



NOTICE OF MEETING
Special Education Advisory Committee
Wednesday, 4 December 2019
Holiday Inn Express & Suites Ottawa West
2055 Robertson Rd
Trinity 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; Katherine Kacew, Alternate

Learning Disabilities Association of Ottawa-Carleton,
 Dr. Maggie Mamen, Member, Michael Bates, 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, December 4, 2019, 7:00 pm

Holiday Inn Express & Suites Ottawa West - Trinity Room

Holiday Inn Express & Suites Ottawa West - Trinity Room

2055 Robertson Rd

Ottawa, Ontario

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| 1. | Call to Order | |
| 2. | Approval of the Agenda | |
| 3. | Delegations | |
| 4. | Committee Appointments | |
| 4.1 | Chair | |
| 4.2 | Vice-Chair | |
| 4.3 | Board | |
| 4.4 | Committee of the Whole | |
| 4.5 | Committee of the Whole, Budget | |
| 4.6 | Parent Involvement Committee | |
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| 9. | New Business | |
| 10. | Adjournment | |



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, November 13, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members: Rob Kirwan (Community Representative), Rob Campbell (Trustee), Lyra Evans (Trustee), Cathy Miedema (Association for Bright Children), Katie Ralph (Autism Ontario, Ottawa Chapter), 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), Lisa Paterick (VIEWS for the Visually Impaired), Nicole Ullmark (Easter Seals Ontario)

Association Representatives (Non-Voting): Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Nancy McLaren Kennedy (Professional Student Services Personnel), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers)

Staff and Guests: Lynn Scott (Trustee), Ganaabout Gagne (Student Trustee),
Members: Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (System Principal Learning Support Services), Christine Kessler (System Principal Learning Support Services), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Chair Kirwan called the meeting to order at 7:14 p.m.

2. Approval of the Agenda

Moved by Sonia Nadon-Campbell

THAT the agenda be approved.

Carried

3. Delegations

3.1 Kevin Thompson, re: Proposal for Transition Counsellor/Coordinator

Mr. Thompson, co-chair of the Ottawa Technical Secondary School (OTSS) school council, expressed concern that the OCDSB has no formal mechanism to implement effective transition plans for students with exceptional needs.

He proposed that in order to effectively implement the legal requirements for transition planning under *Ontario Regulation 181/98* and 2013 Memorandum, that the Board (a) amend Policy P.096.SES to make post-graduation transition planning a part of the *Guiding Principles and Key Learning Supports* and consider whether a specific Board Procedure on Transition Planning should be developed and (b) expressly set aside dedicated resources to assist parents, students, principals and teachers in developing detailed transition plans ("transition counselor"). He suggested two options: Identify dedicated support staff at each school where the numbers of students warrant; or designate a central Board resource person(s) to consult and provide advice to principals, teachers and parents.

Ms. Houlden shared her support for the proposal. She noted that "Connecting with Agencies" documents were created to help parents with transitions. She offered to share it with SEAC.

Mr. Harris queried the ability to measure the delivery of the desired result. Mr. Thompson responded that within the framework, developed by the Ministry of Education in 2013, a review and update of an integrated transition plan is recommended after a period of initial implementation.

Superintendent Symmonds confirmed that there are a variety of supports for students to access; however, dedicated transition employees are not a part of the District's current staffing complement. Ms. Kessler stated that she did attend an OTSS school council meeting in the spring and shared the concerns with the LSS Team. Subsequently, transition planning is an element of the LSS workplan for 2019-2020.

Trustee Campbell requested clarification on the services and supports noted within proposal. Mr. Thompson replied that his goal was to raise awareness about the issue. Hiring a councilor is an option. Another would be a coordinator who could meet with and discuss best practices, facilitate introductions to employers, and encourage community participation events.

Chair Kirwan communicated his disappointment in Developmental Services Ontario, the mandated governmental body leading transition

support for special education students. He suggested that Transition Planning be added to the long range agenda.

4. Review of Special Education Advisory Committee Report

4.1 09 October 2019

Moved by Jim Harris

THAT the report from the 9 October 2019 SEAC meeting be received.

Carried

4.2 Review of Long Range Agenda

The long range agenda was provided for information.

Ms. Miedema requested that the topics "The OCDSB Guide to Supporting Gifted Learners in the Regular Classroom" and "The OCDSB Interest Academy" be added to the long range agenda as ongoing items.

Trustee Lyra Evans requested that "Memo 19-123, Cost of the Summer Learning Program" be added to the 4 December 2019 SEAC meeting agenda.

4.3 Motion/Action Tracking Report, Business Arising

The Motion/Action Tracking Report was provided for information.

