



BOARD PUBLIC AGENDA

Monday, June 22, 2020, 8:00 pm
Zoom Meeting

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1. Call to Order -- Chair of the Board	
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11.1 COVID-19 Update

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Student Trustee Bi-Annual Report

June 22nd, 2020



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**2019/
2020**

A Year in Review: the Student Senate

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Increasing Student Senator Representation on OCDSB Advisory Committees:

Acting on recommendations from previous student trustees, senators were actively encouraged to participate on the OCDSB's advisory committees. Allowing senators to actively participate on these committees is an essential and tangible step towards the board's strategic goal of increasing student voice. Senators have not only had the opportunity to raise concerns that may only be apparent from a student perspective but they have also brought back pertinent discussion topics to senate meetings. This opportunity is also an essential professional development opportunity for senators. Having seen the tremendous success of this program, it is of paramount importance that trustees and senior staff continue to engage and include student senators who choose to volunteer their time for the betterment of equity and student voice within the board.



The Student Senate and Senior Staff:

This year the student senate had an opportunity to consult with a variety of senior staff ranging from CFO Carson, Dr. Duschner, and Superintendent Towaij on a diverse range of topics such as school facilities, mental health and education in mathematics. These consultations were two-way discussions where both staff and senators had the chance to ask questions and present discussion topics. These consultations ensure that the future plans of the board are practical and address student needs. From a professional development perspective, these consultations have proven beneficial to senators by increasing their knowledge of board affairs and developing transferable leadership skills. It is therefore recommended that senior staff continue engaging with the senate in meaningful consultations in order to develop cohesive and visionary policies.

Town Halls, One Year Later:

In the 2018-2019 school year, student senate had focused on encouraging town halls as a realistic, tangible and cost-effective measure to enhance student voice within OCDSB schools. These plans have had an overall positive effective which can be seen by the increasing prevalence of townhalls in OCDSB schools. This year, senators at many high schools organized town halls, involving school staff, system superintendents and some trustees. These meetings offer a chance for students to raise concerns directly with school leadership and provide an opportunity for system staff to learn more about district issues. As such, it is recommended that future student trustees, trustees and senior staff continue to find and create opportunities for direct engagement.



Quotes from our Senators

Change doesn't happen by chance. It happens by choice.
Daniel Bersyniow, Sir Robert Borden High School

I can't lie: this group of people taught me a lot. I grew as a leader but also as a person, I'm very thankful for that. I'm forever grateful to have the opportunity of being a student senator and to hold a position at the board level. It's been a great term! We, as a group, have accomplished lots for all the schools in the district and at the board! To our student trustees: thank you for working so hard and being amazing leads to the senate. I appreciate you both. To the adults on the board, thank you for teaching me something new every meeting and being great role models. Wishing the best of luck to next year's senate.

Amina Elsharif, Earl of March Secondary School

I joined the student senate this year and my favourite part was getting to work with other senators to provide feedback to the various board officials who visited our meetings to consult us. In my school, I was able to take on a greater responsibility in communicating information from the board to the student body and opening up that new communication channel, which both other students and I valued a lot.

Joy Liu, Colonel By Secondary School

Being a student senator gave me a reason to spend more time getting to know the students at my school and how to figure out what they needed. The skills I learned communicating with students at my school and fellow senators will be useful in many situations throughout the rest of my career.

Billy Mott, South Carleton High School

Menstrual Equity in the OCDSB

Starting in January 2020, Student Trustee Gagne began preliminary work on a menstrual equity project in the OCDSB. After consulting with other boards about their policies, and looking around the OCDSB, it was revealed that a grade 7/8 class at Featherston Public School had spent the current academic year piloting a trial program. Meanwhile, a roundtable discussion with Bell High School's Rainbow Alliance Club further elucidated the perspective of 2SLGBTQ+ students on this topic. Due to the onset of COVID19 in mid March much of the deliberation at the board level has been put on hold. Continuing into the 2020-2021 academic year, Student Trustees Elect, Joy Liu and Charles Chen, have indicated that this project will remain a priority. From this program came three components that will need to be considered as this project moves forward:

1

Central and unsupervised placement and access

Ensuring that at least one dispenser of feminine hygiene products is key to ensuring students who need to access the resource are able to regardless of where in the building their class may be located. It is also important to include a minimum of one dispenser at an alternate location for students who identify as male and require access to the products.

Education around use for all students

Educating all students in the building allows for the stigma surrounding periods to be disrupted which can create a safer environment for students who may have questions. Eliminating this stigma has also been shown to decrease rates of toxic shock syndrome. While tampons and pads can be shunned in some cultures, ensuring that access to these resources is a personal decision is critical.

2

3

Continuity of the program and the larger picture

Ensuring that students are aware the program is here to stay deters from "hoarding". In addition, ensuring adequate education and infrastructure will allow for the sanitary disposal of used products which is important to personal health and school cleanliness.

COVID19 Response and Student Supports

As student trustees, we recognize and appreciate the immense amount of work that went into the COVID19 response, and the ability to ensure online access to nearly all of our students is something that can not be overlooked. With that being said, there is always room for improvement. The following three categories are areas of focus that have been exasperated by the current crisis. Acknowledging the existing work and effort being undertaken, we would like to highlight them once again on behalf of our constituents.

“We are not just working from home, but trying to work at home during a global crisis.”

“It is not enough to to make the resource available, we must ensure it is accessible and known”

Community

The OCDSB must expand beyond our current model of outreach and promote online community.

Collaboration and play are commonly accepted as cornerstones to effective education, but also to a fun and welcoming environment. Throughout the tenure of the school closures due to COVID19, student initiatives such as coffee houses, talent shows, and club meetings were reworked to take place virtually. The district's involvement and pro activity in moving communications and thought sharing onto new virtual formats was appreciated by students, but the OCDSB can do better by taking steps to proactively engage with students. Online engagement will continue to be a reality for students moving forward; how can the school board support and encourage more digital engagement centred around collaboration and fun? To create a community, we as a district must not only focus on thought sharing and data gathering, but also on facilitating students' abilities to socialize, build school spirit, and continue to participate in events that are important to the experience of school in an on-line experience.



Accountability

Students require a uniform and transparent process to address accountability

There must be an avenue where students are able to pursue worries and anxieties of ill treatment, racism, harassment, or negligence on behalf of staff, not limited to the district's teaching staff. Without a formalised way to raise awareness of issues students may face with staff, we risk silencing already vulnerable voices. The importance of a transparent process in which students are able to keep staff accountable, not just to work norms, but also to standards of inclusivity is integral to promoting student success and student safety within the district. Under the current structure in our schools, this role falls on school administrations but specifically principals. We have observed this system repeatedly fail students which is why we have chosen to focus on student access to this process. In an ideal world, such systems would not be necessary, but the lived reality of students district wide has shown a need for a consistent, formal, and honest process through which students can seek outside help.



Meaningful Communication

The OCDSB must recognize that intentional and purposeful communication with minority groups must be prioritized.

COVID19 disproportionately affected certain sectors of society; this fact has only been reinforced as the situation worsened across much of Ontario. As a school board which is dedicated to inclusivity and equity, it is vital that communication with these groups takes place not where the district would like, but where students are able to. We cannot expect marginalised groups to come to us, we must meet them where they are at and ensure that it is purposeful and action oriented so as to not repeat the mistake of listening for the sake of listening, but instead listening for the sake of learning.

While these sections may be broad, we would recommend that they are areas worthy of additional discussion and the consideration of next steps would benefit from actively seeking input from students with lived experience.



COVID19 Communications to Students and Families

Student Trustees would like to thank the OCDSB's communications department for timely and cogent information sharing across email, social media and website platforms. The messaging sent out by staff was vital in ensuring that students were up to date with COVID-19 education changes. The Student Senate was also a vital communication piece, relaying updates to student bodies and clarifying misconceptions and confusions about evaluation and learning. Staff are recommended to continue exploring how the Student Senate can be used to enhance communications within the OCDSB. Despite these successes, it must be noted that certain communications were open to interpretations and caused confusion to many students. Students from English Second Language programs were especially affected. As such new methods should be explored to share important communications with ESL students through local school staff. The OCDSB should endeavour to use direct language and be mindful that the inadvertent use of vague language may lead to confusion among students, as demonstrated by the comments raised by Student Senators. For future OCDSB communications that are student centered, staff are recommended to give opportunities to student trustees to give feedback from a student perspective.

Recapping 2020 Conferences

OSTA-AECO

Virtual Annual General Meeting and OSTA-AECO Equity Project

Both Student Trustees Wijeweera and Gagné gained high quality professional development and networking opportunities. Student trustees were given opportunities to develop their public speaking skills, learn about current topics in education advocacy and participate in engaging workshops. Later on in May, OSTA-AECO organized an online General Annual Meeting, where student trustees had the chance to welcome incoming student trustees and participate in leadership workshops online. This year OSTA-AECO released an equity survey with the goal of quantitatively identifying specific student groups underserved by Ontario's Public Education System. The survey received over 3,300 responses and will be compiled into OSTA's annual position paper featuring recommendations for the Education Ministry. The current student trustees recommend that senior staff, trustees and incoming student trustees read the publication, once published, to gain an updated understanding of inequities in public education.

Recapping 2020 Conferences

OSTA-AECO

French Relations Conference 2020

This year OSTA-AECO's French Relations working group co-chairs, Prasith Wijeweera and Dylex Suan (Halton Catholic District School Board), had planned to hold the first French Relations Conference, at the Bayview Innovation Yards, with the goal of identifying issues present in Ontario's French as a Second Language programs (FSL). The conference was planned as a first towards OSTA-AECO's expansion into FSL advocacy. The full day event had scheduled workshops, guest speakers and roundtables, all with a goal of collecting student voice on the issues faced uniquely by students in FSL programs. While the conference was cancelled due to COVID-19, OSTA-AECO remains hopeful that the conference will take place in the future once the public health situation has improved. The French Relations working group would like to thank the work of Superintendent Hardie, who assisted in logistical matters and navigating the challenges with organizing conferences in the midst of labour action.

Recapping 2020 Conferences

Other Conferences

OPSBA Public Education Symposium

In January 2020, Student Trustee Wijeweera had the chance to attend the Ontario Public School Board's Association's Public Education Symposium. Here he had the chance to attend workshops focussed on student voice and the future of the role of school board trustee. He also had the chance to represent OSTA-AECO's Public Board Council at the Education Program Work Team meeting where he was able to provide student insight on topics such as cyber-bullying and curriculum modernization.

Racial Inequities within the OCDSB

Following the recent tragic death of George Floyd in Minneapolis, local advocates have raised numerous concerns of systematic and implicit racism within the OCDSB. Noting the sheer volume of inquiries, social media publications and complaints received surrounding this topic, it was deemed important to include this topic in the final report. The student trustees are highly concerned by the continued challenges faced by students of colour, including those from Black, refugee, immigrant; and Indigenous student populations.

The events have galvanized discussions on social media about alleged incidents of discrimination endured by past and present students over the last three decades. Having seen the ideas and concerns shared by students, it is worth noting that these community concerns should be used as an opportunity for the OCDSB to identify areas of improvements and continue discussions on how to create a more equitable education system. Specifically, the social issues arising from these student-led campaigns raise concern on four key areas for improvement and discussion for the OCDSB.

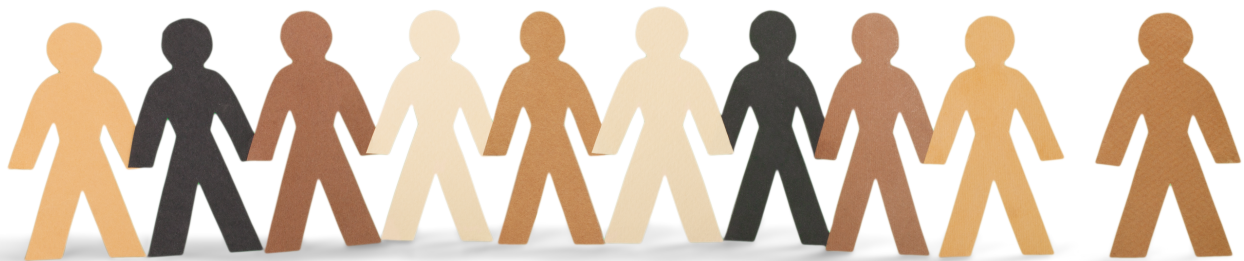
The difficulties Students Face in Raising Allegations of Discrimination Against School Staff Members.

Students continue to lack the information and skills they need to respectfully self-advocate and raise concerns about issues they may face within a school system. Specifically, when students lack parents who have navigated the school system, it is intimidating, confusing and stressful for students to correctly raise concern about perceived staff malpractice within OCDSB schools. It is therefore recommended that start of year assemblies, at all OCDSB schools, inform students about the appropriate procedures to signal inappropriate staff behaviour. It must be noted that these should be done in an age appropriate manner and OCDSB staff must be afforded a right to privacy in such matters.



Implicit and Unconscious Racial Bias in OCDSB Schools

Moreover, the student trustees are highly concerned about unconscious bias, profiling and other forms of implicit racism within the OCDSB. These incidents are difficult to identify and there is not much cohesive research data as a result. These incidents can range from certain racial groups being disproportionately questioned by school administration in the hallway to inadvertently patronizing behaviour towards the parents of minority groups. As the OCDSB continues to develop it's plan on the topic of equity, staff workshops are needed which address these issues. It is important that staff and students all work collaboratively towards reducing such biases.



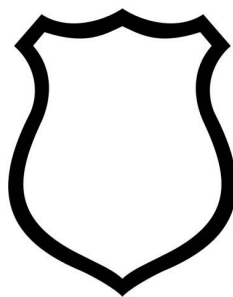
The Need for Greater Student Voice from Disadvantaged Student Groups

While the Student Senate and Presidents' Council effectively address mainstream issues in education advocacy, it must be noted that these committees do not accurately represent all student demographics. Nevertheless OCDSB senators and student council presidents have worked on using their own voices to elevate the voices of minority groups through charitable events and social media campaigns. As a next step for improvement, the OCDSB should explore new methods that can allow students underrepresented in board committees to raise their concerns and develop their leadership skills.



The Re-Evaluation of the School Resource Officer Program (SRO)

Noting that there is not much Ottawa specific data that illustrates student perspectives on the SRO program, the OCDSB should pause the program and conduct a review of the program and the impact (both positive and negative) that it has on student populations. While no specific recommendations are presented currently, staff should consider board wide student consultations on the project similar to the consultation by the Toronto District School Board in 2016. This is of salient importance because this would allow staff and trustees to be aware of the relevant statistics before making a decision. Ultimately, such an action plan would allow the OCDSB to make a data-based decision that is most beneficial and appropriate for students. Any research which does take place must however also be critical of abstract data; stories and experiences which can carry truths are not always seen in numbers.



Closing Remarks

Prasith Wijeweera

Having started in this position with very little experience in advocacy, I have been able to learn from the talented staff and my fellow OCDSB trustees. Since my first speech in September when I could not get my microphone to work, I have learned about the complexities of working in an office environment and the nuances of advocacy. I would like to thank Trustees Ellis, Bell, Scott, Lyra and Blackburn for attending Student Senate meetings. While they may not realize it, their willingness to listen to students was well appreciated by me and the student senators. Next, I would like to thank Superintendent Hardie and Vice-Principal Gagnier for their work in guiding the senate, providing advice to the student trustees and being open to new ideas. Finally, I would like to recognize Myra Wells in Board Services and the staff in the OCDSB Printing Services for their role in supporting the logistics of my work. The OCDSB's Board of Trustees remains a professional institution with some very inspiring staff and I would like to thank the board for this role and the related professional development opportunities. Having seen the tremendous work undertaken by OCDSB senior staff to increase equity and diversity, I'm confident that this school district is on the right track towards their strategic goals. As previously mentioned, coming into this role, politics was something that I was quite unfamiliar with, but throughout my term I have come to appreciate the OCDSB's supportive work environment. To close, the advice that I give to staff and trustees is to not be afraid to explore new experiences, whether it be a hobby, career pathway or skills. You may find yourself pleasantly surprised by the outcome.

Kind Regards,

Prasith Wijeweera

Ganaaboute Gagne

Having come into this role last September as an individual who for the most part harboured negative feelings for this institution, I can say this year and the district is much more complex than either I or my colleagues thought. The board has seen and observed that I will not hold my tongue, and this is no exception. The OCDSB is moving in the right direction, but not fast enough. Students in our district still grow up fearing their schools, they still grow up thinking they will never graduate, myself included. Acknowledging the hard work that is being done, I challenge the district to do better, and I am not the one to tell you how to do that.

I would like to thank several people though, primarily Superintendent Dorothy Baker, and the entirety of the Indigenous Education Team, not only for their supportive role this year but their continued agreeance to engage with me. I would also like to highlight the profound efforts of Student Senator Amina Elsharif, from EOM. She not only kept Prasith and me in check, but also pushed us towards new initiatives forcing us to become better people.

My parting task for the board is to connect with your constituents in a meaningful way; the inclusion and talk of diversity I have seen at the board are not reflected in our schools. Find those students and allow them to force you to be better people, and listen not for the sake of saying you listened, but for the sake of taking action.

Ganaaboute Gagne

8.1 Delegation - Robin Browne, re Code of Conduct Update

I'm here today to provide an update following my delegation to last month's Board meeting.

At that meeting, I shared community concerns about the Board's process for addressing complaints of alleged violations of the Board's Code of Conduct. I ended my presentation by saying that we planned to raise our concerns with our provincial representatives and on June 16 we did just that.

On that day, members of the 613-819 Black Hub, along with representatives of the Vaughn African Canadian Association, York Region's Parents of Black Children and representatives from other groups, met with Ontario Education Minister, Stephen Lecce and had a fulsome discussion.

We asked the Minister to commit to several things including changing the Education Act to:

1. Bring in much stronger penalties for single code violations that will actually act as a deterrent; and
2. Allow Boards to dismiss trustees found guilty of multiple acts of racial discrimination, particularly those involving anti-Black and anti-Indigenous racism.

We will share the Minister's response with you when we receive it.

Thank you.



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 20-059

22 June 2020

Summary of Results from Student Survey (2019-2020): *Valuing Voices – Identity Matters!*

**Key Contact: Michèle Giroux, Executive Officer, Corporate Services,
 613-596-8211 ext. 8310
 Dorothy Baker, Superintendent of Instruction, ext. 8886**

PURPOSE:

1. To provide a summary of the responses received through the Student Survey: *Valuing Voices – Identity Matters!* This equips us with knowledge of the characteristics and the diversity of our student population.

STRATEGIC LINKS:

2. This is essential and foundational work, which future reports will build upon to identify and remove barriers to equity of access, opportunity, and outcomes, and to create a safe and caring community for all students. This work aims to advance equity and contribute to a Culture of Social Responsibility and a Culture of Caring.

