intervention Program (LD SIP)			Language Learning Disability (LLD)			Primary Special Needs (PSN)			Physical Support Program (PSP)		
Location	# of Classes	Geo Zone ¹	Location	# of Classes	Geo Zone ¹	Location	# of Classes	Geo Zone ¹	Location	# of Classes	Geo Zone ¹
Alta Vista	2	E	Bells Corners	2	W	Arch Street	1	E	Centennial	2	W
Broadview	2	W	Cambridge	1	W	Barrhaven	1	S			
D. Roy Kennedy	2	W	Carleton Heights	1	W	Bridlewood	1	FW			
Fallingbrook	2	FE	Castlefrank	1	FW	Forest Valley	1	FE			
Katimavik	2	FW	Centennial	1	W	Knoxdale	1	W			
Queen Elizabeth	2	E	Dunlop	1	E	Lady Evelyn	1	W			
Vimy Ridge	2	S	Hilson Ave.	1	W	Pinecrest	1	W			
			Manotick	1	S	Robert Bateman	1	E			
			Orleans Wood	1	FE	W.E.Gowling	1	W			
			Riverview Alt	1	E	Queen Mary	1	E			
Total = 14			Total = 11			Total = 10			Total = 2		

Elementary Total Spec. Ed. Classes = 147

*Geographic Zones (Geo Zone)

Far West = FW

West = W

South = S

East = E

Far East = FE

Secondary Specialized Program Class Locations 2019-2020

Autism Spectrum Disorder Secondary Credit Support Program (ASDSCSP)			Autism Spectrum Disorder (ASD)			Behaviour Intervention Program (BIP)			Deaf and Hard of Hearing (DHH)		
Location	# of Sections	Geo Zone ¹	Location	# of Sections	Geo Zone ¹	Location	# of Sections	Geo Zone ¹	Location	# of Sections	Geo Zone ¹
Brookfield	16	E	A.Y. Jackson	16	FW	Canterbury	8	E	Woodroffe HS	8	W
Hillcrest	16	E	Cairine Wilson	8	FE	Hillcrest HS	8	E			
			Gloucester	8	E	Nepean	8	W			
			Longfields	24	S	OTSS	16	E			
			OTSS	40	E	Sir Guy C.	16	W			
			Sir Robert Borden	24	W						
Total = 32 sections			Total = 120 sections			Total = 56 sections			Total = 8 sections		

Developmental Disability (DD)			Dual Support Program (DSP)			General Learning Program (GLP)			Gifted		
Location	# of Sections	Geo Zone ¹	Location	# of Sections	Geo Zone ¹	Location	# of Sections	Geo Zone ¹	Location	# of Sections	Geo Zone ¹
Bell HS	16	W	Lisgar	8	W	OTSS	40	E	Bell HS	38	W
Cairine Wilson	16	FE	Sir Wilfrid Laurier	8	FE	Sir Guy Carleton	40	W	Glebe	21	W
Earl of March	16	FW	South Carleton	8	FW	Woodroffe HS	24	W	Lisgar	42	W
Glebe	8	W	Woodroffe HS	8	W				Merivale ²	10 ³	W
Gloucester	16	E									
Hillcrest	8	E									
Ridgemont	16	E									
Total = 96 sections			Total = 32 sections			Total = 104 sections			Total = 111 sections		

Learning Disability Program (LDP)			Physical Support Program (PSP)		
Location	# of Sections	Geo Zone ¹	Location	# of Sections	Geo Zone ¹
Brookfield	31	E	Canterbury	8	E
Gloucester	18	E	OTSS	8	E
Sir Robert Borden	22	W	Sir Guy Carleton	8	W
Total = 71 sections			Total = 24 sections		

Secondary Total Special Education Classes counted by sections = 664 sections (divide by 8 = 83.00). A rough equivalent to classes.

¹Geographic Zone

²Merivale High School Gifted Specialized Program Class will be phased out effective 2022.