5. Action/Discussion/Information Items

5.1 Report 19-114, In Year Support for Students with Autism Spectrum Disorders and Developmental Disabilities

Your committee had before it Report 19-114, providing information on in-year support for students with Autism Spectrum Disorders (ASD) and Developmental Disabilities (DD).

There has been an unexpected increase in the number of students with complex needs, both DD and ASD. After the spring planning process fourteen new specialized program classes were opened to address the projected student needs and to minimize waitlists. LSS is investigating whether this year's number of unexpected students is an anomaly or a trend to be anticipated annually.

To be able to provide the necessary support for these students, the following in-year supports are recommended: 25.0 FTE Educational Assistants (EAs) and 1.0 FTE Itinerant ASD/DD teacher. The increase in staffing ensures student safety, provides coaching support for classroom teams to facilitate developmentally appropriate educational programming and promotes the development of school readiness skills.

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

- All the specialized classes for these two exceptionalities are full. Vacancies arise when students leave the program or transfer. Twenty-one ASD students are on the waitlist for placement. Fourteen vacancies are projected for the end of 2019-2020. At Clifford Bowey Public School and Crystal Bay Centre for Special Education there are six students on the waitlist;
- Ms. Dlouhy commended LSS on their immediate response to the needs of these students. She remarked that online registration may be a factor, as parents and their children are not visiting the school in-person, in advance. Many complex needs were identified in this initial visit through conversations. Human relationships are fundamental to supporting special education students;
- The proposal to the Board seeks to utilize the funding reserve and will not negatively impact other programs;
- LSS is working with Human Resources to develop a strategy to help to address the EA shortage in the District;
- Some new Canadian students have complex communication needs, which has placed a strain on some elementary schools; and
- These students will attend their designated schools.

5.2 Memo 19-119, Ontario Human Rights Commission (OHRC) Launches Right to Read Public Inquiry

Your committee had before it Memo 19-119, providing information on the Ontario Human Rights Commission (OHRC) launching a *Right to Read* public inquiry to address concerns that Ontario's public education system may be failing to meet the needs of students with reading disabilities. The OHRC is conducting a public inquiry to determine if these students have meaningful access to education, as required by the Ontario *Human Rights Code* (*Code*). Specifically, the OHRC will assess school boards against five OHRC benchmarks for an effective systemic approach to teaching all students to read:

- Universal Design for Learning (UDL);
- Mandatory early screening;
- Reading intervention programs;
- Effective accommodation; and
- Psycho-educational assessments (if required).

Dr. Mamen expressed the view that this is an important project and it will require consistent monitoring to ensure the inquiry meets its objectives. The item will be added to the SEAC long range agenda for future updates and discussion.

Chair Kirwan suggested confirming with OHRC whether this inquiry will extend to Special Education Advisory Committees.

Superintendent Symmonds noted that the inquiry is broad reaching and its scope is beyond that of LSS. LSS will collaborate with other departments to assist with the production of documents, data and information to add to the inquiry. The OHRC plans to have recommendations from this inquiry by 2020.

5.3 Memo 19-131, Release of the Ontario Autism Advisory Panel Report

Your committee had before it Memo 19-131, providing information regarding the development of a new needs-based Ontario Autism Program (OAP) by April 2020.

Superintendent Symmonds highlighted that the Ontario Autism Program Advisory Panel Report can be accessed online and contains several recommendations. The Panel explicitly notes that recommendations should be funded by the Ministry of Education. The Panel recommended the formation of an education advisory committee on Autism before the end of 2019. He noted that at present, there is no change to the District's practices regarding programs and services to support students with autism. LSS continues to monitor Ministry of Children, Community and Social Services (MCCSS) and the Ministry of Education (EDU) announcements and will provide updates as details become available.

6. Department Update

6.1 Superintendent's Report

Superintendent Symmonds provided the committee with a brief departmental update:

- The pilot use of the "OCDSB Guide to Supporting Gifted Learners in the Regular Classroom" and the "OCDSB Interest Academy" has begun. New schools have been identified as changes in enrollment have impacted plans. Program Evaluator Steven McKibbin will utilize surveys to collect and analyse the feedback of staff, parents and students. LSS will release a report on the pilot in spring 2020;
- LSS was well represented at the PIC Parent Conference on 9 November 2019. The LSS team conducted various workshops on understanding and accessing special education, developing self-regulation in children and parent/child connection; and

- Executive Director, Susan Hopkins, of The MEHRIT Centre has been engaged to join LSS at the December department meeting to offer suggestions in support of building capacity in schools to promote children's self-regulation.

6.2 Special Education Plan (Standards)

a. Special Education Staff (Discussion)

System Principal Hannah provided the specific details on OCDSB staff to the committee, however she noted the numbers will be updated as the chart reflects data from 2018-2019.