CONTEXT:

3. The OCDSB has a commitment to improving equity of access and opportunity for all students. Our community and the Board of Trustees are dedicated to understanding our student population and removing barriers to equity of access, opportunity, and outcomes at the OCDSB. This has resulted in a formalized process for the collection of identity-based data, which will serve as a tool to better understand and eliminate systemic barriers.

The collection of identity-based data builds on our 2011 Student Survey and our collaboration with other Districts through a working group with the Education Equity Secretariat at the Ontario Ministry of Education. Data collection was informed by the *Ontario Education Equity Action Plan* (2017), the *Ontario Anti-Racism Act* (2017), and the [Data Standards for the Identification and Monitoring of System Racism](#) (2018).

The Data Standards, which apply to public sector institutions in Ontario, establish “consistent, effective practices for producing reliable information to support

evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity. The Standards set out requirements, rationale, and guidance at every stage from planning and preparation to analysis and reporting. This includes, collecting, using, disclosing, de-identifying, and managing information, including personal information.”

While the Data Standards have guided our approach to the survey, the OCDSB survey actually goes beyond the framework of the Anti-Racism Act. Recognizing that many groups experience systemic bias and barriers, the District included survey questions which aligned with the Ontario Human Rights Code. This meant including questions related not only to race and religion, but also ethnic origin, citizenship, creed, sexual orientation, gender identity, family status and disability.

Focus groups with community partners, parents, and students were conducted by the District in 2018-2019. Through these conversations, we were able to better understand lived experiences and how the collection of identity-based data might help to identify strategies to overcome systemic barriers (as summarized in Report 19-081). This understanding was instrumental in developing the *Valuing Voices – Identity Matters!* student survey to collect demographic and perceptual data for all students in the system. Despite ongoing labour disruption, the survey was administered between 26 November 2019 through 19 January 2020.

KEY CONSIDERATIONS:

Setting the Foundation

4. As identified at the outset of administration, the purpose of the student survey was:
 - (i) to gather demographic information about the unique and diverse characteristics of the OCDSB’s student population;
 - (ii) to identify and respond to barriers to student learning and well-being;
 - (iii) to enhance the District’s capacity to serve its increasingly diverse student population and client communities.

Each of these goals must be carried out with clear intent, careful attention to the validity and accuracy of the data, and thoughtful consideration of the input shared by the community. We heard from parents, students and community partners that identity is important, it matters. This report is the story of identity at the Ottawa-Carleton District School Board, and is critical for setting the foundation for analyses that follow.

Recognizing the Current Environment

5. The need for and the importance of this work has been well documented for many years, but never more so than in the face of recent events and examples of racism and in particular anti-Black racism. Within the Data Standards, anti-Black racism is defined as *“prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, to the extent that anti-*

Black racism is either functionally normalized or rendered invisible to the larger White society. Anti-Black racism is manifest in the current social, economic, and political marginalization of African Canadians, which includes unequal opportunities, lower socioeconomic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system.” This definition, the perspective gained following recent events, and the insights and experiences shared during focus groups, all provide important context for our work supporting student learning and well-being for all students.

Process of Data Collection

6. The survey was designed to gather information about the OCDSB student population. For students in Kindergarten through Grade 6, parents/guardians were invited to complete a survey on behalf of each child. Students in grades 7-12 were invited to complete the survey in school during class time. The survey was distributed electronically using a direct email link through the Qualtrics research platform; hard copies were made available upon request and sent via Canada Post to those families without an email contact on file. Supports for translation and accessibility were provided, as outlined on pages 7 and 8 of the attached summary report (Appendix A). Participation in the survey was voluntary, which means that individuals were able to opt out of survey completion entirely or opt out of specific questions. Full details on implementation are provided in Appendix A.
7. A total of 74,975 parents/guardians (JK to grade 6) and students in grades 7-12 were invited to complete the survey; 34,888 individuals responded to the survey representing an overall response rate of 46.5% for the District, as shown in the following table:

Survey	Total Distributed	Total Returned	Response Rate
Parents (JK-6)	39,604	12,751	32.2%
Students (7-12)	35,371	22,137	62.5%
Overall (JK-12)	74,975	34,888	46.5%

8. Individual responses to the survey are confidential, but not anonymous. School staff does not have access to the individual student responses and the data is stored in a separate database from the Student Information System. There is a unique identifier on the survey data that allows research staff undertaking the analysis to link and analyze the survey data with other datasets (e.g., achievement data, suspension data, course participation rates, etc.). Results are reported for groups of students, not individuals.

Survey Content

9. The following demographic items for the survey were developed in accordance with the *Anti-Racism Act (2017)* and its associated *Data Standards for the*

Identification and Monitoring of Systemic Racism, and modified based on feedback provided by community partners:

- First language;
- Indigenous identity;
- Ethnicity;
- Race;
- Religion, creed, or spiritual affiliation;
- Gender identity;
- Sexual orientation;
- Disability;
- Status in Canada;
- Income range and number of persons in household (parents JK-6 only).

Perceptual questions were also included to help gain further insight into potential systemic barriers and biases that may impact student learning and well-being. Questions included such things as:

- Experience in school;
- Emotional well-being;
- OCDSB exit outcomes;
- Sense of belonging;
- Participation in extra-curricular activities;
- Representation of self in activities, curriculum, etc.;
- Expression & exploration of identity;
- Experience of stereotyping, prejudice, discrimination;
- Safety.

Reporting

10. A QuantCrit framework (Gillborn, Warmington & Demack, 2018), as outlined on page 9 of Appendix A, guided the approach to analysis and reporting of identity. This was done to not influence the meaning that is ascribed to the data, but rather to ensure critical analyses is informed by the experiential knowledge of marginalized groups. To honour the specific input gathered through the data collection, data was retained even in circumstances where responses may otherwise have been suppressed or rolled up to broader categories.
11. In addition to the detailed technical report (Appendix A), a data set containing the numbers and percentages for each item on the survey has been made available on the District website. Standard 35 of the Data Standards sets out this requirement for the release of data collected under the Act. Given that this collection also included perceptual data from respondents, the District has also included data for those items on the survey as part of the public release data set.
12. Most survey questions allowed for the selection of multiple responses that honours the multidimensionality of identity. Understanding and recognizing the multidimensionality of identity is important in creating a sense of community and belonging, but also in maintaining uniqueness as an individual.

From an analysis and reporting perspective, this adds complexity. Analysis must be sensitive to commonalities and differences in experience and treatment among persons reporting multiple responses. As an organization, we will have to

work with the community to consider how to address the dimensions and the intersectionality of identity. The Data Standards describe the following considerations in terms of multiple race categories. *“In some cases, it may make sense to count persons who report White and some other race according to the other race category selected. In other circumstances, it may be necessary and appropriate to aggregate or construct socially meaningful mixed-race categories. For example, a generic mixed-race category may be appropriate if there are insufficient or small numbers of individuals (fewer than 15) who select multiple race categories. If a generic mixed-race category might obscure significant differences, and sample sizes are sufficient, consider using specific combinations of race categories.”*

Results

13. The results from the survey highlight the diversity of the OCDSB student population, as evidenced by:
 - There were more than 150 languages that students were reported to have first learned to speak as a child. Amongst the most common were English, Arabic, French and Chinese.
 - Approximately 3.5% of survey respondents identified as being First Nations, Métis, and/or Inuit. Diversity within this population of students was reflected in the many communities, regions, or territories from which they came.
 - Most survey respondents considered themselves to be Canadian, despite more than 300 ethnic/cultural backgrounds being reported. Aside from Canadian, more than 5% of survey respondents reported being of Arab, Chinese, English, Irish, or Scottish descent.
 - While the majority of respondents identified as White, there was student representation from all response options provided to the question about race. Black, East Asian, Middle Eastern, and South Asian were amongst those most frequently reported.
 - The OCDSB student population is reflective of a multi-faith community; Christian and Muslim faiths were amongst those most frequently reported. Many students reported having no religious or spiritual affiliation.
 - Just over 1% of students in JK to grade 6, and more than 5% of students in grades 7 to 12, reported diverse gender identities.
 - Approximately 40% of parents/guardians of children in JK to grade 6 were uncertain or preferred not to answer the question about their child’s sexual orientation; the balance of respondents reported that their child was straight/heterosexual (55%), LGBTQ2S+ (1.5%), or that it was too soon to know (3.5%). Just over 16% of survey respondents in grades 7 to 12 identified as LGBTQ2S+.
 - Approximately 9% of survey respondents (parents/guardians of students in JK to grade 6, and students in grades 7 to 12) reported having a disability at the time of the survey. Learning disability was the most commonly reported disability for both groups of respondents. Close to one-third of students in JK to grade 6 were reported as having Autism, while a similar percentage of students in grades 7 to 12 reported having a mental health disability.

- Over three-quarters of survey respondents were born in Canada. Of those not born in Canada, most reported being a Canadian Citizen or landed immigrant/permanent resident at the time of the survey. Ten percent of JK to grade 6 students, and 13% of students in grades 7 to 12, were enrolled through a study permit as an international student.
 - Nearly 50% of parents/guardians of JK to grade 6 students reported an annual household income that was more than \$100,000; another 19% preferred not to disclose.
14. Responses to the perceptual questions shed further light on the student experience:
- Although most survey respondents reported positive school experiences, parents/guardians of children in JK to grade 6 tended to rate their child's experiences more positively compared to students in grades 7 to 12. For both groups, results suggest that an area of focus should be on respect. For younger students, acceptance was another area that warrants further attention, while older students need to be made to feel like they are part of the school community.
 - The majority of survey respondents reported positive moods and attitudes towards school. More than 75% of students in grades 7 to 12, however, reported being tired in the morning.
 - The majority of survey respondents described themselves as having "excellent" or "good" attainment of the characteristics and skills identified in the OCDSB Exit Outcomes. For the younger cohort of students, Creativity was a particular area of strength, and for the older cohort of students it was Digital Fluency. Areas that require further support include Goal Setting (both cohorts), Resiliency (younger cohort), and Communication and Global Awareness (older cohort).
 - A sense of belonging at school was stronger for the younger cohort of students compared to those in the older cohort. Five percent of students in JK to grade 6, and 11% of students in grades 7 to 12, reported a low sense of belonging.
 - Between 30% and 50% of survey respondents reported participating in Arts, Music, School Clubs, School Special Events, and Team Sports in school. These activities, with the exception of School Clubs and School Special Events, also tended to be the most common out-of-school activities. More than 25% of survey respondents reported an interest in participating in extracurricular activities, but an inability to do so. Time, cost, distance/location, and transportation were amongst the most frequently cited barriers.
 - Most survey respondents saw their identity reflected positively within the school. For students in JK to grade 6, this was particularly true with respect to pictures, posters, and displays, whereas extracurricular activities was the area in which students in grades 7 to 12 felt it the most.

- Survey respondents were more likely to report having opportunities to express their identity and learn about the identity of others, than they were to have opportunities to learn about their own identity.
- Students who have experienced stereotyping and/or acts of prejudice or discrimination within the school system, were most likely to report that it is associated with their appearance, clothing, or grades/achievement.
- For the most part, students reported feeling safe at school, in the area around the school, and on the way to and from school. Feelings of safety on the school bus, however, is an area that warrants further investigation.
- The majority of respondents do not worry about being bullied and have not been subjected to bullying. Of those students who had been the victim of bullying in the four weeks leading up to the survey, verbal bullying was the most common form for students in JK to grade 6, whereas verbal and social bullying were most common amongst students in grades 7 to 12.

Next Steps

15. The next phase of reporting will require the linking of survey data to other administrative datasets to help identify patterns and trends. The Data Standards require us to produce racial disproportionality and/or racial disparity indices for each unit of analysis. For example:
 - disparity in student outcomes (e.g., achievement, suspension rates, graduation rates) and experiences in school (e.g., sense of belonging, safety, etc.); and
 - disproportionate representation of different groups across programs and services (e.g., academic/applied/locally developed level courses; English with core French/French immersion programs).

The calculation of disparity and disproportionality indices is complex and an area that requires further discussion with community partners.
16. Our reporting plan has been to incorporate the use of this data into other regular reports (ASAR, suspension data, school climate, etcetera) ensuring alignment with the Data Standards. We also recognize that the availability of this data allows for and generates interest in a range of additional reports. As we consider our path forward, we are guided by these principles:
 - i. the collection of race-based data must lead to reliable and high-quality race-based statistics which contribute to informed strategies and evidence-based decision-making; and
 - ii. information collected may only be used for the purpose of eliminating systemic racism and advancing racial equity as defined in subsection 7(2) of the Data Standards.
17. There are many ways to approach future reporting. In addition to our regular reports, other examples include census portraits, thematic reports, outcome analysis, mapping, etcetera. Recognizing the complexity of the data and the significant interest in using the data to effect change, we must be very thoughtful about our expectations and approach to reporting. It is not possible to generate

all of these types of reports at once. A phased approach to analysis and reporting which ensures timely and useable information, and informs decision making will be critical.

18. Community organizations and stakeholders will continue to play a key role moving forward both in terms of data usage and reporting and our plans and next steps in our equity and indigenous education framework. Working together we can better understand the underlying systemic issues that contribute to these outcomes, and as we develop strategies to remove barriers. Dialogue with communities will also be required for the development of data sharing protocols/agreements (e.g., the rights of First Nations communities to have ownership, control, access, and possession of their data). This will form part of the governance work to be undertaken, along with the development of a District policy and/or procedure that establishes parameters for Open Data more broadly.

RESOURCE IMPLICATIONS:

19. The District received \$103,000 in one-time funding through a Transfer Payment Agreement to support this work up until the survey was launched. These funds were used to hire research staff, with the balance allocated towards meeting costs associated with the conduct of focus groups. The Ministry of Education provided an additional allocation of \$50,000 to support costs associated with the analysis and reporting of data, and facilitation of community partner meetings through August 2020. The current workplan and project timelines are aligned with the current and projected budget allocations.
20. The District has also invested in the software that was used to support the data collection for this project. The software also offers capabilities to generate reports and dashboards, making it a versatile tool for other initiatives within the District. Annual licensing fees are approximately \$120,000 and have been absorbed by the READ operating budget, which includes approximately \$60,000 from the MISA Local Capacity Building budget allocation in the GSNs.

COMMUNICATION/CONSULTATION ISSUES:

21. The survey results report is a very comprehensive report which appeals to a particular audience. The structure of the report was determined based on the feedback from focus groups about representing all voices – as such there is no suppression of data. The report is rich with information and does not meet the needs of all readers. To ensure more fulsome community access to this information, an infographic summary report is also being generated. This shorter and more visual presentation of the data will be of interest to many audiences. As we move forward, our focus is to build a communication and awareness campaign that is respectful, culturally sensitive, transparent and done in an accessible way.
22. Communicating the survey results to the community, particularly to participants, is a vital part of the process. Sharing the process and results, both in report

format, infographic and through an open data set for public use, increases credibility, usability and impact. It is important for participants to see how the data is treated, how their responses are being used, and the impact that their participation has on the future work of the organization.

23. Our collaboration with community organizations has been critical to informing our practice. Going forward, we are planning meetings with community organizations for the week of June 22 to share the data and discuss next steps. These meetings will also be an opportunity for us to discuss how to engage the broader community in discussions about the data, the identification of patterns and trends and the strategies and actions planned in response. We are also looking to establish a community based data advisory panel with whom we can engage in ongoing discussions regarding the data, the application of the provincial Data Standards and the format and structure of reporting.

DISCUSSION QUESTIONS:

The following questions are provided for discussion purposes:

- What stands out for you in the data/information that is presented?
- How does the data support what we heard during the focus groups?
- What questions does the data/information raise?
- What actions/next steps should be considered?

Michèle Giroux
Executive Officer, Corporate Services

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



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Identity Matters!

2019–2020

OCD\$B Student Survey Results

Understanding identity is essential to our ability to build relationships to support student learning and well-being. This is complex work that must be done in partnership with the community.

ACKNOWLEDGEMENTS

The Ottawa-Carleton District School Board is indebted to many individuals and community organizations who have contributed significantly to this work including the Advisory Committee on Equity and the Indigenous Education Advisory Council. The organizations listed below were invited to share their insight and experience to inform the data collection project. With their guidance, the District hosted focus groups with parents and students which led to very powerful discussions with participants sharing their experiences about racism, bias, and gaps that exist in the system.

The themes that emerged from these discussions helped to frame questions for the *Valuing Voices Student Survey* and identify broad areas (e.g., achievement gaps, suspension rates, access to programs) for further exploration that would require linkage of survey data to other datasets. In the fall, community organizations were once again instrumental in helping to refine the questions themselves, and served as ambassadors with their respective communities to stress the importance of participating in the survey process.

Moving forward, we look forward to continuing to work with community organizations to understand and interpret the data and to prioritize areas of further inquiry as we work to identify and address systemic barriers, bias, and racism within the system.

Our Appreciation to these Community Organizations

Assembly of Seven Generations	Pathways to Education
AZBGC – Annes Zabuli Boys and Girls Club	Pinecrest-Queensway Community Health Centre (CHC)
Children's Aid Society of Ottawa	Rainbow Alliance arc-en-ciel
Guyana Ottawa Cultural Association	Rainbow Service Providers Network
Indigenous Education Advisory Council	RAJO Project: Canadian Friends of Somalia
Islam Care Centre	Rideau-Rockcliffe Community Resource Centre
Jaku Konbit	Sandy Hill Community Health Centre
Jamaican Ottawa Community Assoc.	Social Planning Council
Jewish Federation of Ottawa	Somali Centre Family Services
Kind Space	Somerset West CHC
Lebanese and Arab Community Centre/Social Services	Spiritual Care Workers
Métis Nation of Ontario	St. Lucia Ottawa Association
Muslim Family Services	St. Vincent and Grenadines Association of Ottawa
National Council of Canadian Muslims	Trinidad and Tobago Assoc. of Ottawa
Odawa Native Friendship Centre	Tungasuvvingat Inuit
Ottawa Aboriginal Coalition	United Way
Ottawa Community Immigrant Services Organization (OCISO)	Wabano Centre for Aboriginal Health
Ottawa Inuit Children's Centre	Youth Services Bureau of Ottawa
Ottawa Local Immigration Partnership	613819 Black Hub
Ottawa Public Health	
Parents for Diversity	



Valuing Voices - Identity Matters! Survey Results

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RACISM AND HUMAN RIGHTS

“Racism consists of ideas, beliefs or practices that establish, maintain or perpetuate the superiority or dominance of one racial group over another.

Systemic racism occurs when institutions or systems create or maintain racial inequity often as a result of hidden institutional biases in policies, practices, and procedures that privilege some groups and disadvantage others.