³All sections are Gifted/University

*Geographic Zones (Geo Zone)

Far West = FW

West = W

South = S

East = E

Far East = FE



MEMORANDUM

Memo No. 19-108

TO: Trustees
Student Trustees
Special Education Advisory Committee

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

DATE: 27 September 2019

RE: **Staffing Allocations to Clifford Bowey Public School and Crystal Bay Centre for Special Education**

Following a request from the OCDSB Special Education Advisory Committee (SEAC), this memo provides information regarding staffing allocations to Clifford Bowey Public School and Crystal Bay Centre for Special Education.

Background

Crystal Bay Centre for Special Education and Clifford Bowey Public School are programs that were designed to meet the educational needs of students with developmental disabilities. Students range in age from four to twenty-one years.

As originally conceived, these schools were provided academic staffing with a 1:10 ratio as required by the Education Act. Over time, the ratio for academic staffing was adjusted to 1:8 in recognition of the changing profiles of students who had higher needs. Both sites are supported by educational assistants (EAs) as well as Learning Support Teachers (LST) and administration.

Both sites are also supported by the Local Health Integration Network (LHIN). These services include consultation, occupational therapy (OT), physiotherapy (PT) and nursing support. A number of students also receive speech and language services and behaviour support through the Ottawa Children's Treatment Centre (OCTC) at the Children's Hospital of Eastern Ontario (CHEO).

The following table summarizes the staffing allocations to both sites as of spring 2019.

	Crystal Bay Centre for Special Education	Clifford Bowey Public School
	Projected Enrolment: 84	Projected Enrolment: 104
Job Category (FTE)		
Teaching (ratio of 1:8)	12.0	13.0
Preparation Time	2.29	2.48
Learning Support Teacher (LST)	0.75	0.75
Learning Resource Teacher (LRT)	0	0
Educational Assistant (EA)	40.0	43.0
Vice-Principal	0.5	0.5
Principal	1.0	1.0

Presently, *O.Reg. 298 - Operation of Schools-General* sets the maximum class size for self-contained classes by exceptionality:

31. The maximum enrolment in a special education class shall depend upon the extent of the exceptionalities of the pupils in the class and the special education services that are available to the teacher, but in no case shall the enrolment in a self-contained class exceed,

(a) in a class for pupils who are emotionally disturbed or socially maladjusted, for pupils who have severe learning disabilities, or for pupils who are younger than compulsory school age and have impaired hearing, eight pupils;

(b) in a class for pupils who are blind, for pupils who are deaf, for pupils who have developmental disabilities, or for pupils with speech and language disorders, ten pupils;

(c) in a class for pupils who are hard of hearing, for pupils with limited vision, or for pupils with orthopaedic or other physical handicaps, twelve pupils;

(d) in a class for pupils who have mild intellectual disabilities, twelve pupils in the primary division and sixteen pupils in the junior and intermediate divisions;

- (e) in an elementary school class for pupils who are gifted,
- (i) twenty pupils, if the class consists only of pupils in the primary division,
- (ii) twenty-three pupils, if the class includes at least one pupil in the primary division and at least one pupil in the junior division or intermediate division, and
- (iii) twenty-five pupils, if the class consists only of pupils in the junior division or intermediate division;
- (f) in a class for aphasic or autistic pupils, or for pupils with multiple handicaps for whom no one handicap is dominant, six pupils; and
- (g) on and after the 1st day of September, 1982, in a class for exceptional pupils consisting of pupils with different exceptionalities, sixteen pupils. R.R.O. 1990, Reg. 298, s. 31; O. Reg. 191/04, s. 10; O. Reg. 29/08, s. 4; O. Reg. 297/08, s. 1.

There is no regulation requiring Learning Support Teacher (LST), Learning Resource Teacher (LRT) or Education Assistant (EA) staffing allocation.

Over the last several years, students at both sites have been presenting with increasingly complex needs. These needs include medical fragility, physical disability, and dual diagnosis (e.g., intellectual disability and autism). As a result, more support has been provided through the increases of vice-principal and LST allocation, in addition to in-year increases in EA allocation according to student needs.