Mr. Harris suggested listing general tasks to be completed by all itinerants then separately detailing those specific tasks according to each exceptionality.

Ms. Houlden requested that an updated version of Quality Program Indicators be included.

Trustee Campbell inquired about tangible comparisons for LSS staff role standardization across all Ontario school boards. Superintendent Symmonds noted that in the past he has discovered that job categorization and responsibilities differs from district to district.

Ms. Miedema highlighted the distinction between the descriptions of multi-disciplinary teams and other lone personnel. System Principal Kessler explained that all staff work together however there are individual titles for some roles. There are many support descriptions and staff are working on simplifying the language for parents.

Ms. Gardner underscored the position that teachers are not therapists. Superintendent Symmonds referred to the Policy/Program Memorandum No. 140 (PPM) where teachers will incorporate methods of Applied Behaviour Analysis (ABA) but, for example, they will not conduct Intensive Behavioural Intervention (IBI) therapy.

b. Staff Development (Perusal)

The plans to update the staff development section include alignment with the strategic plan and considerations in the upcoming budget approval process. System Principal Hannah drew attention to the New Teacher Induction Program (NTIP), a Ministry of Education initiative where new teachers are paired with a teacher mentor as they build knowledge, skills and self-confidence. They also participate in an extensive and differentiated professional development program designed to address the specific needs of

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

Dr. Mamen indicated that last year there was a request from both the Association of Bright Children (ABC) and Learning Disabilities Association of Ottawa-Carleton (LDAO) for professional development for classroom teachers for tier one interventions. She queried whether any of these developmental activities address this request. Superintendent Symmonds responded that the support for teachers is done predominantly through a coaching model with the Program and Learning Team, formerly known as Curriculum Services. Advancements in the Learning Disability Specialized Intervention Program (LDSIP) include working with teachers in the half day programming of this specialized training.

Ms. Miedema noted that of the fifty-six Special Education Workshops, not all courses pertain to Special Education. She suggested that some courses be omitted in favour of directing funds towards teacher education to supporting students with special education needs.

c. Categories and Definitions of Exceptionalities (Independent Review)

The standard of Categories and Definitions of Exceptionalities were provided for independent review. System Principal Hannah explained that the information contained within this standard is determined by the Ministry of Education.

In response to a query from Trustee Campbell, Superintendent Symmonds responded that we do not currently have a way to identify “non-exceptional” IEPs against one of the identified exceptionalities. Ms. Miedema noted that the Ottawa Catholic School Board has a system in place to help include specific details on the IEP. Administration uses these details to provide greater supports for the students without referring the student to the Identification, Placement and Review Committee (IPRC). The EQOA data is reported on by exceptionality.

7. Committee Reports

7.1 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

7.2 Parent Involvement Committee

Chair Kirwan reported that he and Ms. Campbell staffed the SEAC table at the 2019 Parent Conference and School Council Training Day.

7.3 Board

There was no report from the Board.

7.4 Committee of the Whole

There was no report from the Committee of the Whole.

8. New Business

Chair Kirwan noted that the 4 December 2019 will include elections for committee appointments. He urged committee members to be prepared to nominate others or self-nominate.

Ms. Ullmark announced that the provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) is seeking assistance with a survey of SEAC members. The survey is available on their website until January 2020.

Ms. Gardner announced that the Ottawa Community Forum on Education is hosting an expert panel to discuss education issues on Thursday, November 21, 2019 at Broadview Avenue Public School Library.

Ms. Miedema announced that ABC is presenting two workshops on supporting gifted children on Wednesday, November 27, 2019 and Wednesday, December 11 at the Revel Academy.

Superintendent Symmonds made a presentation of gratitude to Chair Kirwan on behalf of SEAC in appreciation of his leadership over the past eleven years.

9. Adjournment

The meeting adjourned at 10:18 p.m.

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. Funding Extended Day Program (EDP) Special Education students (TBD)
4. Restorative Communication Exercise (TBD)
5. Ontario Autism Program Update (Ongoing)
6. Impact of Occasional Teacher Shortages on Special Education (LRTs and LSTs, days lost and exclusions) (TBD)
7. Special Education Funding Guidelines Special Equipment Amount (SEA) (TBD)
8. Changes and Impact of E-learning on Special Education Students at the Secondary Level (TBD)
9. Decommissioned Body Break Rooms (TBD)
10. Review Ad hoc Recommendations from the Central Committee (per Trustee Campbell)
11. Lockdown Procedure Review (January)
12. Integration and Support for Special Education Students (January)
13. Storefront Update (February)
14. Communication Disorder Assistant Update (February)
15. Private Assessments (February)
16. Pilot for the OCDSB Guide to Supporting Gifted Learners in the Regular Classroom and OCDSB Interest Academy (Ongoing)
17. OSTA Presentation with Chief Administrative Officer and General Manager, Vicky Kyriacou (January)
18. OCDSB Budget (January)
19. OHRC's Right to Read Inquiry (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) | Ms. Miedema met with Superintendent Symmonds to discuss a change in the way the data is presented for all special education students, where the information will be aggregated by exceptionality | No |
| 3 | 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. | No |
| 4 | 9 October | Access to Glebe Collegiate Institute (GCI) | M. Carson | Trustee Lyra Evans | Follow-up on whether the side door at GCI equipped with a ramp, can be outfitted with a doorbell/camera to allow for access during the school day. | No |