Throughout Canada’s history including prior to Confederation, colonial practices, including the oppression of Indigenous peoples and the enslavement of people of African descent, have entrenched public attitudes, beliefs, and practices that continue to negatively impact Indigenous, Black, and racialized individuals and communities in social, economic, and political life.

The legacy of this history impacts Indigenous, Black, and racialized groups by perpetuating the advantages and institutional power of the historically dominant group (White individuals with higher socio-economic status). The negative consequences of this legacy are compounded over time and transmitted intergenerationally. Systemic racism continues to result in racially inequitable outcomes across public sectors such as education, child welfare and justice. Racist ideas and practices persist in a variety of forms, including anti-Black racism, anti-Indigenous racism, Islamophobia and antisemitism (see glossary for definitions of these terms).”

*Data Standards for the Identification and Monitoring of Systemic Racism,
Government of Ontario*

In Ontario, “Every person has a right to equal treatment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

*Ontario Human Rights Code
R.S.O. 1990, CHAPTER H.19*



INTRODUCTION

Background and Purpose

The Ottawa-Carleton District School Board acknowledges that racism and systemic barriers exist in our education system. The Board has identified the need to prioritize the dignity and well-being of all students in inclusive and caring classrooms and to remove barriers to equity of access, opportunity, and outcomes for students and staff. Dignity cannot be prioritized until we recognize, understand, and validate student identity.

The regular collection of identity-based data is a step forward in giving students voice. Taking a human rights-based approach to data collection means using disaggregated data about identity and other characteristics to inform our understanding of possible inequalities and address discrimination. It allows for comparisons between groups with different characteristics and, when used appropriately, can help highlight and address systemic barriers which preclude certain groups from realizing equal access, opportunities and outcomes. This is the story of identity at the Ottawa-Carleton District School Board.

In 2011, the OCDSB undertook a comprehensive student survey and generated a series of thematic research reports. Since then, the community and our Board of Trustees have expressed strong interest in formalizing a process for the ongoing collection of identity-based data as a tool to better understand and eliminate systemic barriers. With the introduction of the [Ontario's Education Equity Action Plan \(2017\)](#), and the subsequent enactment of the [Ontario Anti-Racism Act \(2017\)](#), a framework for school districts to move forward with this work is now in place. Standards for the collection of identity-based data by public sector institutions in Ontario are described in the [Data Standards for the Identification and Monitoring of Systemic Racism](#).

These standards establish “*consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity. The Standards set out requirements, rationale, and guidance at every stage from planning and preparation to analysis and reporting. This includes, collecting, using, disclosing, de-identifying, and managing information, including personal information.*” With the legislative authority and standards in place, the OCDSB began planning for the data collection process in the 2019-2020 school year. Considerable preparatory work was undertaken to ensure organizational readiness for this work, recognizing that we continue to learn and grow on our journey of understanding.



Our Journey

Like all journeys, there are many steps along the way. The following describes some of the key milestones along this path.

Where We Have Been

Long before the collection of data could begin, it was necessary to lay the foundation for organizational readiness. Ensuring not only the infrastructure, legislative authority and capacity to collect data, but also the cultural proficiency of the organization to receive the data. Data collection is not useful without the organizational knowledge and willingness to listen and to be open to using the data to expose structural racism and bias in the system.

To develop our understanding and inform our path forward, engaging our community was (and continues to be) an essential component of this process. This process requires listening to the voices of those most affected and learning from them about how to effect change. The key message from our focus group sessions was *Identity Matters*.

Where We Are Now

The survey allowed us to hear directly from almost 35,000 parents and students, and the experiences shared echo what we learned through the focus groups. Through both qualitative and quantitative data collection, we are hearing the need for action. This action is embedded in the priorities of the [OCDSB 2019-2023 strategic plan](#), as well as the Indigenous, Human Rights and Equity Roadmap 2019-2023 (draft in progress). The Roadmap is currently in draft development and outlines specific goals and actions to address systemic barriers for students and staff and to hold the District accountable for progress. This work recognizes that change is absolutely essential for success.

"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do this. Whether we do it or not must finally depend on how we feel about the fact that we have not done it so far." – (Edmonds, 1979)

This is the first of a series of reports to be generated from this data and, together with what we heard from the community focus groups, it is the story of identity. Not only does this data serve to describe the diversity of the OCDSB student population, it is foundational work which future reports will build upon to advance equity of access and outcomes through a Culture of Caring and a Culture of Social Responsibility.

Where We Are Going

Over the next few months, internal school-level dashboards will be created to facilitate access to aggregate level demographic and perceptual data for each school. While ensuring individual privacy is protected, these dashboards will provide schools with valuable insights about their student population.



Moving forward, future reports will link the survey data to other datasets in order to identify, address, and monitor issues of disparity and/or disproportionality in relation to such things as:

- achievement outcomes;
- suspension and expulsion rates;
- streaming (e.g., program pathways – academic, applied, locally developed; English/core French, French immersion);
- sense of Belonging; and
- feeling Safe at School.

These reports will include calculations of disparity and/or disproportionality indices, as required under the *Data Standards*. Consultation with community organizations and other stakeholders will be essential throughout this process in order to help refine the focus of the inquiries, to help establish thresholds and identify appropriate reference groups, and to provide important context for the results that emerge from the analyses. We will continue to build our practice of learning with community, and use the data to identify trends and patterns which help us to intentionally address structural racism and systemic barriers, and to effect change.

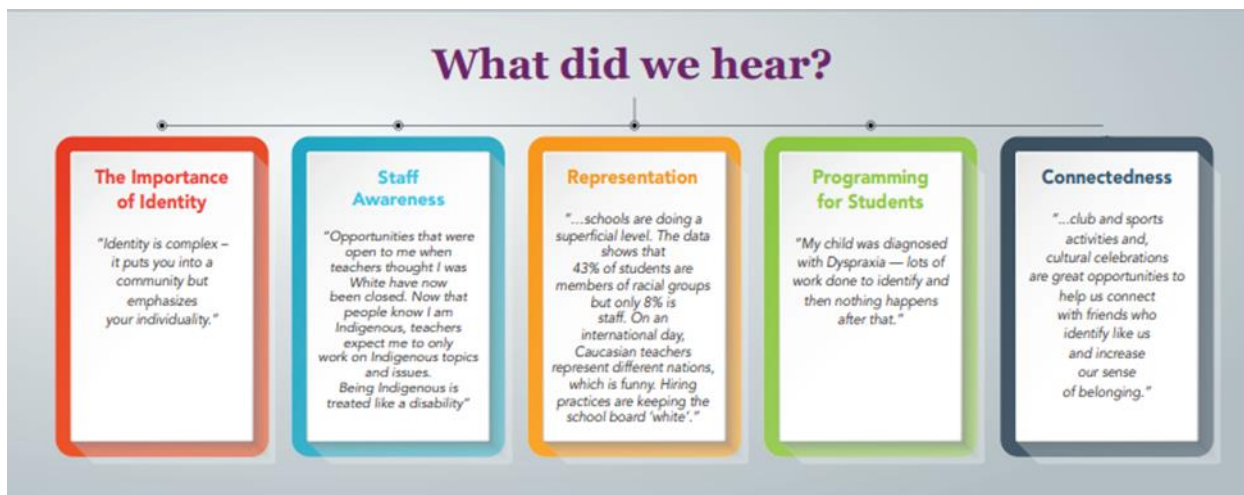
Engaging with Community

The Advisory Committee on Equity and the Indigenous Education Advisory Council have been important voices in encouraging and guiding the collection of identity-based data. In May 2019, the OCDSB invited community groups and agencies to begin discussions about how to approach this work; 44 community members attended one of the two meetings. The insight of community organizations was a critical starting point for planning the Focus Group Sessions.

Focus Group Sessions

In the spring of 2019, the District held focus group sessions with students and with parents of students who have experienced racism, biases, or barriers, including anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities. Separate focus groups were held for participants who identified from the Indigenous community.

Through May and June, five focus group sessions were held and we were fortunate to have participation from approximately 60 students and 147 parents who shared their experiences about racism, biases, and gaps that exist in the system.



Five themes emerged in the discussions:

- **The Importance of Identity** – participants discussed the complexity of identity; the sense of community that arises from identity; the risks of stereotyping associated with identity; and the very personal nature of the journey of how we define our identity;
- **Staff Awareness** – participants acknowledged the need for better staff awareness and capacity to supporting issues of identity; concern was expressed about the risk of learning expectations being established based on identity rather than capacity; and the need to balance engaging students identity in the classroom and expecting the students to be a knowledge expert on the history and culture of their identity;
- **Programming for Students** – participants discussed the importance of relevant programming for students; access to programming and resources; and the need to ensure that where specific learning needs are identified and documented, such as in an IEP, those needs are addressed in the classroom;
- **Representation** – participants addressed the importance and value of having an OCDSB workforce that is representative of the students in our classrooms; in addition, they discussed the importance of having learning resources which include and reflect the identities of our students;
- **Connectedness** – participants discussed the importance of ensuring opportunities for students/communities to connect, and acknowledged the value of forums such as the Black Youth Forum, the Indigenous Youth Day, Date for Diversity, and the Rainbow Youth Forum to create awareness and a sense of belonging.

The information collected from focus group participants helped the District better understand the context within which disparities, biases, and gaps operate within the system. A [report](#) summarizing what we heard was shared with senior staff and Trustees



in September 2019; the information was also used to shape the data collection process, enhance system capacity to support student learning and well-being, and inform the development of the survey instrument. Most importantly, the focus group sessions shone a light on what we need to do as an organization to move forward in this work.



The acknowledgement that racism and bias exist in the education system was such an important step forward for the Ottawa-Carleton District School Board. Listening to students and parents talk about their experiences was powerful. With this in mind, we embarked on the survey development process – Valuing Voices, Identity Matters!

Survey Development

A multi-disciplinary project team was established in the spring of 2019 to oversee the work leading up to the collection of identity-based data. Members of the team included staff from Program & Learning K-12 (PAL), Equity, Indigenous Education, Communications, Business & Learning Technologies (B<), and Research, Evaluation & Analytics (READ).

The purpose of the survey was to gather information about the OCDSB student population (Kindergarten through Grade 12) in order to:

- better understand the unique and diverse characteristics of the student population;
- identify and respond to systemic barriers to student learning and well-being; and
- enhance our capacity to serve an increasingly diverse student population and client communities.

The survey included both demographic and perceptual questions. Demographic items for the survey were developed in accordance with the *Anti-Racism Act (2017)* and its



associated *Data Standards for the Identification and Monitoring of Systemic Racism*. Respondents were asked about their (or their child's):

- first language
- Indigenous identity
- ethnicity
- race
- religion, creed, or spiritual affiliation
- gender identity
- sexual orientation
- disability
- status in Canada
- income range and number of persons in household (parents JK-6 only)

Perceptual questions were developed to help gain further insight into student experience to understand potential systemic barriers and biases that may impact student learning and well-being. Survey items developed and used in the OCDSB 2011 Student Survey, as well as those used by other school districts (e.g., York Region District School Board, Toronto District School Board, Algoma District School Board, Peel District School Board, and Durham District School Board), provided a solid foundation from which to work. Items were modified based on input from the cross-departmental project team and community organizations to meet system needs.

Questions included such things as:

- experience in school
- emotional well-being
- OCDSB exit outcomes
- sense of belonging
- participation in extra-curricular activities
- representation of self in activities, curriculum, etc.
- expression & exploration of identity
- experience of stereotyping, prejudice, discrimination
- safety

Two survey instruments were developed – one for parents/guardians of students in JK to grade 6 and one for students in grades 7 to 12. The survey questions were the same, but the structure of the questions was modified to the respective audience (parents versus students). The parent survey (JK-6) had one additional question regarding family income. This was not asked on the 7-12 survey.

Confidentiality, Privacy & Security

The survey was designed to be confidential, but not anonymous. Student names did not appear on the survey, but each survey included a unique survey ID to allow District research staff to link survey data to other datasets (e.g., achievement outcomes,



participation rates in different programs/courses, suspension rates, etc.). This is necessary in order to:

- determine a baseline for understanding the disparity and disproportionately that exists in the system;
- develop programs, policies, and practices aimed at improving outcomes and services for students; and
- monitoring progress towards creating greater equity of access to programs and services and outcomes.

The survey data is encrypted and stored in a separate database which does not contain information that could identify individual students. The database is stored on Canadian servers and is accessible to a limited number of staff in the Research, Evaluation & Analytics Division for the purpose of analysis and reporting.

In order to protect students' privacy, results are reported for groups of students. In this initial stage of reporting no suppression rules have been applied given that the risk of being able to identify an individual is low and the data is being reported for each item independent of other data. In future reporting, suppression rules will be applied to ensure that individual privacy continues to be protected.

In accordance with Standard 35 of the Data Standards, a de-identified data set containing the number and percentage of respondents selecting each response category for each question posed in the demographic section of the survey will be made available on the OCDSB website at the time this report is made public.

Data will be retained in an active state for a period of five (5) years from the time of collection, at which time it will move to inactive storage for a period of six (6) years in accordance with current OCDSB retention policies. At the end of this time, data will be securely destroyed and removed from the servers.

Communications & Consent

Direct communications to parents regarding the Valuing Voices survey began in October 2019 through the District Newsletter, *Keeping You Connected*, and School Council Updates. These communications were more general in nature, with more details beginning to be provided in early November. School principals received information and materials to assist in creating awareness amongst students, staff, and the broader school community beginning in October. Direct communications with students in grades 7 to 12 occurred on November 8 using the District's email system.

Information letters distributed to both parents and students outlined the purpose of collection, how data would be used, and advised of the voluntary and confidential nature of the collection. Parents/guardians of children in JK through grade 6 consented to participation in the collection by completing and submitting the survey.



Parents/guardians of children in grades 7 to 12 could request that their child not participate in the collection by completing an opt-out form. A total of 318 (0.4%) of parents of students in grades 7-12 submitted an opt-out request; these students did not receive the email and survey link. Students and parents who completed the survey could choose to complete all, some, or none of the survey questions.

Survey Implementation

The survey was administered electronically using the *Qualtrics* survey platform. Paper copies of the survey were sent via Canada Post to parents/guardians of students in JK to grade 6 for whom an email address was not on file with the school District. Postage paid return envelopes were included for ease of direct return to the READ division.

A dataset was provided to staff in READ by B< that contained the following student information, including:

- student name
- Ontario Education Number (OEN)
- local student ID number
- school
- grade
- student OCDSB email address (grades 7-12)
- names and email addresses for the first and second parent/guardian point of contact (JK-6 and those in specialized special education classes e.g., Autism, Developmental Disability, Behaviour Intervention Program)
- language

Random survey IDs were generated for each student. One record per student containing the unique survey ID, student's first name, school, grade, and email contact (student or parent/guardian) was uploaded into *Qualtrics* which generated a unique URL associated with the unique survey ID. Parents/guardians with more than one child in JK to grade 6 were invited to complete one survey per child – the email invitation included the first name of the child to indicate for whom the survey should be completed.

Initial survey distribution to the first point of contact for parents/guardians of students in JK to grade 6 took place on November 26 directly from the survey platform. A minor technical issue resulted in a re-distribution to all parents/guardians on November 27 to ensure the student first name was clear.

Parents completed the survey at their leisure. For students in grades 7 to 12, time was allocated during the school day to complete the survey in small groups. Schools provided a schedule for administration to READ in order to facilitate distribution of survey links to students on the morning of administration.



Translation and Support

In order to make the survey accessible to everyone in the community, all survey instruments, as well as the information letters to parents/guardians, were translated into Arabic, Chinese, French, Somali, and Urdu to reflect the most common languages spoken by students and families as reported in the Trillium student information system in November 2019. Communications to parents/guardians, and the paper version of the survey, were also translated into Inuktitut and posted to the District website to support the Inuk community (the survey platform does not currently support the font type for this language).

In addition to translated materials, schools were encouraged to develop local strategies to encourage participation and to support families who might require assistance. Examples included access to a computer at school to complete the survey, access/support from the Multi-Cultural Liaison Officers, school or school council awareness campaigns and/or events and activities to encourage completion, support through the Family Reception Centre or other mechanisms.

Accessibility

The survey platform supports survey completion using both mobile and desktop devices. The system is also compatible with a range of assistive technology supports, such as *Read & Write for Google*, which is widely used in the OCDSB by students with special education needs and English language learners. For students in grades 7 to 12 enrolled in specialized special education programs (e.g., Autism, Developmental Disability, Behavior Intervention Program (BIP)) who required substantive support to complete the survey, links were sent to the parent/guardian who was asked to complete the survey with their child.

METHODS AND PARTICIPATION

Theoretical Framework for Analysis

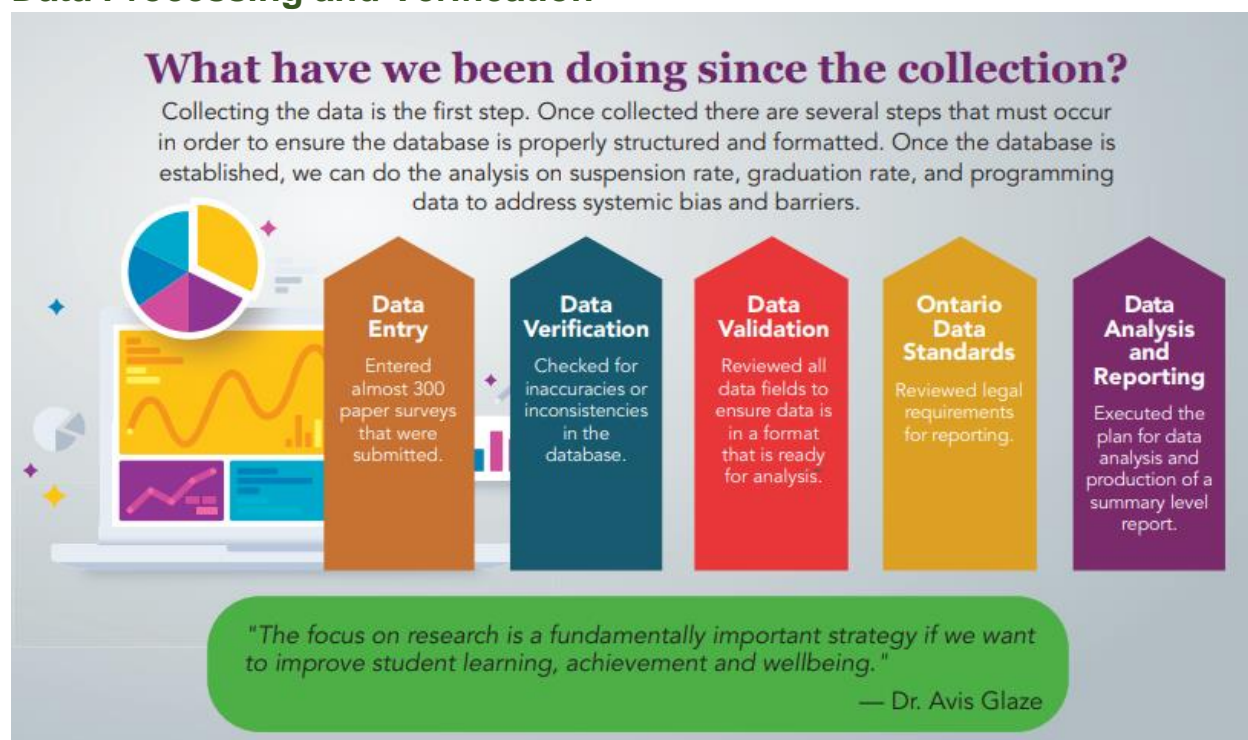
This work sets the foundation required for the identification and removal of systemic barriers and biases that perpetuate racism and inequities in the education system. Careful consideration has been given to allow readers of the report to make their own observations and draw their own conclusions from the responses received from parents and students, so as not to influence the meaning that is ascribed to the data. This approach is guided by the QuantCrit framework for analysis described by Gillborn, Warmington & Demack (2018) which is based on the following principles:

- at its core, racism is a complex and deeply rooted aspect of society that is not readily amenable to quantification;



- numbers are not neutral and should be interrogated for their role in promoting deficit analyses that serve white racial interests;
- categories are neither 'natural' nor given, therefore, the units and forms of analysis must be critically evaluated;
- voice and insight are vital: data cannot 'speak for itself'; critical analyses should be informed by the experiential knowledge of marginalized groups; and
- statistical analyses have no inherent value but they can play a role in striving towards social justice.