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

cc Senior Staff
 Manager Board Services
 Corporate Records



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

Purpose of the Standard

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

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

What is an IPRC?

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

Ontario Education regulation 181/98 entitles parent(s)/guardian(s) and pupils 16 years of age or older:

- To be present at, participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

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

The purpose of the IPRC is:

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

IPRCs may also make recommendations as to programs and services. It is important to note, that although IPRCs may discuss programs and services, IPRCs do not make





decisions about the delivery of programs and services. When a referral for a specialized class placement is made, the principal must wait for the referral committee recommendation before holding an IPRC meeting to place the student in that class (see *IPRC Statement of Decision* form at the end of this section).

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

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

Prior to an IPRC Meeting

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

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

What is considered in an IPRC placement decision?

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

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

If, after considering all of the information presented, including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent / guardian preferences,





the IPRC will decide in favour of a regular class placement with appropriate special education services. The committee may also determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools will have submitted a referral package which is then reviewed by a central referral committee against annually reviewed criteria. The central review committee will then provide feedback for consideration at the IPRC.

Initial IPRC Meeting and Review IPRC Meeting

Initial IPRC Meeting Overview

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

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

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

Annual Review IPRC Meeting / Process

All students that have an IPRC are reviewed annually by the school team and parents / guardians. An IPRC review may not occur more often than once in every three month period (*Reg. 181/98, s.21 (2) the Education Act*). Parent(s)/guardian(s) who are in the agreement with the recommendation of the school team may waive the requirement to hold an annual review IPRC meeting. *Reg. 181/98, s.21 (4b)* states that, where there are no changes to the identification or placement, a parent/guardian may waive the requirement to hold an IPRC by signing a waiver letter, agreeing with the school recommendations and then returning it to the school principal. An annual IPRC reviews the following: the student's progress, current statements of strengths and needs,





exceptionality and placement.

Parent / Guardian Request for a Review

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

IPRC Statement of Decision

The IPRC Statement of Decision includes the following information:

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

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

Superintendency Based (SB) IPRC Meeting

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

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

For most referrals to specialized program classes:

- A school based case conference with relevant members of the multidisciplinary team and parent(s)/guardian(s) will be completed and reflected in the referral form;





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

The IPRC Appeal Process

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

Should this follow-up discussion not resolve matters, the parent(s)/guardian(s) have the right to appeal the recommendations of the IPRC. The appeal can only be based on disagreement with the identification and/or the placement of the student. A statement setting out reasons for the disagreement must be included. The request for an appeal must be made in writing within 15 calendar days of the follow-up meeting or within 30 calendar days of receipt of the statement from the IPRC. (In regards to all matters pertaining to appeals, days shall mean calendar days. Where time is limited and the expiry date falls on a school holiday, the time limit shall be extended to the next day following that is not a school holiday. During summer holidays, which are defined as periods of time that school is not in session, requests for appeals will be deferred to the day following the summer holiday, as per Regulation 304.

This request will be directed to:

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

Appeal Board Membership

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

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





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

Role of the Appeal Board

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

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

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

Appeals, Tribunals, Mediations

It should be noted that appeals may be submitted following an IPRC process and requests for reconvening an IPRC meeting. Over the past three years, if an appeal has been submitted to the Secretary of the Board, it has never reached the point of review at a Special Education Appeal Board (SEAB).

An overview of all appeals, tribunals, and mediations completed in the OCDSB over the past three school years:

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





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

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

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





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

- The chair of an IPRC must consider any information relating to the student (such as assessments) and the committee must also consider any information submitted by the parent (e.g., doctor's diagnosis, assessments conducted by other professionals, etc.). All parties should share relevant information in advance of the meeting, whenever possible.
- After the IPRC, the chair of the IPRC must send a written statement of decision to the parents. If everyone is in agreement, the statement of the IPRC meeting is signed and a copy is given to the parents. The statement of decision must include:
 - a. whether the committee has identified the pupil as exceptional; and
 - b. where the committee has identified the pupil as exceptional, the decision must include:
 - i. the committee's description of the pupil's strengths and needs;
 - ii. the categories and definitions of exceptionalities identified;
 - iii. the committee's placement decision; and
 - iv. the committee's recommendations, if any, regarding special education programs and services
- The key element of the IPRC decision is the proper identification of the student's learning needs. The Statement of Needs on the IPRC document should accurately reflect the areas in which special education support is required. There is no limit on the number of needs that may be included in the IPRC document (see resource list at end of document).
- A notice of appeal must state the decisions with which a parent disagrees and describe the nature of the disagreement.
- The Special Education Appeal Board shall prepare a written statement of recommendations and reasons for the recommendation to either: agree with the Identification, Placement and Review Committee's original decision OR disagree with the Identification, Placement and Review Committee's decision and make recommendations regarding the identification and/or placement of the pupil.
- The chair of the Special Education Appeal Board shall present their recommendations to the Board.
- The chair of the Special Education Appeal Board process shall provide the parents with the opportunity to hear the deliberations of the Board.
- A board cannot implement a placement decision made by an IPRC unless the parent consents or the time for filing an appeal of the IPRC decision has expired (30 calendar days).





Provincial and Demonstration Schools in Ontario

Purpose of the Standard

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

Provincial/Demonstration Schools

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

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

All students attending either a Provincial or Demonstration school require an Identification Placement and Review Committee (IPRC) meeting conducted at the student's home school in the OCDSB. Programs at provincial schools are tailored to the needs of the individual students and:

- are delivered by specially-trained teachers;
- follow the Ontario curriculum and alternative expectations as outlined in the Individual Education Plans (IEP);
- offer a full range of programs at both elementary and secondary level

In addition, these schools:

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





Current Statistics (2018/2019)

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

Provincial Schools for the Deaf

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

Schools for the Deaf

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

The following are provided by resource services department at these schools:

- consultation and educational advice to the parent(s) of Deaf and hard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parent(s), school boards, and other agencies
- an extensive home-visiting program delivered to parent(s) of Deaf and hard-of-hearing pre-school children by teachers trained in pre-school and deaf education





Ernest C. Drury School for the Deaf

255 Ontario Street South

Milton, ON L9T 2M5

Tel: (905) 878-2851

TTY: (905) 878-7195

Fax: (905) 878-1354

www.psbnet.ca/eng/schools/ecd/index.html

Robarts School for the Deaf

1515 Cheapside Street,

London, ON N5V 3N9

Tel. and TTY: (519) 453-4400

Fax: (519) 453-7943

www.psbnet.ca/eng/schools/robards/index.html

Sir James Whitney School for the Deaf

350 Dundas Street West

Belleville, ON K8P 1B2

Tel. and TTY: (613) 967-2823

Fax: (613) 967-2857

www.psbnet.ca/eng/schools/sjw/index.html

Provincial School for the Blind and Deafblind

W. Ross Macdonald School is located in Brantford and provides education for blind, low vision, or deafblind students.

The school provides:

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

Programs at this school:

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





W. Ross Macdonald School

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

Provincial Demonstration Schools

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

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

Provincial Schools Branch Ministry of Education

255 Ontario Street South
 Milton, ON L9T 2M5
 Tel: (905) 878-2851
 Fax: (905) 878-5405
<https://pdsbnet.ca/en/>

Amethyst School

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

Sagonaska School

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





Trillium School

347 Ontario Street South

Milton, ON L9T 3X9

Tel: (905) 878-8428

Fax: (905) 878-7540

<https://pdsbnet.ca/en/schools/trillium/>

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

Centre Jules-Leger

281, rue Lanark

Ottawa, ON K1Z 6R8

Tel: (613) 761-9300

TTY: (613) 761-9302, (613) 761-9304

Fax: (613) 761-9301

<https://centrejulesleger.ca/en/>





Accessibility of School Buildings

Purpose of the Standard

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

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

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

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

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

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

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