MOTION/ACTION TRACKING REPORT

| | | | | | | |
|---|-----------|---|-------------|-------------|---|----|
| 5 | 9 October | Location of Specialized Program Classes 2019-2020 | P. Symmonds | Ms. Miedema | Next iteration of the schedule to include the language and grade levels for the gifted classrooms | No |
| 6 | 9 October | Staffing Allocations to Clifford Bowey Public School and Crystal Bay Centre for Special Education | P. Symmonds | Rob Kirwan | The District will communicate with the parent advisory group on future consultations. | No |
| 7 | 9 October | Use of Service animals in Schools | P. Symmonds | Rob Kirwan | The District will ensure that the schools are aligned with the amendment to the legislation and clearly outline the process families should follow when requesting the accommodation of service animals in schools. | No |



MEMORANDUM

Memo No. 19-123

TO: Trustees, Student Trustees

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

DATE: 25 October 2019

RE: **Cost of the Summer Learning Program**

The following information is provided in response to a trustee query at the Committee of the Whole meeting on 15 October 2019 regarding Summer Learning Program costs.

The Summer Learning Program has been offered to the District's students for many years. The program provides a summer learning experience for students with Autism Spectrum Disorder (ASD) and to those with a range of developmental disabilities. The program runs for 17 days during the summer at three different school locations and serves approximately 276 students. The program consists of an educational component, as well as regular field trips to community attractions such as museums, parks and sports facilities.

The following chart shows the Summer Learning Program net costs. The 2019-2020 Budget is expected to fully support the current costs of the program.

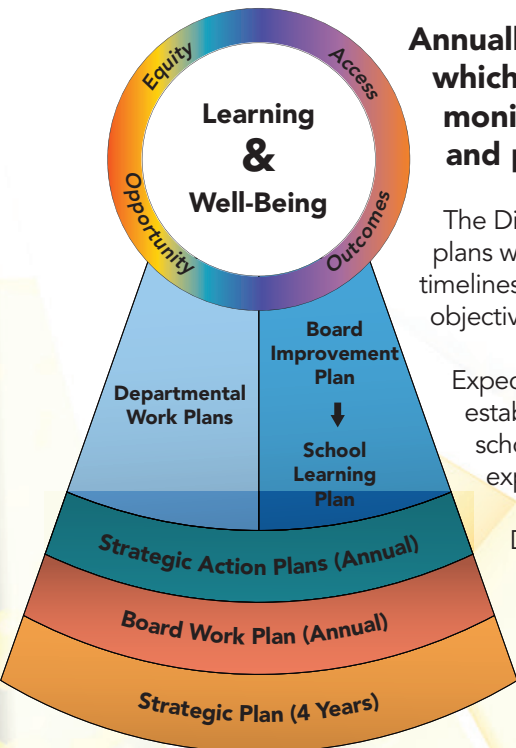
| | 2017-2018 | | 2018-2019 | | 2019-2020 |
|-------------------------------------|----------------|----------------|----------------|----------------|----------------|
| | Budget \$ | Actual \$ | Budget \$ | Actual \$ | Budget \$ |
| Revenues: | | | | | |
| Summer School Grant Revenue | 99,054 | 93,004 | 90,358 | 94,132 | 94,990 |
| Expenses: | | | | | |
| Educational Assistants/Office Staff | 197,000 | 197,803 | 197,000 | 197,603 | 197,000 |
| Teaching Staff | 238,800 | 238,366 | 238,800 | 235,490 | 238,800 |
| Transportation and Supplies | 175,000 | 175,610 | 175,000 | 153,701 | 175,000 |
| Total Expenses | 610,800 | 611,779 | 610,800 | 586,793 | 610,800 |
| Net Program Cost | 511,746 | 518,775 | 520,442 | 492,662 | 515,810 |

If you have any further questions, please do not hesitate to contact Peter Symmonds at peter.symmonds@ocdsb.ca or at 613-596-8211 extension 8254.

cc Senior Staff
Manager of Financial Services
Manager of Board Services
Corporate Records

Moving Forward

The Strategic Plan sets a course for the next four (4) years.