Data Processing and Verification



Once the survey administration period closed, staff began to prepare the dataset for analysis and reporting. This process included:

- data entry of approximately 300 completed paper surveys for parents of children in JK to grade 6;
- removal of duplicate records;
- reassignment of unique survey IDs where the parent/guardian had indicated the survey had been completed for the wrong child;
- recoding of short-answer, open-ended response options (demographic and perceptual) into existing response options, where applicable, or creating additional categories where none existed previously;



- creation of themes and key terms for the two open-ended response options associated with sense of belonging, and assignment of themes to each respondent using both traditional qualitative coding practices and leveraging functionality within *Qualtrics*.

The goal of this phase of work was to retain as much data as possible and only exclude responses where it was clear that the respondent was not answering truthfully (e.g., all, or an unreasonably large number of, response options were selected for multiple questions). From the responses received, 10 (0.1%) JK to grade 6 surveys, and 128 (0.6%) surveys for students in grades 7 to 12, were removed from the analysis.

Survey Response and Participation

A total of 74,975 parents/guardians (JK to grade 6) and students in grades 7 to 12 were invited to complete the *Valuing Voices Student Survey*; 34,888 individuals responded to the survey representing an overall response rate of 46.5% for the District. The response rate was higher for students in grades 7-12 compared to parents/guardians of children in JK through grade 6, as shown in the following table.

Survey	Total Distributed	Total Returned	Response Rate
Parents (JK-6)	39,604	12,751	32.2%
Students (7-12)	35,371	22,137	62.5%
Overall (JK-12)	74,975	34,888	46.5%

Examination of response rates by school showed ranges from 13.9% to 42.3% for the JK to grade 6 parent survey, and from 4.2% to 98.5% for students in grades 7 to 12. Lower response rates tended to be observed in schools with specialized or unique student populations (e.g., specialized special education centres, Adult High School, and secondary alternate sites). For the grades 7 to 12 survey, 13 sites had response rates below 50% - Adult HS, five secondary alternate sites, and the grades 7 and 8 portion of enrolment in seven schools.

Of the school districts that have undertaken data collection under this framework, OCDSB response rates for parents were marginally higher than those reported in Durham (30%) and York Region (30.1%). Response rates for students in grades 7 to 12 varied considerably across school districts, ranging from 46% in Durham to approximately 90% in York Region and Peel.

Most respondents completed the survey in English (95.5% of parents; 97.8% of students). Approximately 2% of parents responded to the survey in Arabic, and 1% in



Chinese. The remaining languages in which the survey had been translated had been accessed by less than 1% of participating parents or students.

Of the 34,888 surveys returned, not all participants responded to every question. To ensure that all voices were captured in this initial report, participation rates have been calculated for each survey question (or item) by respondent group. These figures are presented at the beginning of each table for ease of reference. Participation rates for survey items typically exceeded 90% for students in grades 7 to 12; rates were typically higher for this group compared to parents/guardians of children in JK to grade 6. For both groups of respondents, higher participation rates were observed for the demographic questions compared to the perceptual questions. The lowest participation rates were associated with the question regarding participation in extra-curricular activities.

Descriptive Analysis

The analyses undertaken for this phase of reporting are descriptive in nature. That is, they represent both the number and percentage of respondents who selected particular responses to each question. Given that results are reported independently for each question (i.e., there is no cross-tabulation of data across questions or linkage of data to other datasets), there is no risk of identifying individuals from the data resulting in no suppression of data for this report. For most of the demographic questions, responses will not necessarily add to 100%, as respondents were permitted to select as many responses that applied.

While every effort was made to provide as inclusive a list of response options as possible for each question, respondents also had the option of adding additional information in an open-ended text field at the end of most demographic questions. In these cases, responses were re-coded to existing response options where it was clear that the open-ended response matched an existing category; additional categories were created to account for the remaining responses – these are clearly indicated in the detailed tables that follow.

Respondents were also invited to respond to one of two open-ended questions designed to gain insight into what has, or would, contribute to a greater sense of belonging at school. For these items, thematic analysis (TA) was used to group similar responses into themes and associated key words ([Terry et al., 2017](#); Braun & Clarke, 2006). Both inductive and semantic approaches to TA were used to develop themes.

Methodological Considerations and Limitations

Every effort was made to pose survey questions that were clear and that had been used previously in other data collections. Nevertheless, there is always the potential for respondents to interpret questions differently from the way in which they were intended.



One example is in relation to the question asking people about their Indigenous (First Nations, Métis, Inuit) background. Specifically, the additional information provided by respondents who indicated “yes” to one or more of these groups suggested that some folks were unclear that the categories reflected a North American context and not that of Indigenous peoples from other areas of the world.

Translation of specific concepts or terms may also influence how someone responds to a question. For example, despite the preamble provided before the Race and Ethnic/Cultural background questions, the nuance between how you are perceived by others (i.e., Race) and how you identify yourself (i.e., ethnic/cultural background) may not have been clear to some respondents, as these terms are often used interchangeably.

Communications with parents/guardians relied upon information that was available in the Student Information System at the time of survey launch. This included email addresses for the first custodial point of contact and physical home addresses in the case of students for whom a parent/guardian email was not entered into the system. If there was inaccurate or incomplete information in the system, surveys were returned as being “undeliverable” or may not have reached the intended target. Throughout the survey administration period, staff responded to individual queries received from parents/guardians through the Valuing Voices email account, updating email addresses in the *Qualtrics* distribution system and resending links, as requested. Redistribution of returned paper copies was not feasible within the administration window of the survey and in light of the labour sanctions in place at the time. Packages returned as undeliverable accounted for less than 0.1% of the total JK to grade 6 student population.

Responses to some of the additional open-ended response options raised questions as to whether or not they should be included in the reporting of results. Specifically, some information provided was prejudicial or discriminatory in nature (e.g., gender identity and sexual orientation questions), or seemed somewhat implausible (e.g., religious, creed, and/or spiritual affiliations referring to specific world leaders). To maintain as neutral a stance on this initial phase of reporting as possible, and not introduce additional bias into the results that are presented, these response options have been maintained in the reporting of individual questions and are included in the frequency counts for the “additional response” options. Given there were relatively small numbers of responses that fell into this category, the overall percentages provided in the tables that follow are not significantly impacted. Further investigation of these responses will be required as the next phases of reporting are undertaken.



HOW TO USE THIS REPORT

Each survey question is presented in its entirety, in the order in which it appeared in the survey. Demographic results are presented first, followed by perceptual data that reflects the experiences of OCDSB students in our District. The numbers and percentages of respondents for each item and response option are presented in the tables that follow.

Where applicable, external data sources were used to allow comparisons of District data to that of the surrounding community. External data sources were carefully considered in relation to the demographic data collected through the survey. The final decision to use 2016 Census Data from Statistics Canada was based on the comparability of the external source to the questions and response options provided on the Valuing Voices survey, the reliability of the external data source, and how recent the data was collected. This information is presented next to the survey categories to serve as a general guide/context for interpretation, but should not be expected to reflect the exact composition of the OCDSB student population or respondents to this survey. Specifically, there are many other factors that need to be considered (e.g., other school districts in the area, school-aged vs. full population).

In alignment with the QuantCrit theoretical framework, interpretation of results is left to the reader who is encouraged to think about the following:

- What stands out for you in the data/information presented?
- What questions does the data/information raise?
- What actions/next steps should be considered?



Valuing Voices - Identity Matters! Survey Results

How to Read the Tables

Indicates the question that was posed to grades 7 to 12 students.

Indicates the survey version.

Indicates the percentage of people in the City of Ottawa in each response category.

What is the first language(s) you learned to speak?	JK-6 Parents		Grades 7-12 Students		Ottawa ¹
	#	%	#	%	
Respondents/Participation	11,726	92.0%	20,119	91.4%	923,370
Albanian	34	0.3%	69	0.3%	0.1%
Algonquin	4	0.0%	40	0.2%	0.0%
American Sign Language	19	0.2%	97	0.5%	0.0%

Indicates the response options for the question.

Indicates the number of people who selected each response option.

Indicates the percentage of people who selected each response option (based on the number of people who responded to the question).

Indicates the number of people who responded to the question, and the percentage of the overall survey sample that this represents.

Things to Keep in Mind

- The table format above, or slight variations of, is used to present data from the Valuing Voices survey in this report;
- Only questions that have a comparable data reference for the City of Ottawa have the Ottawa column included;
- For questions that allowed respondents to select all options that applied to them, both the number and percentage sum to more than 100%, as percentages were taken as a proportion of the number of people responding to the question and not a percentage of responses;
- For questions that allowed respondents to select one option only, percentages may not sum to 100% due to rounding.



RESULTS

Demographics

The first section of the survey posed demographic questions which are important components of a person's identity. The questions were based on those provided by the Ministry of Education in the fall of 2019, developed through provincial consultations with staff from several school districts, the Anti-Racism Directorate, and other subject matter experts. Where permitted, modifications were made to individual questions in consultation with community partners. For some questions, a preamble was required to help provide context for the question that followed; these are noted in text boxes preceding each table. With the exception of language, all questions relate to areas protected under the Ontario Human Rights Code (1990) which prohibits acts of discrimination against an individual on these grounds.

Identity is complex and multifaceted, and we heard that it matters. Providing a space that allows people to express their identity is a critical first step for the District to understand the unique and diverse characteristics of the student population it serves. It is important to note that some aspects of a person's identity are unlikely to change over time (e.g., the language(s) you first learned to speak), while other aspects may change (e.g., gender identity and/or disability). For this reason, the collection of identity-based data cannot be a one-time collection to fully understand the student population.

The information presented in the tables below reflects the student or parent response to each individual survey question. The responses to each question are reported as distinct. This allows us to fully capture and report on the breadth of identity of respondents. In reality, respondents are multidimensional and they had the ability to select multiple responses or "all that apply" on many questions. In future analyses, it will be necessary to ensure those who have provided multiple responses are properly captured when reporting about specific groups. In addition to properly reflecting the multidimensional nature of respondents, the next phases of analyses will examine the intersectionality of identity in relation to student experiences, perceptions, and outcomes.

First Language Spoken

School districts were permitted to adjust the response options for this question to reflect local needs. Based on input from community partners, the options included in the survey reflected languages of students recorded in Trillium at the time of the survey and that were aligned with the 2016 Census categories. An open text box was also provided for respondents to identify any languages that were not presented in the available list of options, including Indigenous languages.



Valuing Voices - Identity Matters! Survey Results

Respondents were permitted to select multiple response options; the majority selected only one (88.4% of JK to grade 6 students; 81.3% of students in grades 7 to 12).

What is the first language(s) you learned to speak?	JK-6 Parents		Grades 7-12 Students		Ottawa ¹
	#	%	#	%	%
Respondents/Participation	11,726	92.0%	20,119	91.4%	923,370
Albanian	34	0.3%	69	0.3%	0.1%
Algonquin	4	<0.1%	40	0.2%	0.0%
American Sign Language	19	0.2%	97	0.5%	0.0%
Amharic	7	0.1%	71	0.4%	0.2%
Arabic	1,152	9.8%	1,807	9.0%	3.7%
Bengali	94	0.8%	240	1.2%	0.4%
Berber	12	0.1%	30	0.1%	0.0%
Bosnian	6	0.1%	43	0.2%	0.1%
Bulgarian	8	0.1%	42	0.2%	0.1%
Burmese	4	<0.1%	32	0.2%	0.0%
Cambodian	17	0.1%	51	0.3%	0.1%
Cantonese	86	0.7%	237	1.2%	1.1%
Chinese	382	3.3%	999	5.0%	3.4%
Creole	16	0.1%	65	0.3%	0.9%
Croatian	6	0.1%	18	0.1%	0.1%
Dari	48	0.4%	50	0.2%	
Dutch	17	0.1%	29	0.1%	0.2%
English	9,067	77.3%	14,612	72.6%	60.9%
Estonian	3	<0.1%	13	0.1%	0.0%
Farsi	96	0.8%	166	0.8%	0.7%
French	488	4.2%	2,094	10.4%	13.8%
German	27	0.2%	112	0.6%	0.6%
Greek	17	0.1%	34	0.2%	0.2%
Gujarati	19	0.2%	32	0.2%	0.2%
Harari	1	<0.1%	4	<0.1%	0.0%
Hebrew	13	0.1%	69	0.3%	0.0%
Hindi	81	0.7%	144	0.7%	0.3%
Hungarian	7	0.1%	23	0.1%	0.2%
Igbo	6	0.1%	4	<0.1%	0.0%
Inuktitut	19	0.2%	35	0.2%	0.0%
Italian	13	0.1%	66	0.3%	1.0%

¹ 2016 Canadian Census – reflects the “mother tongue” breakdown for Ottawa; cells that are shaded and that contain no data were not options available on the Census, but were reflected in the OCDSB Student Information System.



Valuing Voices - Identity Matters! Survey Results

First Language Spoken (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Japanese	36	0.3%	88	0.4%	0.1%
Kannada	4	<0.1%	15	0.1%	0.1%
Karen	11	0.1%	28	0.1%	0.0%
Kinyarwanda	1	<0.1%	14	0.1%	0.1%
Kirundi	1	<0.1%	7	<0.1%	
Korean	58	0.5%	137	0.7%	0.2%
Kurdish	25	0.2%	49	0.2%	0.1%
Lao	2	<0.1%	10	<0.1%	0.0%
Latvian	3	<0.1%	5	<0.1%	0.0%
Lingala	1	<0.1%	5	<0.1%	0.0%
Luganda Kinandai	0	0.0%	1	<0.1%	
Macedonian	6	0.1%	1	<0.1%	0.0%
Malayalam	21	0.2%	26	0.1%	0.1%
Mandarin	120	1.0%	169	0.8%	2.0%
Marathi	11	0.1%	9	<0.1%	0.0%
Mongolian	3	<0.1%	4	<0.1%	0.0%
Nepali	23	0.2%	62	0.3%	0.1%
Norwegian	2	<0.1%	6	<0.1%	0.0%
Pashto	48	0.4%	91	0.5%	0.1%
Persian (Farsi)	34	0.3%	108	0.5%	0.7%
Polish	16	0.1%	32	0.2%	0.6%
Portuguese	46	0.4%	73	0.4%	0.5%
Punjabi	67	0.6%	110	0.5%	0.4%
Romanian	26	0.2%	65	0.3%	0.3%
Russian	112	1.0%	278	1.4%	0.7%
Serbian	25	0.2%	64	0.3%	0.2%
Serbo-croatian	5	<0.1%	11	0.1%	0.1%
Sinhala	12	0.1%	37	0.2%	0.1%
Slovak	6	0.1%	10	<0.1%	0.1%
Somali	105	0.9%	252	1.3%	0.7%
Spanish	150	1.3%	359	1.8%	1.3%
Swahili	9	0.1%	57	0.3%	0.1%
Swedish	6	0.1%	18	0.1%	0.0%
Tagalog	26	0.2%	59	0.3%	0.7%
Tamil	64	0.5%	117	0.6%	0.3%
Telugu	29	0.2%	27	0.1%	0.1%
Thai	6	0.1%	15	0.1%	0.0%
Turkish	102	0.9%	144	0.7%	0.2%
Twi	4	<0.1%	7	<0.1%	



First Language Spoken (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Ukrainian	8	0.1%	29	0.1%	0.2%
Urdu	166	1.4%	320	1.6%	0.5%
Uzbek	5	<0.1%	9	<0.1%	0.0%
Vietnamese	65	0.6%	314	1.6%	0.6%
Yoruba	7	0.1%	22	0.1%	
Another language not listed ²	78	0.7%	149	0.7%	
Not Sure	3	<0.1%	57	0.3%	0.2%

Indigenous Self-identification

Standard 13 requires there be a distinct question on Indigenous identity. The format presented in the Data Standards was deemed to be acceptable by community partners. There was a desire, however, to include a follow-up question inviting respondents to include additional information about the territory, region, or community to which they belong, as this is an important component of identity.

Respondents were permitted to select multiple response options; the majority selected only one (89.7% of JK to 6 students; 92.8% of students in grades 7 to 12).

Do you identify yourself as First Nations, Métis, or Inuit?	JK-6 Parents		Grades 7-12 Students		Ottawa ³
	#	%	#	%	%
Respondents/Participation	11,952	93.7%	21,471	97.6%	916,860
No	11,582	96.9%	20,671	96.3%	97.5%
Yes, First Nations	274	2.3%	547	2.5%	1.2%
Yes, Métis	107	0.9%	245	1.1%	1.0%
Yes, Inuit	81	0.7%	139	0.6%	0.1%

² Includes: Afaan Oromo, Afar, Afrikaans, Algerien, Anishnabe, Armenian, Atas, Azerbaijani, Basaya, Basque, Bini, Catalan, Chad, Cham, Chichewa Tumbuka, Chinyanja, Czeck, Choui, Circassian, Cree, Danish, Dhat ki Sindhi, Dinka, Dubunli, Eritrean, Ewe, Filipino, Finnish, Fulani (Fula), Ghanian, Ghanongga, Hausa, Icelandic, Ilocano, Indonesian, Irish Gaelic, Itawis, Kachowedidian, Kaya, Kazakh, Khmer, Klingon, Konkani, Kutchi, Lai, Lazio, Lebanese, Lithuanian, Malagasy, Malay, Mandinka, Maori, Memon, Mohawk, Newari, Odiya, Ojibwe, Oromo, Patois, Pecs, Scottish Gaelic, Sesotho, Shanghainese, Shona, Sindhi, Swiss German, Taiwanese, Tajik, Tamazight, Tedim Burma, Tibetan, Tigriny(g)a, Tulu, Turkmen, Venezuelan, Visayan, Wolof, Yiddish, Zulu.