Annually, the Board adopts a workplan which establishes key dates for monitoring fiduciary responsibilities and progress on strategic priorities.

The Director generates annual strategic action plans which lay out the key work, deliverables, timelines and anticipated progress on the strategic objectives.

Expectations for student achievement are established in the Board Improvement Plan and schools set their annual goals based on these expectations in the School Learning Plan.

Departmental work-plans are companion pieces to the Strategic Action Plan and are developed to reflect how departmental initiatives, programs and the operational activities will be directed by the Strategic Plan objectives.

Monitoring Progress

Creating a Cycle of Accountability

We monitor progress in the classroom, at the school and District level, and in the Boardroom.

Some sample questions to guide our monitoring include:

- Is there evidence of these priorities in schools, classrooms, and workplaces?
- Is decision-making guided by the strategic priorities?
- Are we creating conditions to promote a change in culture?
- Do we see a disproportionate representation of students in programs, classrooms, and success/recognition activities?
- How does the data/evidence inform our work?



Key Performance Indicators (KPIs)

Key Performance Indicators are used to measure change.

The KPIs include a mix of current data sources as well as some new data sources. The District collects and reports on student achievement data. Our capacity to differentiate data by group will expand with the collection of identity-based data. The KPI's will be reported on annually in a series of reports — one report on each of the three strategic objectives and in the Annual Student Achievement Report. This data provides the strategic overview necessary to support the Board's accountability.

Key Performance Indicators

Culture of Innovation

- Graduation Rate
- Annual Certification Rate
- EQAO Results
- Achievement Gaps
- Parent, Student, Staff Experience



Culture of Caring



- School climate
- Employee engagement
- Student engagement
- Parent engagement

Culture of Social Responsibility

- Social Emotional Skills
- Leadership Diversity
- Disproportionality indices
- Environmental Stewardship



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Building Brighter Futures Together @OCDSB

2019 – 2023 STRATEGIC PLAN

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



We acknowledge that our District is on unceded and unsundered Algonquin Territory, and we thank the Algonquin Nation for hosting us and recognize their enduring presence on this land.

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

Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. Our new plan has three key objectives —

to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility. Each objective has one of three goals — one with a student focus, one with a staff focus and one with a system focus.

These goals are supported by strategies that will guide our work; outcomes that describe the change we want to happen; and key performance indicators that will help us to measure our progress.

Culture of Innovation

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

Desired Outcomes:

For Students

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

For Staff

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

For System

- ♦ Improved business processes and efficiency.

Strategies:

- ♦ Establish targets for student achievement;
- ♦ Provide professional learning and tools to support quality instruction and collaboration;
- ♦ Create conditions to support creativity, innovation and evidence-based practice;

- ♦ Modernize learning and enhance student experience; and
- ♦ Optimize resources and technology to modernize business processes.

Culture of Caring

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

Desired Outcomes:

For Students

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

For Staff

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

For System

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

Strategies:

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

Culture of Social Responsibility

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

Desired Outcomes:

For Students

- ♦ Improved social and emotional skills;
- ♦ Increased student voice;
- ♦ Improved student behaviour;
- ♦ Reduced disproportionate representation;

For Staff

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

For System

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

Strategies:

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

EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

SKILLS

Goal-oriented Innovative/Creative Collaborative Globally Aware Resilient Ethical Decision-makers Digitally Fluent Academically Diverse Effective Communicators Critical Thinkers



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

Purpose of the Standard

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

The Role and Responsibilities of SEAC

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

SEAC Meetings

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





Composition of SEAC

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

For more information on the role of SEAC and the nomination process, see [*Special Education Advisory Committee Policy P. 019.GOV*](#). This can be located on our website at www.ocdsb.ca. A hard copy is available upon request. Please contact Communications and Information Services at 613-596-8211, ext. 8310.

SPECIAL EDUCATION ADVISORY COMMITTEE (OCDSB) MEMBERS 2018-19

OCDSB TRUSTEE MEMBERS

| | |
|--|--------------|
| <i>Christine Boothby</i> , Trustee, Zone 2 | 613-809-4929 |
| <i>Rob Campbell</i> , Trustee, Zone 5 | 613-808-8190 |
| <i>Lyra Evans</i> , Trustee, Zone 9 | 613-868-0076 |

MEMBER ASSOCIATION REPRESENTATIVES

Association for Bright Children of Ontario (ABC)

Cathy Miedema (Member) cathymiedema@gmail.com

Autism Ontario, Ottawa Chapter

Katie Ralph (Member) kralp059@uottawa.ca
Samantha Banning (Alternate) samantha_banning@hotmail.com

Down Syndrome Association

Mark Wylie (Member) mwylie@sympatico.ca

Learning Disabilities Association of Ottawa-Carleton (LDAO)

Linda Barbetta (Member) lindageordie@gmail.com
Andrea Nelson (Alternate) andrea.webber@rogers.com

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





Ian Morris (Member) ian.morris6655@gmail.com
Sean Popal (Alternate) sean.popal@gmail.com

Ottawa-Carleton Assembly of School Councils (OCASC)

Donna Owen (Member) donnamowen@hotmail.com
Safina Dewshi (Alternate) safina.dewshi@gmail.com

VOICE for deaf and hard of hearing children

Jim Harris (Member) danaandjim@sympatico.ca
Terry Warner (Alternate) terry.warner@sympatico.ca

VIEWS for the Visually Impaired

Lisa Paterick (Member) shafifamily1@hotmail.com
Johnna MacCormick (Alternate Member) tedandjohnna@me.com

COMMUNITY REPRESENTATIVES

Susan Cowin sue.cowin@gmail.com
Sonia Campbell-Nadon Snadon28@hotmail.com
Rob Kirwan theoletinman2@gmail.com

ASSOCIATION REPRESENTATIVES (NON-VOTING)

Ottawa-Carleton Elementary Teachers' Federation (OCETF)

Susan Gardner (Member) susan.gardner@ocdsb.ca
Wulf Hiedecker (Alternate) wulf.heidecker@ocdsb.ca

Professional Student Services Personnel

Nancy McLaren Kennedy (Member) nancy.mclaren.kennedy@ocdsb.ca
Connie Allen (Alternate) connie.allen@ocdsb.ca

Ontario Secondary School Teachers' Federation (OSSTF)

Jean Trant (Member), SSP jean.trant@ocdsb.ca
Catherine Houlden, Teachers catherine.houlden@ocdsb.ca
Kelly Granum (Alternate),
Occasional Teachers kelly.granum@ocdsb.ca

Ottawa-Carleton Elementary Operations Committee (OCEOC)

Nancy Dlouhy nancy.dlouhy@ocdsb.ca





Ottawa-Carleton Secondary School Administrators' Network (OCSSAN)

Kimberly Elmer (Member)

kimberly.elmer@ocdsb.ca

Student Senate

Anna Dahlgren

adahl1@ocdsb.ca

Staff Normally in Attendance at SEAC Meetings:

Peter Symmonds 613-596-8254 peter.symmonds@ocdsb.ca
 Superintendent, Learning Support
 Services

Amy Hannah 613-596-8713 amy.hannah@ocdsb.ca
 System Principal, Learning Support
 Services

Christine Kessler 613-596-8713 christine.kessler@ocdsb.ca
 System Principal, Learning Support
 Services

Stacey Kay
 Manager of Learning Support Services 613-596-8136 stacey.kay@ocdsb.ca





Educational and Other Assessments

Purpose of the Standard

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

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

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

Identification vs. Diagnosis

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

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

School-Level Assessments

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

District-Level Assessments

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





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

Provincial Assessments

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

National and International Assessments

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

Testing Schedule: 2018 – 2019

EQAO Assessments

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

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

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

Confidentiality and Rights to Privacy

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





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

Classroom Teacher

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

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

Educational Assessments

- are used to determine appropriate programming for students;
- may include norm-referenced achievement testing to assess acquisition of basic academic skills;
- may be required for a student to be referred for an individual assessment by Learning Support Services personnel;
- are required for a student to be considered for an IPRC meeting;
- include reports containing background information, current learning strengths and needs, a summary of recommendations (e.g. in-class program accommodation and/or modification, resource support, etc.).

Psychological Assessments

- are based on current and historical information;
- include standardized psychological tests, observations, interviews with a student, professional judgment, clinical skills, multi-disciplinary discussion and consultation with parent(s)/guardian(s) to gain insight into a student's overall functioning including behaviour, personality, intellectual profile, learning style and achievement;





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

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

Social Work Assessments

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

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

Speech/Language Assessments

- address the development of oral and written language skills as emphasized in the Ontario curriculum;
- may be needed to augment an educational assessment;
- may include one or more of the following areas: receptive and expressive language skills, metalinguistic skills (e.g., phonemic awareness), social communication, and cognitive-communication;
- screening for speech sound production, fluency as well as voice and resonance disorders may be conducted to evaluate the appropriateness for a referral to access additional services through CHEO School Health Professional Services;
- are conducted by speech-language pathologists who are members of the College of Audiologists and Speech-Language Pathologists of Ontario.

As the Ontario curriculum emphasizes both oral and written language skills (e.g., listening, understanding, speaking, reading and writing) some students may require a speech-language pathology assessment.