³ Statistics Canada, 2016 Census, Aboriginal identity for the population in households.

[illegible]

This question allows students to identify as Canadian. When this question precedes the question on ethnic origin, students will provide a greater depth of responses about their ethnic or cultural origins.

Do you consider yourself Canadian?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	12,007	94.2%	21,657	98.4%
Yes	10,995	91.6%	18,731	86.5%
No	422	3.5%	1,475	6.8%
Not Sure	590	4.9%	1,451	6.7%

Data Standard 17 requires that this question be phrased in this way. Some flexibility was provided to school districts in terms of using an open-end text box or drop-down menu. While some response options were required, school districts had flexibility in



determining how many and which additional response options to be made available. Under the advisement of community partners, a drop-down menu containing 237 of the approximately 300 2016 Canadian Census categories was used (i.e., ethnic backgrounds where there were no respondents in the City of Ottawa in 2016 were omitted from the drop-down menu). An open-ended text box was also made available.

Respondents were permitted to select multiple response options; nearly three-quarters identified with only one (72.7% of JK to grade 6; 74.2% of students in grades 7-12).

What is your ethnic or cultural origin(s)?	JK-6 Parents		Grades 7-12 Students		Ottawa ⁴
	#	%	#	%	%
Respondents/Participation	11,355	89.1%	19,851	90.2%	916,855
Acadian	75	0.7%	140	0.7%	0.4%
Afghan	145	1.3%	269	1.4%	0.4%
Afrikaner	39	0.3%	49	0.2%	0.0%
Akan	10	0.1%	14	0.1%	0.0%
Albanian	34	0.3%	48	0.2%	0.1%
Algerian	38	0.3%	75	0.4%	0.1%
Alsatian	2	<0.1%	16	0.1%	0.0%
American	178	1.6%	440	2.2%	1.3%
Amhara	2	<0.1%	23	0.1%	0.0%
Angolan	6	0.1%	14	0.1%	0.0%
Anishnaabe	21	0.2%	25	0.1%	
Antiguan	4	<0.1%	2	<0.1%	0.0%
Arab	780	6.9%	1,038	5.2%	0.8%
Arawak	0	0.0%	3	<0.1%	0.0%
Argentinian	13	0.1%	17	0.1%	0.1%
Armenian	12	0.1%	22	0.1%	0.2%
Ashanti	5	<0.1%	1	<0.1%	0.0%
Assyrian	1	<0.1%	12	0.1%	0.0%
Australian	22	0.2%	74	0.4%	0.1%
Austrian	24	0.2%	55	0.3%	0.6%
Azerbaijani	4	<0.1%	10	0.1%	0.0%
Bahamian	3	<0.1%	7	<0.1%	0.0%
Bangladeshi	95	0.8%	206	1.0%	0.2%
Bantu	1	<0.1%	4	<0.1%	0.0%
Barbadian	21	0.2%	39	0.2%	0.1%
Basque	0	0.0%	5	<0.1%	0.0%

⁴ Statistics Canada, 2016 Census, Ethnic origin for the population in private households; shaded cells containing no data were not amongst the Census categories but was a requirement of the Ministry of Education survey.



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What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Bavarian	3	<0.1%	7	<0.1%	0.0%
Belgian	13	0.1%	42	0.2%	0.5%
Belizean	0	0.0%	5	<0.1%	0.0%
Bengali	28	0.2%	78	0.4%	0.1%
Beninese	0	0.0%	13	0.1%	0.0%
Berber	14	0.1%	20	0.1%	0.1%
Bermudan	2	<0.1%	9	<0.1%	0.0%
Bhutanese	2	<0.1%	5	<0.1%	0.0%
Bolivian	2	<0.1%	10	0.1%	0.0%
Bosnian	20	0.2%	43	0.2%	0.1%
Brazilian	49	0.4%	70	0.4%	0.1%
Breton	6	0.1%	17	0.1%	0.0%
Bulgarian	17	0.1%	48	0.2%	0.2%
Burkinabe	2	<0.1%	2	<0.1%	0.0%
Burmese	7	0.1%	34	0.2%	0.1%
Burundian	3	<0.1%	12	0.1%	0.2%
Byelorussian	6	0.1%	12	0.1%	0.1%
Cambodian	31	0.3%	79	0.4%	0.3%
Cameroonian	13	0.1%	22	0.1%	0.1%
Canadian	5,716	50.3%	7,245	36.5%	28.5%
Carib	2	<0.1%	2	<0.1%	0.0%
Caribbean origins	74	0.7%	79	0.4%	2.8%
Catalan	0	0.0%	6	<0.1%	0.0%
Chadian	12	0.1%	30	0.2%	0.0%
Channel Islander	2	<0.1%	4	<0.1%	0.0%
Chilean	17	0.1%	35	0.2%	0.1%
Chinese	741	6.5%	1,782	9.0%	5.1%
Colombian	19	0.2%	43	0.2%	0.2%
Congolese	17	0.1%	60	0.3%	0.4%
Coptic	0	0.0%	6	<0.1%	0.0%
Cornish	2	<0.1%	3	<0.1%	0.0%
Corsican	0	0.0%	6	<0.1%	0.0%
Costa Rican	5	<0.1%	9	<0.1%	0.0%
Cree	12	0.1%	31	0.2%	
Croatian	30	0.3%	52	0.3%	0.4%
Cuban	27	0.2%	33	0.2%	0.1%
Cypriot	3	<0.1%	4	<0.1%	0.0%
Czech	31	0.3%	59	0.3%	0.4%
Czechoslovakian	13	0.1%	38	0.2%	0.1%



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What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Danish	53	0.5%	89	0.4%	0.6%
Dinka	0	0.0%	3	<0.1%	0.0%
Djiboutian	11	0.1%	29	0.1%	0.1%
Dominican	9	0.1%	21	0.1%	0.1%
Dutch	232	2.0%	394	2.0%	3.1%
East Indian	172	1.5%	146	0.7%	3.0%
Ecuadorian	12	0.1%	13	0.1%	0.0%
Edo	2	<0.1%	1	<0.1%	0.0%
Egyptian	106	0.9%	183	0.9%	0.6%
English	1,097	9.7%	2,237	11.3%	21.1%
Eritrean	12	0.1%	61	0.3%	0.1%
Estonian	11	0.1%	18	0.1%	0.1%
Ethiopian	25	0.2%	98	0.5%	0.3%
Ewe	3	<0.1%	2	<0.1%	0.0%
Fijian	1	<0.1%	4	<0.1%	0.0%
Filipino	121	1.1%	162	0.8%	1.4%
Finnish	50	0.4%	79	0.4%	0.4%
First Nation	91	0.8%	145	0.7%	3.2%
Flemish	6	0.1%	6	<0.1%	0.0%
French	347	3.1%	838	4.2%	20.1%
Frisian	1	<0.1%	4	<0.1%	0.0%
Gabonese	0	0.0%	3	<0.1%	0.0%
Gambrian	3	<0.1%	7	<0.1%	0.0%
Georgian	2	<0.1%	7	<0.1%	0.0%
German	295	2.6%	864	4.4%	8.6%
Ghanaian	20	0.2%	34	0.2%	0.1%
Goan	5	<0.1%	4	<0.1%	0.0%
Greek	76	0.7%	188	0.9%	0.8%
Grenadian	0	0.0%	9	<0.1%	0.0%
Guadeloupean	3	<0.1%	2	<0.1%	0.0%
Guatemalan	6	0.1%	7	<0.1%	0.0%
Guinean	3	<0.1%	6	<0.1%	0.0%
Gujarati	35	0.3%	50	0.3%	0.0%
Guyanese	46	0.4%	63	0.3%	0.1%
Haitian	44	0.4%	101	0.5%	1.1%
Harari	0	0.0%	3	<0.1%	0.0%
Hawaiian	1	<0.1%	5	<0.1%	0.0%
Hazara	3	<0.1%	1	<0.1%	0.0%
Hispanic	20	0.2%	51	0.3%	0.0%



Valuing Voices - Identity Matters! Survey Results

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Hmong	0	0.0%	4	<0.1%	0.0%
Honduran	5	<0.1%	9	<0.1%	0.0%
Hungarian	61	0.5%	98	0.5%	0.9%
Ibo	4	<0.1%	4	<0.1%	0.0%
Icelandic	11	0.1%	27	0.1%	0.2%
Indonesian	20	0.2%	37	0.2%	0.1%
Inuit	39	0.3%	56	0.3%	0.2%
Iranian	116	1.0%	212	1.1%	0.7%
Iraqi	62	0.5%	162	0.8%	0.5%
Irish	704	6.2%	1,345	6.8%	21.7%
Israeli	26	0.2%	98	0.5%	0.1%
Italian	203	1.8%	484	2.4%	5.0%
Ivorian	6	0.1%	5	<0.1%	0.1%
Jamaican	92	0.8%	182	0.9%	0.8%
Japanese	75	0.7%	149	0.8%	0.3%
Jewish	198	1.7%	263	1.3%	0.6%
Jordanian	36	0.3%	36	0.2%	0.2%
Karen	11	0.1%	37	0.2%	0.0%
Kashmiri	1	<0.1%	6	<0.1%	0.0%
Kazakh	3	<0.1%	9	<0.1%	0.0%
Kenyan	6	0.1%	43	0.2%	0.1%
Kittitian Nevisian	0	0.0%	1	<0.1%	0.0%
Korean	80	0.7%	190	1.0%	0.3%
Kosovar	5	<0.1%	6	<0.1%	0.0%
Kurd	30	0.3%	42	0.2%	0.1%
Kuwaiti	17	0.1%	32	0.2%	0.1%
Kyrgyz	3	<0.1%	3	<0.1%	0.0%
Laotian	7	0.1%	14	0.1%	0.1%
Latvian	16	0.1%	21	0.1%	0.1%
Lebanese	197	1.7%	310	1.6%	2.8%
Liberian	0	0.0%	4	<0.1%	0.0%
Libyan	45	0.4%	102	0.5%	0.1%
Lithuanian	11	0.1%	22	0.1%	0.3%
Luxembourger	0	0.0%	3	<0.1%	0.0%
Macedonian	10	0.1%	5	<0.1%	0.1%
Malagasy	3	<0.1%	4	<0.1%	0.0%
Malaysian	8	0.1%	25	0.1%	0.1%
Malian	2	<0.1%	6	<0.1%	0.0%
Malinké	0	0.0%	1	<0.1%	0.0%



Valuing Voices - Identity Matters! Survey Results

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Maltese	7	0.1%	6	<0.1%	0.1%
Manx	2	<0.1%	3	<0.1%	0.0%
Maori	1	<0.1%	2	<0.1%	0.0%
Mauritian	6	0.1%	20	0.1%	0.0%
Maya	0	0.0%	3	<0.1%	0.0%
Métis	40	0.4%	55	0.3%	1.4%
Mexican	49	0.4%	102	0.5%	0.3%
Mi'kmaq	10	0.1%	23	0.1%	
Moldovan	3	<0.1%	8	<0.1%	0.0%
Mongolian	5	<0.1%	10	0.1%	0.0%
Montenegrin	0	0.0%	2	<0.1%	0.0%
Montserratian	0	0.0%	1	<0.1%	0.0%
Moroccan	35	0.3%	76	0.4%	0.2%
Nepali	31	0.3%	68	0.3%	0.1%
New Brunswicker	11	0.1%	31	0.2%	0.0%
New Zealander	15	0.1%	24	0.1%	0.1%
Newfoundlander	43	0.4%	75	0.4%	0.1%
Nicaraguan	12	0.1%	16	0.1%	0.1%
Nigerian	62	0.5%	79	0.4%	0.2%
Norwegian	55	0.5%	108	0.5%	0.7%
Nova Scotian	49	0.4%	62	0.3%	0.0%
Ojibwé	12	0.1%	13	0.1%	3.2%
Ontarian	137	1.2%	304	1.5%	0.0%
Oromo	9	0.1%	5	<0.1%	0.0%
Pacific Islands Origins	3	<0.1%	2	<0.1%	0.0%
Pakistani	238	2.1%	424	2.1%	0.5%
Palestinian	72	0.6%	140	0.7%	0.4%
Panamanian	0	0.0%	4	<0.1%	0.0%
Paraguayan	0	0.0%	1	<0.1%	0.0%
Pashtun	1	<0.1%	13	0.1%	0.0%
Peruvian	14	0.1%	23	0.1%	0.1%
Peuhl	2	<0.1%	0	0.0%	0.0%
Polish	144	1.3%	278	1.4%	3.5%
Polynesian	3	<0.1%	2	<0.1%	0.0%
Portuguese	58	0.5%	118	0.6%	1.0%
Puerto Rican	6	0.1%	4	<0.1%	0.0%
Punjabi	106	0.9%	157	0.8%	0.1%
Québécois	44	0.4%	104	0.5%	0.1%
Roma	1	<0.1%	6	<0.1%	0.0%



Valuing Voices - Identity Matters! Survey Results

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Romanian	49	0.4%	122	0.6%	0.7%
Russian	114	1.0%	312	1.6%	0.7%
Rwandan	3	<0.1%	22	0.1%	0.1%
Salvadorean	25	0.2%	12	0.1%	0.2%
Samoan	0	0.0%	3	<0.1%	0.0%
Saudi Arabian	18	0.2%	30	0.2%	0.1%
Scottish	653	5.8%	1,187	6.0%	18.5%
Senegalese	4	<0.1%	11	0.1%	0.0%
Serbian	41	0.4%	90	0.5%	0.3%
Seychellois	0	0.0%	1	<0.1%	0.0%
Sicilian	0	0.0%	3	<0.1%	0.0%
Sierra Leonean	1	<0.1%	4	<0.1%	0.0%
Singaporean	9	0.1%	8	<0.1%	0.0%
Sinhalese	16	0.1%	27	0.1%	0.0%
Slavic	6	0.1%	33	0.2%	0.0%
Slovak	20	0.2%	30	0.2%	0.3%
Slovenian	8	0.1%	9	<0.1%	0.1%
Somali	169	1.5%	365	1.8%	1.1%
South African	35	0.3%	40	0.2%	0.1%
Spanish	43	0.4%	169	0.9%	1.3%
Sri Lankan	61	0.5%	123	0.6%	0.3%
St. Lucian	7	0.1%	10	0.1%	0.1%
Sudanese	15	0.1%	40	0.2%	0.1%
Swedish	58	0.5%	111	0.6%	0.7%
Swiss	30	0.3%	70	0.4%	0.5%
Syrian	108	1.0%	207	1.0%	0.5%
Taiwanese	27	0.2%	49	0.2%	0.1%
Tajik	4	<0.1%	2	<0.1%	0.0%
Tamil	47	0.4%	89	0.4%	0.1%
Tanzanian	7	0.1%	11	0.1%	0.0%
Tatar	2	<0.1%	4	<0.1%	0.0%
Thai	16	0.1%	40	0.2%	0.1%
Tibetan	3	<0.1%	1	<0.1%	0.0%
Tigrinan	4	<0.1%	7	<0.1%	0.0%
Togolese	0	0.0%	4	<0.1%	0.0%
Trinidadian Tobagonian	33	0.3%	52	0.3%	0.2%
Tunisian	16	0.1%	21	0.1%	0.1%
Turk	129	1.1%	173	0.9%	0.3%
Turkmen	3	<0.1%	7	<0.1%	0.0%



Valuing Voices - Identity Matters! Survey Results

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Ugandan	6	0.1%	12	0.1%	0.0%
Uighur	0	0.0%	1	<0.1%	0.0%
Ukrainian	163	1.4%	264	1.3%	2.7%
Uruguayan	5	<0.1%	9	<0.1%	0.0%
Uzbek	7	0.1%	8	<0.1%	0.0%
Venezuelan	11	0.1%	20	0.1%	0.1%
Vietnamese	123	1.1%	432	2.2%	1.0%
Vincentian Grenadinian	2	<0.1%	3	<0.1%	0.0%
Welsh	78	0.7%	138	0.7%	1.9%
West Indian	14	0.1%	48	0.2%	0.2%
Wolof	1	<0.1%	3	<0.1%	0.0%
Yemeni	26	0.2%	32	0.2%	0.1%
Yoruba	16	0.1%	11	0.1%	0.0%
Yugoslavian	7	0.1%	10	0.1%	0.1%
Zambian	5	<0.1%	5	<0.1%	0.0%
Zimbabwean	13	0.1%	18	0.1%	0.0%
Zulu	2	<0.1%	14	0.1%	0.0%
Another ethnicity (not specified) ⁵	212	1.9%	178	0.9%	

Race

People are often described as belonging to a certain “race” based on how others see and behave toward them. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways which can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group.

⁵ Includes: Abenaki Native American Tribe First Nations, Afar, African, African American, Asian, Bahai, Bashkir, Belarussian, Beothuk, Bidayuh Borg, Botswana, British, Caucasian, Celtic, Circassian, Crimean Karaite, East African, Eurasian, European, Haudenosaunee, Hebrew, Higenan, Hindu, Ilocano, Indian, Jain, Kalinga, Kannada, Kannadiga, Kerala, Keralite, Lesotho, Maharashtrian, Malawian, Malayali, Mandingo, Maritimer (PEI), Mennonite, Mohawk, Mozambique, Newar, Northern Sotho, Nubian, Odawa Mohawk, Odiyan, Pagan, Persian, Philipino, Potawatomi, Qatari, Rapa Nui, Saint Kitts and Nevis, Salish, Scandinavian, South India, Sotho, Southeast Asian, Surinamese, West African, Yagad



“Race shapes who they are - to deny that is denying their lived experiences.”

Parent Focus Group, June 2019

“It [racial identity] impacts everything I do, how I see the world. I can’t walk away from it, it’s everything you are.”

Student Focus Group, May 2019

Standard 14 requires a preamble and question that enables individuals to self-report race as a social description or category. Standard 15 sets out the required response options (Black, East Asian, etc.), and subcategories are not permitted with the exception that East/Southeast Asian may be collected as two separate categories.

Respondents were permitted to select multiple response options; the majority reported only one (89.8% of JK to grade 6 students; 90.2% of students in grades 7 to 12).

In our society, people are often described by their race or their racial background. Which racial group(s) best describes you?	JK-6 Parents		Grades 7-12 Students		Ottawa ⁶ %
	#	%	#	%	
Respondents/Participation	11,604	91.0%	21,944	95.2%	916,860
Black (African, Afro-Caribbean, African-Canadian descent)	847	7.3%	1,954	9.3%	6.6%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	988	8.5%	2,416	11.4%	5.1%
Indigenous (First Nations, Métis, Inuit descent)	228	2.0%	510	2.4%	2.5%
Latino/Latina/Latinx (Latin American, Hispanic descent)	249	2.1%	593	2.8%	1.2%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	1,775	15.3%	3,036	14.4%	5.5%

⁶Statistics Canada. 2016 Census, Visible minority for the population in private households. (Note: Categories from Valuing Voices have been mapped onto 2016 Census according to the conversion table in the Anti-Racism Data Standards, Appendix D).



In our society, people are often described by their race or their racial background. Which racial group(s) best describes you? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa ⁷
	#	%	#	%	%
South Asian (South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	944	8.1%	1,723	8.2%	4.2%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	367	3.2%	846	4.0%	2.6%
White (European descent)	7,199	62.0%	12,192	57.7%	73.7%
A racial group not listed above⁸	362	3.1%	254	1.2%	0.3%

Religion, Creed and/or Spiritual Affiliation

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

Standard 16 of the Data Standards sets out the requirements for this question, including the minimum response options. While school districts had the option of adding subcategories, based on input from community partners, the response options provided by the Ministry of Education were deemed to be adequate.

Respondents were permitted to select multiple response options; the majority reported only one (89.9% of JK to grade 6 students; 91.8% of students in grades 7 to 12).

⁷Statistics Canada. 2016 Census, Visible minority for the population in private households. (Note: Categories from Valuing Voices have been mapped onto 2016 Census according to the conversion table in the Anti-Racism Data Standards, Appendix D).

⁸ Includes: Central Asian (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan), Indian, Mixed.



Valuing Voices - Identity Matters! Survey Results

What is your religion, creed and/or spiritual affiliation?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	11,530	90.5%	20,847	94.7%
Agnostic	885	7.7%	939	4.5%
Atheist	708	6.1%	3,326	15.8%
Buddhist	196	1.7%	491	2.3%
Christian	3,324	28.8%	5,303	25.1%
Hindu	299	2.6%	530	2.5%
Indigenous Spirituality	60	0.5%	111	0.5%
Jewish	246	2.1%	451	2.1%
Muslim	2,311	20.0%	3,999	19.0%
Sikh	87	0.8%	136	0.6%
Spiritual, but not religious	892	7.7%	874	4.1%
No religious or spiritual affiliation	3,141	27.2%	3,835	18.2%
Religion(s) or spiritual affiliation(s) not listed above ⁹	261	2.3%	345	1.7%
Not sure	548	4.8%	2,485	11.8%
I do not understand this question	49	0.4%	352	1.7%

Gender Identity

Gender identity refers to a person's internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person's sex assigned at birth (e.g. male, female, intersex) It is different from and does not determine a person's sexual orientation.

Response options for this question match those provided by the Ministry of Education in the fall of 2019. While it was recommended that this question be administered to be consistent with *The Ontario Curriculum, Health and Physical Education*, as updated in August 2019, feedback from the focus groups conducted in the spring with parents and students indicated that this was an important part of identity. As a result the question

⁹ Includes: Bahai Faith, Church of Christ Iglesia Ni Cristo, Druze Faith, Greek Mythology, Jah Rastafari, Jainism, Jehovah's Witness, Mormon Latter Day Saints, Paganism, Scientology, Seventh Day Adventist, Shinto, Taoist, Wicca, Zoroastrian



and response options were available on both versions of the survey (JK to grade 6 and grades 7 to 12).

Respondents were permitted to select multiple response options; the majority reported only one (97.7% in both JK to grade 6 and grades 7 to 12).

What is your gender identity?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	11,547	90.6%	21,302	96.8%
Boy or man	5,983	51.8%	10,116	47.3%
Gender Fluid	20	0.2%	128	0.6%
Gender Non-conforming	28	0.2%	95	0.4%
Girl or woman	5,429	47.0%	10,316	48.2%
Non-Binary	13	0.1%	178	0.8%
Questioning	25	0.2%	207	1.0%
Trans boy or man	8	0.1%	125	0.6%
Trans girl or woman	10	0.1%	73	0.3%
Two-Spirit	3	<0.1%	68	0.3%
Gender identity(ies) not listed above ¹⁰	30	0.3%	351	1.6%
Not sure	90	0.8%	124	0.6%
I do not understand this question	77	0.7%	108	0.5%
I prefer not to answer	121	1.0%	220	1.0%

Sexual Orientation

Sexual orientation refers to a person's sense of sexual attraction to the people of the same or different sex.

Response options for this question match those provided by the Ministry of Education in the fall of 2019. The most common responses are listed first to minimize first response bias shown to skew responses in this data category, when the responses are listed alphabetically. In the focus groups conducted in the spring with parents and students, sexual orientation is an important aspect of identity. As a result, this question was included on both versions of the survey.

¹⁰ Includes responses that indicated it was too soon to know, or that were prejudicial and/or discriminatory in nature.



Respondents were permitted to select multiple response options; the majority reported only one (97.0% of parents/guardians of children in JK to grade 6; 96.1% of students in grades 7 to 12).

What is your sexual orientation?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	11,210	87.9%	21,125	96.0%
Straight / heterosexual	6,129	54.7%	16,779	79.4%
Lesbian	13	0.1%	297	1.4%
Gay	9	0.1%	217	1.0%
Bisexual	29	0.3%	1,509	7.1%
Two-Spirit	1	<0.1%	51	0.2%
Queer	4	<0.1%	210	1.0%
Questioning	42	0.4%	439	2.1%
Asexual	10	0.1%	273	1.3%
Pansexual	5	<0.1%	446	2.1%
A sexual orientation(s) not listed ¹¹	396	3.5%	210	1.0%
Not sure	3,186	28.4%	673	3.2%
I do not understand this question	388	3.5%	397	1.9%
I prefer not to answer	1,346	12.0%	830	3.9%

Disability

Some people identify as having a disability because of a permanent or long-term health condition that makes it difficult for them to function in an environment that is not fully inclusive and accessible. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have disabilities may have a special plan at school to help them (an Individual Education Plan or IEP), but some do not.

"I don't get to walk away from my disabilities. They'll always be there. I have to take care of me."

Student Focus Group, May 2019

¹¹ Includes responses that indicated it was too soon to know (parents JK to grade 6), and the following sexual orientations as reported by students in grades 7 to 12: aromantic, demisexual/demiromantic, ecosexual, homiesexual, and panromantic. This category also includes identities that were prejudicial and/or discriminatory in nature.



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Response options for this question match those provided by the Ministry of Education in the fall of 2019. The range of disabilities listed on the survey extend beyond what school districts classify as exceptionalities that are identified through the Identification, Placement, and Review Committee process. Further analyses will be undertaken during the next phases of reporting to better understand this information in relation to other aspects of identity and outcomes for students.

Do you consider yourself to be a person with a disability(ies)?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	11,380	89.2%	21,321	96.9%
Yes	1,072	9.4%	1,862	8.7%
No	9,891	86.9%	16,766	78.6%
Not sure	293	2.6%	1,899	8.9%
I do not understand this question	18	0.2%	273	1.3%
I prefer not to answer	106	0.9%	521	2.4%

If respondents indicated “yes” to the previous question, they were permitted to select multiple response options from the list of disabilities presented below. Although many reported only one (62.8% of parents/guardians of children in JK to grade 6; 59.9% of students in grades 7 to 12), more than one-third reported having multiple disabilities.

If “Yes”, please select all that apply:	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	1,041	97.1%	1,585	85.1%
Addiction(s)	2	0.2%	181	10.7%
Autism Spectrum Disorder	321	30.8%	279	16.5%
Blind or low vision	19	1.8%	142	8.4%
Chronic pain	5	0.5%	134	7.9%
Developmental disability(ies)	153	14.7%	98	5.8%
Learning disability(ies)	509	48.9%	869	51.4%
Mental health disability(ies)	154	14.8%	571	33.8%
Mobility	16	1.5%	69	4.1%
Physical disability(ies)	67	6.4%	211	12.5%
Speech impairment	140	13.4%	116	6.9%
Any disability not listed above ¹²	216	20.7%	222	14.0%

¹² Includes: allergies (severe), behavior (e.g., ADD, ADHD), chronic diseases, colour blindness, Down's Syndrome, dyslexia, medical (e.g., diabetes), neurological disorders



Valuing Voices - Identity Matters! Survey Results

Status in Canada

Response options for this question match those provided by the Ministry of Education in the fall of 2019, with the exception of some of the response options provided in the follow-up question about current status in Canada. Specifically, community partners recommended using categories that more closely resembled those used by Citizenship and Immigration Canada.

Were you born in Canada?	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Respondents/Participation	11,331	88.9%	21,373	97.1%	916,855
Yes	9,411	83.1%	16,654	77.9%	74.7%
No	1,920	16.9%	4,719	22.1%	23.6%

If the respondent indicated they were not born in Canada, they were asked to indicate their current status from the list of options provided (only one option could be selected).

If "no", are you currently:	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	1,894	98.6%	4,688	99.3%
a Canadian citizen	653	34.5%	2,423	51.7%
a member of an Indigenous community (e.g., First Nations, Inuit, Metis)	1	0.1%	11	0.2%
an international student (enrolled through a study permit)	179	9.5%	606	12.9%
a landed immigrant/permanent resident	747	39.4%	881	18.8%
a refugee claimant	143	7.6%	127	2.7%
a conventional refugee	65	3.4%	47	1.0%
a member of a diplomatic family	61	3.2%	118	2.5%
Not sure	30	1.6%	360	7.7%
I do not understand this question	15	0.8%	115	2.5%



Income and Family

“People who lack financial resources are in a more difficult position to navigate the system.”

Parent Focus Group, June 2019

School districts had considerable flexibility with this question. Community organizations recommended including a direct question to be posed only to parents that asked about income ranges. The addition of the follow-up questions regarding the number of persons living in the household were added. Together, the information from these questions will help staff to compare this direct collection to other data the District collects on a cyclical basis (e.g., Resource Allocation Index based on Socioeconomics (RAISE); students living in lower income neighbourhoods as reported in the Annual Student Achievement Report).

What is the total household income of your family for one year?	JK-6 Parents		Ottawa ¹³
	#	%	%
Respondents/Participation	11,139	87.4%	373,760
<\$19,999	519	4.7%	8.5%
\$20,000 - \$39,999	955	8.6%	11.8%
\$40,000 - \$59,999	712	6.4%	13.1%
\$60,000 - \$79,999	699	6.3%	12.8%
\$80,000 - \$99,999	901	8.1%	11.7%
\$100,000 - \$119,000	1,023	9.2%	42.0%
\$120,000 - \$139,000	888	8.0%	
>\$140,000	3,316	29.8%	
I prefer not to answer	2,126	19.1%	

¹³ Statistics Canada. 2016 Census, Income of Households in 2015. (Note: income brackets over \$100,000 do not directly map onto Census ranges, therefore a combined percentage has been provided for these three income ranges). The median income of households in 2015 was \$85,981.



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How many people live in your home on a regular basis?		Number of People		JK – 6 Parents	
				#	%
Respondents/Participation				11,079	86.9%
Under the age of 18	One			2,066	18.6%
	Two			5,346	48.3%
	Three			2,086	18.8%
	Four			960	8.7%
	Five or more			621	5.6%
Respondents/Participation				10,623	83.3%
Over the age of 18	One			1,044	9.8%
	Two			8,310	78.2%
	Three			743	7.0%
	Four			371	3.5%
	Five or more			155	1.5%

Perceptual Data

This section of the report focuses on the perceptual questions posed in the survey that reflected themes that emerged from the focus groups with parents and students in the spring of 2019.

Similar to some of the demographic questions, perceptions and experiences are subject to change over time. The information presented in the tables below reflect the views of the OCDSB student population responding to the survey between November 2019 and January 2020. The question posed to students in grades 7 to 12 has been included for each item (parents/guardians of children in JK to grade 6 were asked the same question, phrased slightly differently, as they were responding to each question on behalf of their child).



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Experience in School

“Representation matters! Being able to approach teachers that you know will understand you and LISTEN to you, and hear you is important.”

Student Focus Group, May 2019

“Identity is challenged in the school space - he sees nobody else who is like him”

FNMI Parent Focus Group, June, 2019

Thinking about your experience in school, please indicate your level of agreement with each of the following statements:		Level of Agreement		JK-6 Parents		Grades 7-12 Students	
				#	%	#	%
Respondents/Participation				11,041	86.7%	21,322	96.9%
I feel accepted by other students.	Strongly Agree			3,532	32.0%	5,665	26.6%
	Agree			6,240	56.5%	12,345	57.9%
	Disagree			594	5.4%	1,329	6.2%
	Strongly Disagree			157	1.4%	526	2.5%
	Not Sure			518	4.7%	1,457	6.8%
Respondents/Participation				10,931	85.8%	21,246	96.5%
I feel accepted by staff and adults in the school.	Strongly Agree			5,114	46.8%	6,696	31.5%
	Agree			5,166	47.3%	11,526	54.3%
	Disagree			273	2.5%	1,220	5.7%
	Strongly Disagree			60	0.5%	607	2.9%
	Not Sure			318	2.9%	1,197	5.6%
Respondents/Participation				10,936	85.8%	21,185	96.3%
I feel respected at school.	Strongly Agree			3,542	32.4%	4,710	22.2%
	Agree			5,975	54.6%	12,090	57.1%
	Disagree			589	5.4%	1,916	9.0%
	Strongly Disagree			102	0.9%	672	3.2%
	Not Sure			728	6.7%	1,797	8.5%



Valuing Voices - Identity Matters! Survey Results

Thinking about your experience in school, please indicate your level of agreement with each of the following statements:
(continued)

		Level of Agreement		JK-6 Parents		Grades 7-12 Students	
				#	%	#	%
Respondents/Participation				10,908	85.6%	21,188	96.3%
I feel like my identity is welcomed at school.	Strongly Agree			4,154	38.1%	7,084	33.4%
	Agree			5,713	52.4%	10,974	51.8%
	Disagree			291	2.7%	1,188	5.6%
	Strongly Disagree			55	0.5%	543	2.6%
	Not Sure			695	6.4%	1,399	6.6%
Respondents/ Participation				10,955	86.0%	21,215	96.4%
I feel like I am part of the school community.	Strongly Agree			4,113	37.5%	4,980	23.5%
	Agree			5,755	52.5%	10,954	51.6%
	Disagree			402	3.7%	2,518	11.9%
	Strongly Disagree			63	0.6%	936	4.4%
	Not Sure			622	5.7%	1,827	8.6%
Respondents/Participation				10,955	86.0%	21,221	96.4%
I have the same opportunities for a quality education as other students.	Strongly Agree			4,539	41.4%	7,606	35.8%
	Agree			5,241	47.8%	10,299	48.5%
	Disagree			532	4.9%	1,496	7.0%
	Strongly Disagree			184	1.7%	697	3.3%
	Not Sure			459	4.2%	1,123	5.3%



Valuing Voices - Identity Matters! Survey Results

Well-Being

In general, how often do you:		Frequency		JK-6 Parents		Grades 7-12 Students	
				#	%	#	%
Respondents/Participation				10,998	86.3%	21,326	96.9%
feel happy	All the time			2,500	22.7%	2,553	12.0%
	Often			7,326	66.6%	10,178	47.7%
	Sometimes			1,081	9.8%	6,269	29.4%
	Rarely			69	0.6%	1,625	7.6%
	Never			7	0.1%	435	2.0%
	Not Sure			15	0.1%	266	1.2%
Respondents/Participation				10,918	85.7%	21,227	96.4%
enjoy daily activities	All the time			2,755	25.2%	3,239	15.3%
	Often			6,707	61.4%	9,365	44.1%
	Sometimes			1,336	12.2%	6,439	30.3%
	Rarely			95	0.9%	1,584	7.5%
	Never			6	0.1%	392	1.8%
	Not Sure			19	0.2%	208	1.0%
Respondents/Participation				10,924	85.7%	21,217	96.4%
feel irritable or in a bad mood	All the time			46	0.4%	1,028	4.8%
	Often			648	5.9%	4,792	22.6%
	Sometimes			5,591	51.2%	9,763	46.0%
	Rarely			4,164	38.1%	4,673	22.0%
	Never			419	3.8%	642	3.0%
	Not Sure			56	0.5%	319	1.5%
Respondents/Participation				10,902	85.6%	21,188	96.3%
feel nervous or anxious	All the time			108	1.0%	2,687	12.7%
	Often			904	8.3%	5,510	26.0%
	Sometimes			4,176	38.3%	7,485	35.3%
	Rarely			4,344	39.8%	4,049	19.1%
	Never			1,240	11.4%	1,201	5.7%
	Not Sure			130	1.2%	256	1.2%



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In general, how often do you: (continued)		Frequency		JK-6 Parents		Grades 7-12 Students	
				#	%	#	%
Respondents/Participation				10,917	85.7%	21,219	96.4%
feel tired in the morning	All the time			373	3.4%	10,558	49.8%
	Often			1,323	12.1%	5,823	27.4%
	Sometimes			4,389	40.2%	3,296	15.5%
	Rarely			3,691	33.8%	1,028	4.8%
	Never			1,097	10.0%	402	1.9%
	Not Sure			44	0.4%	112	0.5%
Respondents/Participation				10,915	85.7%	21,226	96.4%
complain of headaches/ stomach aches	All the time			97	0.9%	1,865	8.8%
	Often			581	5.3%	3,168	14.9%
	Sometimes			2,440	22.4%	5,566	26.2%
	Rarely			5,060	46.4%	7,179	33.8%
	Never			2,638	24.2%	3,036	14.3%
	Not Sure			99	0.9%	412	1.9%
Respondents/Participation				10,932	85.8%	21,248	96.5%
not want to go to school	All the time			293	2.7%	4,637	21.8%
	Often			720	6.6%	3,655	17.2%
	Sometimes			2,477	22.7%	6,211	29.2%
	Rarely			4,332	39.6%	4,352	20.5%
	Never			3,074	28.1%	2,090	9.8%
	Not Sure			36	0.3%	303	1.4%

Exit Outcomes

In the Ottawa-Carleton District School Board, our goal is to have every student leave our school district with the required characteristics and skills to be a 21st-century success story. The OCDSB Exit Outcomes listed below provide a target for every OCDSB student, regardless of program pathway.

"My teachers know I am Indigenous and have given me the freedom and choice to do projects on Indigenous topics that represent me."

Indigenous Student Focus Group, May 2019



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"[My child is] not being provided with alternative ways of learning. For example, hands on, experiential learning rather than presentations, especially in French class."