The legislative underpinning supporting Speech-Language Pathology services includes the *Regulated Health Professionals Act (RHPA), 1991* and the *Audiology and Speech-Language Pathology Act, 1991*. *The Inter Ministerial Guidelines for the Provision of Speech and Language Services, 1988* is also followed in determining type and level of service provided.

Assessments conducted outside of the OCDSB

Assessments may vary from one jurisdiction to another. Since school districts set their





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

Assessment Results

Assessment results are provided to parent(s)/guardian(s) through:

- meetings with parent(s)/guardian(s) and appropriate school and/or board personnel as required;
- written reports.

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

Wait List for Learning Support Services

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





Part 4- Coordination of Services With Other Ministries or Agencies

Purpose of the Standard

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

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

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

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

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

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

[Planning for Successful Transitions](#)

[Autism and Transition Supports](#)

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





| Programs and Services | Description |
|---|---|
| Preschool nursery program | <ul style="list-style-type: none"> • Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment • consultation with parent(s)/guardian(s) is an integral part of the process; • completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s). |
| Preschool programs for students who are deaf | <ul style="list-style-type: none"> • Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment; • consultation with parent(s)/guardian(s) is an integral part of the process; • completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s); • for primary students who communicate using American Sign Language (ASL), the school principal may submit an application for the Specialized Deaf/Hard of Hearing program class, if appropriate. |
| Preschool speech and language program | <p>Preschool Speech/Language Initiative (First Words)</p> <ul style="list-style-type: none"> • Coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO (including Children Treatment Centre services) and the City of Ottawa and funded by the Ontario Ministry of Children, Community and Social Services; • province-wide initiative designed to ensure that every preschool child has access to speech and language services focuses on prevention, early identification, and intervention strategies to promote speech and language development in children until the September they are eligible for Year 2 (senior kindergarten). Medically fragile children who can attend school, can be serviced until they are eligible for grade 1; • First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and informs parent(s)/ guardian(s) of next steps in the transition from preschool speech and language services to school based speech and language services. First Words and the OCDSB |





| Programs and Services | Description |
|--|--|
| Preschool speech and language program <i>(continued)</i> | <p>meet formally 1-2 times per year as part of the Transition to School sub-committee;</p> <ul style="list-style-type: none"> • The transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning. |
| Family Reception Centre (FRC) | <ul style="list-style-type: none"> • Schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language development; • the FRC assists in developing a learner profile and providing program recommendations for English Language Learning (ELL) and English Literacy Development (ELD) students; • Learning Support Services ELL/ELD liaison consults with the FRC on an as-needed basis regarding ELL/ELD students with special education needs. |
| Ministry of Health | <p>Champlain Local Health Integration Network (LHIN)</p> <ul style="list-style-type: none"> • Provides professional health services such as nursing and nutrition to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings); • in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by LHIN. |
| Ministry of Children, Community and Social Services | <p>Healthy Babies, Healthy Children</p> <ul style="list-style-type: none"> • A prevention/intervention initiative to screen all births, identify infants and families at risk, and provide home visiting for high-risk families; • the OCDSB is a member of the steering committee which guides the initiative locally; • services are provided in seven languages to a variety of multicultural populations. |





| Programs and Services | Description |
|-----------------------|---|
| CHEO | <p>Ontario Autism Program (East Ontario) Provides behavioural treatment to children and youth based on the principles of Applied Behaviour Analysis.</p> <p>CHEO Autism Spectrum Disorders School Support Program</p> <ul style="list-style-type: none"> • The OCDSB and the CHEO School Support Program are in partnership through Connections for Students Program; • Facilitates transitions of students from Ontario Autism Program (intensive services) to full time within the OCDSB; • The School Support Program can provide training and supports to staff who are supporting a student with ASD. <p>OCTC School</p> <ul style="list-style-type: none"> • Serves children with physical disabilities from four to eight years of age who have physical or therapy requirements that are difficult to meet in the community school; • liaison teachers work with schools staff to transition children with physical disabilities. <p>Development and Rehabilitation (Children's Treatment Centre services)</p> <ul style="list-style-type: none"> • Delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth up (to 18 years of age) with physical and/or developmental disabilities; • provide assessment, treatment, consultation, and education from a variety of specialists including orthopedic surgeons, developmental pediatricians, psychiatrist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work); • share relevant information with OCDSB staff. <p>School Health Professional Services</p> <ul style="list-style-type: none"> • Provides professional health services such as occupational therapy, physiotherapy, and/or speech therapy to students attending school who require such services (see Standard 7 — |