Indigenous Parent Focus Group, June, 2019

How would you describe yourself in terms of your:	Self-Assessment Ratings	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		10,850	85.2%	21,144	96.1%
Academic Diversity (e.g., exposure and interest in a range of subjects)	Excellent	2,956	27.2%	5,019	23.7%
	Good	5,581	51.4%	11,266	53.3%
	Satisfactory	1,468	14.5%	3,122	14.8%
	Needs Improvement	566	5.2%	983	4.6%
	Not Sure	279	2.6%	754	3.6%
Respondents/Participation		10,804	84.8%	21,119	96.0%
Creativity (e.g., imagination or coming up with new ideas)	Excellent	4,721	43.7%	6,504	30.8%
	Good	4,589	42.5%	10,102	47.8%
	Satisfactory	1,047	9.7%	3,181	15.1%
	Needs Improvement	348	3.2%	956	4.5%
	Not Sure	97	0.9%	376	1.8%
Respondents/Participation		10,798	84.8%	21,045	95.6%
Critical thinking (e.g., reasoning and connecting different ideas)	Excellent	3,285	30.4%	5,650	26.8%
	Good	5,170	47.9%	11,129	52.9%
	Satisfactory	1,533	14.2%	3,054	14.5%
	Needs Improvement	590	5.5%	702	3.3%
	Not Sure	220	2.0%	510	2.4%
Respondents/Participation		10,779	84.6%	21,068	95.7%
Collaboration (e.g., working with other people)	Excellent	3,103	28.8%	6,600	31.3%
	Good	5,241	48.6%	9,771	46.4%
	Satisfactory	1,618	15.0%	3,061	14.5%
	Needs Improvement	676	6.3%	1,253	5.9%
	Not Sure	141	1.3%	383	1.8%



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How would you describe yourself in terms of your: (continued)		Self-Assessment Ratings		JK-6 Parents		Grades 7-12 Students	
				#	%	#	%
Respondents/Participation				10,792	84.7%	21,041	95.6%
Communication (e.g., being able to express feelings, ideas)	Excellent			3,108	28.8%	5,580	26.5%
	Good			4,951	45.9%	9,392	44.6%
	Satisfactory			1,698	15.7%	3,792	18.0%
	Needs Improvement			961	8.9%	1,801	8.6%
	Not Sure			74	0.7%	476	2.3%
Respondents/Participation				10,781	84.6%	21,007	95.4%
Global Awareness (e.g., empathetic and responsive to the local and global community)	Excellent			2,534	23.5%	5,190	24.7%
	Good			4,837	44.9%	10,007	47.6%
	Satisfactory			2,087	19.4%	3,808	18.1%
	Needs Improvement			686	6.4%	1,060	5.0%
	Not Sure			637	5.9%	942	4.5%
Respondents/Participation				10,778	84.6%	20,998	95.4%
Digital Fluency (e.g., using technology to enhance learning)	Excellent			2,910	27.0%	7,951	37.9%
	Good			5,041	46.8%	9,301	44.3%
	Satisfactory			1,790	16.6%	2,562	12.2%
	Needs Improvement			462	4.3%	720	3.4%
	Not Sure			575	5.3%	464	2.2%
Respondents/Participation				10,760	84.5%	21,009	95.5%
Decision Making (e.g., making ethical decisions)	Excellent			2,094	19.5%	5,316	25.3%
	Good			5,629	52.3%	10,816	51.5%
	Satisfactory			2,013	18.7%	3,168	15.1%
	Needs Improvement			592	5.5%	1,074	5.1%
	Not Sure			432	4.0%	635	3.0%
Respondents/Participation				10,768	84.5%	21,027	95.5%
Goal Setting (e.g., self-motivation and sense of responsibility)	Excellent			1,745	16.2%	4,964	23.6%
	Good			4,642	43.1%	8,843	42.1%
	Satisfactory			2,656	24.7%	4,473	21.3%
	Needs Improvement			1,340	12.4%	2,228	10.6%
	Not Sure			385	3.6%	519	2.5%



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How would you describe yourself in terms of your: (continued)	Self-Assessment Ratings	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		10,771	84.5%	21,052	95.7%
Resiliency (e.g., faces and overcomes challenges)	Excellent	1,624	15.1%	5,597	26.6%
	Good	5,037	46.8%	10,047	47.7%
	Satisfactory	2,573	23.9%	3,568	16.9%
	Needs Improvement	1,281	11.9%	1,206	5.7%
	Not Sure	256	2.4%	634	3.0%

Sense of Belonging

“Identity is important to have a feeling of belongingness, feeling of pride, feeling part of society.”

Parent Focus Group, June 2019

To what extent do you feel a sense of belonging at school?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	10,831	85.0%	21,194	96.3%
Strong	6,131	56.6%	7,501	35.4%
Moderate	3,496	32.3%	9,927	46.8%
Low	540	5.0%	2,355	11.1%
Not sure	664	6.1%	1,411	6.7%

Respondents were asked to identify things that helped to contribute to their feeling of a “strong” sense of belonging at school. The following themes emerged from the responses received:

- **Friends:** Participants indicated the importance of friends in creating a strong sense of belonging at school. It was evident in participants’ responses that friendship is linked to greater sense of belonging in many ways at school such as acceptance, inclusion, and respect. A grade 11 student indicated:

“The student body has a significant impact on the belonging that students, including myself, feel they have in their school. from personal experience, i can say confidently that my school has a diverse, accepting community with diligent and resilient students alike. as such, this has in turn helped



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create a sense of belonging in my school, as many students share the same interests and understand the importance of inclusion and respect for other members of the community..."

Similarly, parents/guardians of children in JK through grade 6 referred to the potential impact of peer relations on sense of belonging at school.

"...She has maintained positive friendships with a number of students over the years which has given her a sense of community in the school."

- **Teachers:** "Teachers" was a common theme that both parents/guardians and students pointed out as contributing to a strong sense of belonging at school, and doing so in many different ways. As an example, one of the students shared that:

"The teachers are all very welcoming and kind. We can relate to some of them, which can help us create a bond with our educators..."

Similar thoughts were shared by another student:

"...another factor that has helped me in creating a sense of belonging are my teachers which have helped me whenever i needed their assistance and have been there to give me advice on school related topics as well as personal topics."

Parents/guardians of JK to grade 6 students also acknowledged the importance of teachers' role in creating a positive climate to encourage a greater sense of belonging at school. One parent shared the following:

"Her relationship with her teachers really helped her seeing herself as part of the whole school. She feels accepted by her class and other subject teachers in the school."

- **Activities/Clubs:** Extra-curricular and club activities at schools were also identified by participants as being important contributors to a strong sense of belonging. A student shared this experience through the survey:

"A big part of feeling that you belong is to have the initiative to put yourself in the environment by participating in clubs, athletic teams, and school events. my school has a wide variety of clubs and teams and that made it simple to find a club or team you are interested in joining, thus facilitating the individual in becoming involved in the school community. This was especially true for me as i quickly chose a few clubs to dedicate myself to and eventually became more involved until I became the club executive myself. furthermore, my school has a lot of activities such as spirit days and games that anyone is free to participate in. there are also link activities and leadership camps that all



leave lasting memories of the school in feeling that you belong, because of the warm and inclusive school environment."

A parent/guardian of a student reported:

"Participating in a variety of activities through school (ie choir) and outside of school (dance, ringette) with some of her peers has reinforced the sense of belonging..."

Respondents who reported a low or moderate sense of belonging in their school were asked to identify things that would help to improve it. Responses to this question yielded similar themes to those generated by respondents who felt a strong sense of belonging in school.

- **Friends:** Having "friends" at school was one of the most predominant themes that emerged from the responses received, and would go a long way to improve ones' sense of belonging. One student reported:

"I would feel a greater sense of belonging at school if I had friends or teachers who understand me and who I am comfortable talking to, which I do not. I do not feel like I belong at school because I cannot relate to the problems my friends have and they cannot relate to mine. I do not feel like others understand me or accept me."

- **Teachers:** Respondents felt that teachers could also play a crucial role in promoting a positive sense of belonging for students. For example, a grade 10 student shared:

"I would feel like I belong at school more if the teachers cared more and made sure that the students are happy and comfortable with what they are learning....."

A parent pointed out that:

"[A] great teacher can get students reading, inspire a passion for languages, make math or science fun, and turn history lessons into fun and exciting stories. For many teachers, one of their simplest goals is to inspire their students to love learning. But the inspirational power of a teacher can transcend the classroom."

- **Activities/Clubs:** Extra-curricular and club activities are perceived to make an important contribution to ones' sense of belonging at schools by providing more opportunities for dialogue and interaction between students. The following quote from a parent provides one example:



“My child would have a greater sense of belonging if additional opportunities arise for creative outputs, like drawing or painting. Ideas could be painting a mural in the school or a lunch time comic drawing club.”

Similarly, a student shared the following:

“I feel like my school needs more inclusive events and activities that would bring all students of all genders and races and ethnicities together.”

Participation in Extra-Curricular Activities

“I wish there were more cultural activities and it didn’t have to depend on me to do it.”

Indigenous Parent Focus Group, June, 2019

Respondents were permitted to select multiple response options; the majority reported more than one (83.8% of parents/guardians of children in JK to grade 6; 89.0% of students in grades 7 to 12).

Please indicate which of the following activities you <u>currently participate in</u> and those you <u>would like to participate in</u> :		JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		7,300	57.3%	17,967	81.6%
Currently participate: in school	Arts	3,652	50.0%	8,779	48.9%
	Cultural Group Activities	895	12.3%	1,743	9.7%
	Leadership Programs	640	8.8%	3,483	19.4%
	Music	2,172	29.8%	6,893	38.4%
	School Clubs	2,154	29.5%	7,291	40.6%
	School Publications	499	6.8%	2,469	13.7%
	School Special Events	3,208	43.9%	6,376	35.5%
	Team Sports	2,629	36.0%	8,551	47.6%
	Student Council Activities	426	5.8%	2,412	13.4%
	Youth programs, clubs, or organizations	299	4.1%	1,516	8.4%
	Volunteer Activities	647	8.9%	3,779	21.0%



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Please indicate which of the following activities you currently participate in and those you would like to participate in:
(continued)

Respondents/Participation		JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Currently participate: outside of school	Arts	2,253	30.9%	4,543	25.3%
	Cultural Group Activities	1,159	15.9%	2,953	16.4%
	Leadership Programs	428	5.9%	2,707	15.1%
	Music	1,661	22.8%	4,149	23.1%
	School Clubs	261	3.6%	1,181	6.6%
	School Publications	94	1.3%	678	3.8%
	School Special Events	534	7.3%	1,665	9.3%
	Team Sports	3,288	45.0%	7,734	43.0%
	Student Council Activities	65	0.9%	613	3.4%
	Youth programs, clubs, or organizations	1,203	16.5%	2,854	15.9%
	Volunteer Activities	857	11.7%	7,826	43.6%

Please indicate which of the following activities you currently participate in and those you would like to participate in:
(continued)

Respondents/Participation		JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Would like to participate in these activities	Arts	865	27.9%	2,110	24.2%
	Cultural Group Activities	619	20.0%	2,534	29.1%
	Leadership Programs	1,180	38.1%	3,197	36.7%
	Music	1,224	39.5%	2,327	26.7%
	School Clubs	1,048	33.8%	2,756	31.6%
	School Publications	857	27.7%	3,862	44.3%
	School Special Events	641	20.7%	2,846	32.7%
	Team Sports	1,198	38.7%	2,956	33.9%
	Student Council Activities	734	23.7%	3,543	40.7%
	Youth programs, clubs, or organizations	882	28.5%	2,992	34.3%
	Volunteer Activities	848	27.4%	2,780	31.9%



Respondents who indicated they would like to participate in extracurricular activities were permitted to select multiple response options from the barriers listed below. Just over half of the respondents identified more than one barrier to participating in extracurricular activities (56.5% of parents/guardians of children in JK to grade 6; 53.7% of students in grades 7 to 12).

What prevents you from participating in extracurricular activities?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	2,839	91.6%	8,349	95.8%
Ability/skill	416	14.7%	2,434	29.0%
Accessibility (e.g., physical barriers)	136	4.8%	805	9.6%
Cost	1,172	41.4%	1,990	23.7%
Cultural reasons	58	2.0%	324	3.9%
Distance or location	637	22.5%	1,922	22.9%
Family values	49	1.7%	634	7.6%
Time	1,571	55.5%	5,475	66.4%
Transportation	606	21.4%	2,351	28.0%
Other ¹⁴	884	31.2%	1,670	19.9%

¹⁴ Includes the following: personal barriers (e.g., too shy, mental health battles, social/anxiety, nervous, anger issues, lack of confidence), schoolwork/homework, involvement in activities/sports outside of school, health reasons, availability of activities, communication (e.g., lack of information), restrictions (e.g., prerequisites, age, grade, advanced skill level), did not participate (e.g., forgot to sign up), language barrier, government barrier (e.g., teacher strike), gender identity, new to community/country, and energy level/effort.



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Positive Reflection of Identity

"Sense of belonging is lost when a student's identity is not reflected in the classroom or curriculum."

Parent Focus Group, June 2019

"Kids need to see themselves in schools, so they can bring all the parts together."

Indigenous Parent Focus Group, June, 2019

At my school, I see myself/ my identity reflected positively in:		Level of Agreement		JK-6 Parents		Grades 7-12 Students	
				#	%	#	%
Respondents/Participation				10,123	79.5%	20,471	93.0%
Pictures, posters and displays in school	Strongly Agree			2,807	27.7%	3,117	15.2%
	Agree			5,233	51.7%	9,625	47.0%
	Disagree			397	3.9%	2,714	13.3%
	Strongly Disagree			133	1.3%	1,115	5.4%
	Not Sure			1,553	15.3%	3,900	19.1%
Respondents/Participation				10,094	79.2%	20,391	92.6%
Learning materials teachers use in class (e.g., books, videos/films)	Strongly Agree			2,637	26.1%	3,448	16.9%
	Agree			5,028	49.8%	10,691	52.4%
	Disagree			393	3.9%	2,533	12.4%
	Strongly Disagree			121	1.2%	858	4.2%
	Not Sure			1,915	19.0%	2,861	14.0%
Respondents/Participation				10,043	78.8%	20,187	91.7%
Lessons or curriculum content	Strongly Agree			2,284	22.7%	2,869	14.2%
	Agree			5,190	51.7%	10,366	51.3%
	Disagree			517	5.1%	2,738	13.6%
	Strongly Disagree			148	1.5%	932	4.6%
	Not Sure			1,904	19.0%	3,282	16.3%
Respondents/Participation				10,016	78.6%	20,298	92.2%
Extra-curricular activities (e.g., sports, clubs, art activities)	Strongly Agree			2,168	21.6%	5,605	27.6%
	Agree			4,678	46.7%	9,342	46.0%
	Disagree			613	6.1%	1,772	8.7%
	Strongly Disagree			194	1.9%	719	3.5%
	Not Sure			2,363	23.6%	2,860	14.1%



Valuing Voices - Identity Matters! Survey Results

At my school, I see myself/ my identity reflected positively in: (continued)	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		10,033	78.7%	20,245	92.0%
School events/activities (e.g., extra-curricular activities, cultural celebrations, religious/faith/ethnic activities)	Strongly Agree	2,190	21.8%	3,998	19.7%
	Agree	4,916	49.0%	9,667	47.8%
	Disagree	645	6.4%	2,136	10.6%
	Strongly Disagree	203	2.0%	825	4.1%
	Not Sure	2,079	20.7%	3,619	17.9%

Expression of, and Learning About, Identity

"I would like to learn more about my culture."

Indigenous Student Focus Group, May 2019

At school, I have opportunities to:	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		10,157	79.7%	20,596	93.6%
Express my identity	Strongly Agree	2,842	28.0%	5,022	24.4%
	Agree	5,630	55.4%	10,625	51.6%
	Disagree	378	3.7%	2,173	10.6%
	Strongly Disagree	103	1.0%	830	4.0%
	Not Sure	1,204	11.9%	1,946	9.4%
Respondents/Participation		10,103	79.3%	20,521	93.2%
Learn about my own background and identity	Strongly Agree	1,759	17.4%	3,037	14.8%
	Agree	4,772	47.2%	7,860	38.3%
	Disagree	1,190	11.8%	5,095	24.8%
	Strongly Disagree	287	2.8%	2,047	10.0%
	Not Sure	2,095	20.7%	2,482	12.1%
Respondents/Participation		10,103	79.3%	20,530	93.3%
Learn about the background and identity of others	Strongly Agree	2,123	21.0%	4,442	21.6%
	Agree	5,661	56.0%	10,677	52.0%
	Disagree	619	6.1%	2,668	13.0%
	Strongly Disagree	89	0.9%	973	4.7%
	Not Sure	1,611	15.9%	1,770	8.6%



Valuing Voices - Identity Matters! Survey Results

Experiences of Stereotyping, Prejudice or Discrimination

“Being Indigenous is treated like a disability.”

Indigenous Student Focus Group, May 2019

“Who we are counts, what we look like counts.”