| Programs and Services | Description |
|--|--|
| CHEO <i>(continued)</i> | <p>Specialized Health Support Services in School Settings)</p> <ul style="list-style-type: none"> • in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by CHEO <p>Coordinated Service Planning</p> <ul style="list-style-type: none"> • Supports children and youth with multiple and/or complex special needs who require services from multiple agencies (e.g., medical, educational, developmental, social services) • CSP is a process to support families that are struggling to navigate and coordinate multiple services to ensure the best plan of care for their child/youth • referrals can be initiated by the family, school team, medical team or other community agency with parent/guardian consent |
| Ministry of Children, Community and Social Services | <p>Care and Treatment Programs</p> <p>These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school.</p> <p>Programs available through Coordinated Referral to Care and Treatment Program classes are:</p> <ul style="list-style-type: none"> • Children's Hospital of Eastern Ontario — Kindergarten Unit • Children's Hospital of Eastern Ontario — Steps to Success • Crossroads Children's Centre • Roberts/Smart Centre • The Ottawa Royal Hospital • Ottawa Children's Aid Society (CAS) • Children's Hospital of Eastern Ontario, Psychiatry (CHEO) • Back-On-Track <p>When students are returning from any of these treatment programs, a case conference is scheduled with the school team to provide an overview of all data / information gathered to best support a successful transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.</p> |





| Programs and Services | Description |
|--|---|
| Ministry of Children, Community and Social Services <i>(continued)</i> | <p>The Coordinated Referral Committee is the centralized access point for all school referrals</p> <ul style="list-style-type: none"> • Committee members include representatives from all treatment programs in the Ottawa-Carleton region and a special education contact from each local board of education; • admission to the program is determined by the clinical partners based on information provided and based on its own assessment; • the clinical partners are responsible for contacting schools and parent(s)/guardian(s) and deciding the date of admission and demission; • transition to middle schools or residential moves is the responsibility of the sending community school to attend treatment plan meetings and pass information to the receiving community school; • the principal or designate is the key contact while the student attends day treatment programs, the next phase of treatment is reintegration into the community school or other program discussed during a treatment plan meeting once the student is re-registered and attending an OCDSB school, an IPRC may be convened by the school principal, if appropriate. |
| Ministry of Education | <p>Supervised Alternative Learning</p> <ul style="list-style-type: none"> • Is intended to re-engage young people 14 to 17 years of age who are not attending school and who are therefore at risk of not graduating as outlined in <i>Ontario Regulation 374/10</i>; • applications are considered by the Supervised Alternative Learning Committee, which is comprised of OCDSB staff and a trustee, as well as community representatives who are non-employees of the OCDSB; • regular contact with the student is maintained by a teacher and/or social worker from the sending school to ensure that the student conforms to the program requirements (Policy P.044.CUR). |





| Programs and Services | Description |
|--|---|
| Ministry of Children, Community and Social Services | Post 21 Programs for Students with Developmental Disabilities <ul style="list-style-type: none"> • school personnel will encourage families to apply to Developmental Services Ontario. Their mandate is to help families access programs and services for adults with developmental disabilities and/or autism • after completion of the DSO application process, a case manager from Service Coordination is assigned to work with the student, parent(s)/guardian(s), and school personnel to collect information in order to match the needs of the student with an appropriate adult community program |
| Ottawa-Carleton District School Board | Home Instruction <ul style="list-style-type: none"> • provided for students who are unable to attend school for medical reasons and have a doctor's written statement of need; • must be recommended by the school principal and approved by the appropriate supervisory officer and/or the Principal of Learning Support Services; • approved for up to a maximum of five hours per week of instruction; • may begin after the ninth week of consecutive absence from an elementary school and in the sixth week for a semestered secondary school; • may be provided for up to six months in any given school year (Policy P.070.SES and Procedure PR.559.SES). |





Roles and Responsibilities

Purpose of the Standard

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

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

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

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

The Ministry of Education

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





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

The District School Board

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

The Special Education Advisory Committee (SEAC)

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

The School Principal

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





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

The Teacher

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

The Special Education Teacher

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

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

The Early Childhood Educator in coordination with the Teacher

- assists in implementing and planning education to Kindergarten children;





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

The Parent(s)/Guardian(s)

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

The Student

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

Special Education Staff Roles and Responsibilities in the OCDSB

Superintendent of Learning Support Services - Peter Symmonds

System Principal of Learning Support Services - Amy Hannah

System Principal of Learning Support Services - Christine Kessler

Manager of Mental Health and Critical Services- Dr. Petra Dushner

Manager of Learning Support Services - Stacey Kay

Clinical Supervisors:

Psychology - Dr. Timothy Hogan

Social Work - Kathryn Langevin

Speech - Language Pathology - Maya Rattray