Student Focus Group, May 2019

Have you experienced being stereotyped, prejudice or discrimination at school as a result of your:		Frequency		JK-6 Parents		Grades 7-12 Students	
		#	%	#	%	#	%
Respondents/Participation		10,001	78.5%	20,391	92.6%		
Appearance	Often	248	2.5%	2,475	12.1%		
	Sometimes	1,530	15.3%	4,670	22.9%		
	Rarely	1,270	12.7%	4,589	22.5%		
	Never	5,099	51.0%	7,382	36.2%		
	Not Sure	1,854	18.5%	1,275	6.3%		
Respondents/Participation		9,934	78.0%	20,341	92.4%		
Clothing	Often	117	1.2%	1,774	8.7%		
	Sometimes	1,425	14.3%	4,544	22.3%		
	Rarely	815	8.2%	3,330	16.4%		
	Never	5,845	58.8%	9,518	46.8%		
	Not Sure	1,732	17.4%	1,175	5.8%		
Respondents/Participation		9,782	76.8%	20,132	91.5%		
Disability	Often	191	2.0%	702	3.5%		
	Sometimes	444	4.5%	1,603	8.0%		
	Rarely	454	4.6%	942	4.7%		
	Never	7,530	77.0%	15,485	76.9%		
	Not Sure	1,163	11.9%	1,400	7.0%		
Respondents/Participation		9,882	77.6%	20,175	91.7%		
Ethnic background	Often	92	0.9%	1,245	6.2%		
	Sometimes	713	7.2%	2,979	14.8%		
	Rarely	417	4.2%	2,265	11.2%		
	Never	7,053	71.4%	12,265	60.8%		
	Not Sure	1,607	16.3%	1,421	7.0%		



Valuing Voices - Identity Matters! Survey Results

Have you experienced
being stereotyped,
prejudice or discrimination
at school as a result of
your:
(continued)

		Frequency		JK-6 Parents		Grades 7-12 Students	
				#	%	#	%
Respondents/Participation				9,849	77.3%	20,213	91.8%
Family income	Often			49	0.5%	841	4.2%
	Sometimes			376	3.8%	2,204	10.9%
	Rarely			199	2.0%	1,326	6.6%
	Never			7,612	77.3%	14,660	72.5%
	Not Sure			1,613	16.4%	1,182	5.8%
Respondents/Participation				9,852	77.3%	20,173	91.7%
Family structure	Often			71	0.7%	749	3.7%
	Sometimes			465	4.7%	2,016	10.0%
	Rarely			301	3.1%	1,156	5.7%
	Never			7,429	75.4%	14,952	74.1%
	Not Sure			1,586	16.1%	1,300	6.4%
Respondents/Participation				9,852	77.3%	20,170	91.6%
First language	Often			67	0.7%	821	4.1%
	Sometimes			479	4.9%	1,710	8.5%
	Rarely			268	2.7%	996	4.9%
	Never			7,738	78.5%	15,656	77.6%
	Not Sure			1,300	13.2%	987	4.9%
Respondents/Participation				9,809	77.0%	20,130	91.5%
Gender identity	Often			56	0.6%	766	3.8%
	Sometimes			292	3.0%	1,390	6.9%
	Rarely			149	1.5%	889	4.4%
	Never			8,002	81.6%	16,073	79.8%
	Not Sure			1,310	13.4%	1,012	5.0%
Respondents/Participation				9,840	77.2%	20,215	91.8%
Grades or achievement level	Often			170	1.7%	2,012	10.0%
	Sometimes			957	9.7%	4,467	22.1%
	Rarely			801	8.1%	3,782	18.7%
	Never			6,093	61.9%	9,000	44.5%
	Not Sure			1,819	18.5%	954	4.7%



Valuing Voices - Identity Matters! Survey Results

Stereotyping, Prejudice, Discrimination (continued)		Frequency		JK-6 Parents		Grades 7-12 Students	
				#	%	#	%
Respondents/Participation				9,556	75.0%	19,916	90.5%
Indigenous background (e.g., First Nations, Metis, Inuit)	Often			23	0.2%	361	1.8%
	Sometimes			153	1.6%	670	3.4%
	Rarely			51	0.5%	306	1.5%
	Never			8,143	85.2%	17,164	86.2%
	Not Sure			1,186	12.4%	1,415	7.1%
Respondents/Participation				9,789	76.8%	20,107	91.4%
Race	Often			69	0.7%	1,125	5.6%
	Sometimes			503	5.1%	2,459	12.2%
	Rarely			316	3.2%	1,850	9.2%
	Never			7,409	75.7%	13,590	67.6%
	Not Sure			1,492	15.2%	1,083	5.4%
Respondents/Participation				9,793	76.9%	20,076	91.2%
Religion or faith	Often			65	0.7%	876	4.4%
	Sometimes			467	4.8%	2,049	10.2%
	Rarely			265	2.7%	1,404	7.0%
	Never			7,452	76.1%	14,632	72.9%
	Not Sure			1,544	15.8%	1,115	5.6%
Respondents/Participation				9,718	76.3%	20,020	91.0%
Sexual Orientation	Often			19	0.2%	766	3.8%
	Sometimes			190	2.0%	1,343	6.7%
	Rarely			56	0.6%	919	4.6%
	Never			7,968	82.0%	15,742	78.6%
	Not Sure			1,485	15.3%	1,250	6.2%
Respondents/Participation				3,956	31.0%	8,829	40.1%
Other reasons ¹⁵	Often			86	2.2%	625	7.1%
	Sometimes			88	2.2%	269	3.0%
	Rarely			139	3.5%	364	4.1%
	Never			2,489	62.9%	6,159	69.8%
	Not Sure			1,154	29.2%	1,412	16.0%

¹⁵ Includes: Grades or achievement level, appearance, bullying, disability, race/background, ability/skill/talent, opinions/beliefs/political, gender identity, sexual orientation, food choice, language/voice or accent, vocabulary, medical or health/physical, family income, religion, staff perspective/influence, family status/structure, age, personal reasons.



Valuing Voices - Identity Matters! Survey Results

Safety

"Students need safe spaces to share experiences and feelings without being dismissed or shut down."

Student Focus Group, May 2019

"Parents not feeling safe or free to disclose their identity"

Indigenous Parent Focus Group, June 2019

Please indicate your level of agreement with each of the following statements regarding your sense of safety:

	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		10,008	78.5%	20,419	92.8%
I feel safe in the classroom.	Strongly Agree	4,255	42.5%	6,904	33.8%
	Agree	5,135	51.3%	11,269	55.2%
	Disagree	298	3.0%	1,036	5.1%
	Strongly Disagree	73	0.7%	466	2.3%
	Not Sure	247	2.5%	744	3.6%
Respondents/Participation		9,986	78.4%	20,367	92.5%
I feel safe in the other parts of the school (e.g., gym, cafeteria, washroom, hallways).	Strongly Agree	3,525	35.3%	5,733	28.1%
	Agree	5,408	54.2%	11,253	55.3%
	Disagree	421	4.2%	1,753	8.6%
	Strongly Disagree	93	0.9%	640	3.1%
	Not Sure	539	5.4%	988	4.9%
Respondents/Participation		9,971	78.3%	20,343	92.4%
I feel safe outside on school property (e.g., schoolyard, school parking lot).	Strongly Agree	3,089	31.0%	5,435	26.7%
	Agree	5,481	55.0%	11,459	56.3%
	Disagree	677	6.8%	1,735	8.5%
	Strongly Disagree	153	1.5%	632	3.1%
	Not Sure	571	5.7%	1,082	5.3%
Respondents/Participation		9,951	78.1%	20,306	92.3%
I feel safe in the neighbourhood beside/ around school.	Strongly Agree	2,909	29.2%	5,401	26.6%
	Agree	5,552	55.8%	11,205	55.2%
	Disagree	347	3.5%	1,649	8.1%
	Strongly Disagree	64	0.6%	606	3.0%
	Not Sure	1,079	10.8%	1,445	7.1%



Valuing Voices - Identity Matters! Survey Results

Please indicate your level of agreement with each of the following statements regarding your sense of safety:
(continued)

	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		9,944	78.0%	20,322	92.3%
I feel safe on my way to and from school.	Strongly Agree	3,392	34.1%	6,167	30.3%
	Agree	5,580	56.1%	11,330	55.8%
	Disagree	357	3.6%	1,353	6.7%
	Strongly Disagree	83	0.8%	544	2.7%
	Not Sure	532	5.3%	928	4.6%
Respondents/Participation		8,910	69.9%	19,322	87.8%
I feel safe on the school bus.	Strongly Agree	2,207	24.8%	4,729	24.5%
	Agree	3,773	42.3%	8,667	44.9%
	Disagree	429	4.8%	1,258	6.5%
	Strongly Disagree	144	1.6%	826	4.3%
	Not Sure	2,357	26.5%	3,842	19.9%

Bullying

Bullying is when a person tries to hurt another person, and does it more than once. It can be physical, verbal, or social, and can also take place over the internet with emails or text messages. The bully is usually in a position of real or perceived power over the victim.

“Racial profiling and bullying for being Indigenous [has prevented me from feeling and doing my best in school].”

Indigenous Student Focus Group, May 2019



Valuing Voices - Identity Matters! Survey Results

To the best of your knowledge in the past 4 weeks, how often have you been:		Level of Agreement		JK-6 Parents		Grades 7-12 Students	
				#	%	#	%
Respondents/Participation				9,820	77.1%	19,753	89.7%
Worried about being bullied?	All the time			225	2.3%	910	4.6%
	Often			599	6.1%	1,043	5.3%
	Sometimes			1,906	19.4%	2,281	11.5%
	Rarely			2,596	26.4%	4,021	20.4%
	Never			4,494	45.8%	11,498	58.2%
Respondents/Participation				9,859	77.4%	20,238	92.0%
Physically bullied? (e.g., pushed, punched, or scared by someone).	All the time			106	1.1%	440	2.2%
	Often			365	3.7%	503	2.5%
	Sometimes			1,604	16.3%	1,142	5.6%
	Rarely			2,481	25.2%	2,852	14.1%
	Never			5,303	53.8%	15,301	75.6%
Respondents/Participation				9,816	77.0%	20,242	92.0%
Cyber bullied? (e.g., called names, teased, threatened by email, text messages, or social media).	All the time			38	0.4%	552	2.7%
	Often			88	0.9%	593	2.9%
	Sometimes			292	3.0%	1,277	6.3%
	Rarely			852	8.7%	2,601	12.8%
	Never			8,546	87.1%	15,219	75.2%
Respondents/Participation				9,812	77.0%	20,245	92.0%
Socially bullied? (e.g., excluded by others, had rumors spread about you, or had someone try to make you look bad).	All the time			153	1.6%	908	4.5%
	Often			470	4.8%	1,122	5.5%
	Sometimes			1,528	15.6%	2,184	10.8%
	Rarely			2,078	21.2%	3,243	16.0%
	Never			5,583	56.9%	12,788	63.2%
Respondents/Participants				9,825	77.1%	20,242	92.0%
Verbally bullied? (e.g., called names, teased, threatened, or received negative comments).	All the time			160	1.6%	949	4.7%
	Often			553	5.6%	1,144	5.7%
	Sometimes			1,875	19.1%	2,088	10.3%
	Rarely			2,542	25.9%	3,317	16.4%
	Never			4,695	47.8%	12,744	63.0%



NEXT STEPS

The data presented in this report serves as a starting point for ongoing discussions with community organizations and other stakeholders. It is the story of identity. Not only does it serve to describe the diversity of the OCDSB student population, it is foundational work which future reports will build upon to advance equity of access and outcomes through a Culture of Caring and a Culture of Social Responsibility.

As staff begin to undertake the linking of this data with other data (e.g., achievement, program pathways, suspension rates, etc.) over the coming months, it will be important to create opportunities for communities to share their voice and provide context to the numbers and results from the statistical analyses undertaken (Andrews et al., 2019). This work will begin during the week of June 22, 2020.

Over the next few months, dashboards will be created to facilitate access to aggregate level demographic and perceptual data at the school level. These dashboards are intended for internal use and will be created in such a way as to ensure individual privacy is protected. For example, displays will be at the item level and suppression rules will be applied where there are fewer than 10 respondents for any given category.

The crux of this work occurs, however, when survey data is linked to other administrative datasets to quantify:

- disparity in student outcomes (e.g., achievement, suspension rates, graduation rates) and experiences in school (e.g., sense of belonging, safety, etc.), and
- disproportionate representation of different groups across programs and services (e.g., academic/applied/locally developed level courses; English with core French/French immersion programs).

Working with community organizations and stakeholders to better understand what the underlying systemic issues are that may be contributing to these outcomes will be an important component of this work. In accordance with the *Data Standards*, this will necessarily include them in the establishment of appropriate thresholds, and benchmarks and/or reference groups against which these disparities and disproportionalities are to be measured. Dialogue with communities will also be required for the development of data sharing protocols/agreements (e.g., the rights of First Nations communities to have [ownership, control, access, and possession](#) of their data; The First Nations Information Governance Centre, 2014).

Developing and implementing strategies to remove these barriers will be critical. Placing human rights and equity at the centre of our work, safeguards the ability of every student to realize their right to access equal educational opportunities and outcomes and every staff member to work in an environment free from harassment and discrimination.



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GLOSSARY OF TERMS

Accommodation means an adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the *Ontario Human Rights Code* (the “Code”) or other similar grounds.

Agnostic refers to someone who claims neither belief or disbelief in God.

Anti-Black racism is prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, to the extent that anti-Black racism is either functionally normalized or rendered invisible to the larger White society. Anti-Black racism is manifest in the current social, economic, and political marginalization of African Canadians, which includes unequal opportunities, lower socioeconomic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system.

Anti-Indigenous racism is the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada. Systemic anti-Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system. It is also manifest in the overrepresentation of Indigenous peoples in provincial criminal justice and child welfare systems, as well as inequitable outcomes in education, well-being, and health. Individual lived-experiences of anti-Indigenous racism can be seen in the rise in acts of hostility and violence directed at Indigenous people.

Anti-racism is a proactive course of action to identify, remove, prevent, and mitigate the racially inequitable outcomes and power imbalances between dominant and disadvantaged groups and the structures that sustain these inequities. It recognizes the historic nature and cultural contexts of racism, and focuses critically on systemic racism.

Antisemitism is latent or overt hostility, or hatred directed towards, or discrimination against, individual Jewish people or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual, and religious heritage.



Asexual is a term used to describe people who are in the process of exploring their sexual orientation or gender identity.

Atheist refers to someone who disbelieves or lacks belief in the existence of God or gods.

Bisexual refers to a person who is emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

Coding involves the generation of succinct labels (codes/variable names) that identify important features of open-text data that might be relevant to answering the research question. These labels are then applied to relevant records in the dataset and available for use in analysis.

Creed means a professed system and confession of faith, including both beliefs and observances of worship. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Data consists of facts, figures, and statistics objectively measured according to a standard or scale (e.g., frequency, volumes or occurrences).

Database is any collection of data or information that is specially organized for rapid search and retrieval by a computer. Databases are structured to facilitate the storage, retrieval, modification, and deletion of data through various data-processing operations.

Dataset refers to an organized collection of data. The most basic representation of a data set is data elements presented in tabular form. A data set may also present information in a variety of non-tabular formats, such as an extensible mark-up language (XML) file, a geospatial data file, an image file, etc.

Disability refers to a permanent or long term health condition that makes it difficult for individuals to function in an environment that is not fully inclusive and accessible. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have disabilities may have a special education plan at school to help them (an Individual Education Plan or IEP), but some do not.

Discrimination refers to unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, age, marital status, family status, or disability, as set out in the *Ontario Human Rights Code*, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to



opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Diversity refers to the presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equity refers to a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Ethnicity is multifaceted, referring to groups that share a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

First Nations people are the descendants of the original inhabitants of Canada who lived here for many thousands of years before explorers arrived from Europe. First Nations people identify themselves by the Nation to which they belong, for example, Algonquin, Cree, Mohawk, Oneida and so on. There are over 630 First Nations communities in Canada.

Gay refers to people whose enduring physical, romantic and/or emotional attractions are to people of the same sex.

Gender Fluid refers to a gender identity or expression that changes or shifts along the gender spectrum.

Gender Identity refers to a person's internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person's sex assigned at birth (e.g. male, female, intersex). It is different from, and does not determine, a person's sexual orientation.

Gender Non-conforming is a broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.

Inclusive Education refers to education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.

Indigenous is a term that includes First Nations, Métis and Inuit communities.



Inductive Approach to Thematic Analysis occurs when coding and theme development are directed by the content of the data.

Inuit are the Indigenous peoples of the Arctic. The word Inuit means "the people" in the Inuit language of Inuktitut. The singular of Inuit is Inuk.

Intersectionality is the way in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances. In the context of race and Indigenous identity, this means recognizing the ways in which people's experiences of racism or privilege, including within any one group, may vary depending on the individual's or group's relationship to additional overlapping or intersecting social identities, like religion, ethnic origin, gender, age, disabilities or citizenship and immigration status. An intersectional analysis enables better understanding of the impacts of any one particular systemic barrier by considering how that barrier may be interacting with other related factors.

Islamophobia is racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic, and societal level.

Keyword research is the process of uncovering and generating relevant keywords for your content. This is useful when there are multiple words in a dataset that fall under an identified theme. Keywords assist with ensuring that all responses in a dataset are captured and coded under an appropriate theme.

Lesbian refers to a sexual orientation in which a woman has emotional, physical, spiritual and/or sexual attraction to other women.

LGBTQ2S+ means Lesbian, Gay, Bisexual, Transgender, Queer and Questioning, TwoSpirit, and additional sexual orientation and gender identities.

Métis means a person of Historic Métis Nation ancestry who resided in west central North America, and is accepted by the Métis Nation which is now comprised of all Métis Nation citizens and is one of the "aboriginal peoples of Canada" within the meaning of s.35 of the *Constitution Act 1982*.

Non-binary is an adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do.



Pansexual describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree.

Participation Rates, reported as percentages, represent the number of people who answered a particular survey question (or item) divided by the number of people who answered the survey. In this case, participation rates are calculated for parents/guardians of JK to grade 6 students, and for students in grades 7 to 12.

Privacy means the quality or condition of being secluded from the presence or view of others. The state of being free from unsanctioned intrusion: a person's right to privacy.

Queer is a term people often use to express fluid identities and orientations. Often used interchangeably with LGBTQ.

Questioning is a term used to describe people who are in the process of exploring their sexual orientation or gender identity.

Race is a social construct based on how others see and behave toward them. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways which can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group. Race categories may vary over time and place.

Racial Disproportionality Index measures a racial group's overrepresentation or underrepresentation in a program, service, or function relative to the group's representation in the reference population.

Racial Disparity Index measures group differences in outcomes by comparing the outcomes for one group with those of another.

Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another.

Religion refers to any religious denomination, group, sect, or other religiously defined community or system of belief and/or spiritual faith practices.

Response Rates, reported as percentages, represent the number of people who answered the survey divided by the number of people in the target population. In this case, the target population was the number of elementary and secondary students enrolled in OCDSB schools at the time of survey implementation.



Retention Period refers to the length of time personal information is stored. For electronic data bases, the Data Standards require a minimum retention period of at least five years after the day it was last used, or for as long as reasonable and necessary for the purposes of identifying systemic racism and advancing racial equity unless an individual requests removal of their personal information. For the OCDSB, once the 5-year retention period has been observed, data will be maintained in inactive storage for a period of six (6) years in accordance with its current records retention policy.

Security means the protection of personal information regardless of the format in which it is held and includes, but is not limited to, physical measures such as locked filing cabinets and restricted offices, organizational measures such as limited access, and technological measures, such as the use of passwords and encryption.

Semantic Approach to Thematic Analysis occurs when coding and theme development reflect the explicit content of the data.

Sexual orientation refers to a person's sense of sexual attraction to the people of the same or different sex.

Stereotypes are qualities ascribed to individuals or groups that are based on misconceptions, false generalizations, and/or oversimplifications that potentially result in stigmatization. A race-based stereotype is a quality ascribed to individuals/groups related to race. Stereotypes can perpetuate racism and racial discrimination and give rise to racial inequalities.

Systemic Racism consists of organizational culture, policies, directives, practices or procedures that exclude, displace or marginalize some racialized groups or create unfair barriers for them to access valuable benefits and opportunities. This is often the result of institutional biases in organizational culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others.

Thematic Analysis (TA) is used to identify patterns of meaning across a dataset that provide an answer to the research question being addressed. Patterns are identified through a rigorous process of data familiarization, data coding, and theme development and revision.

Themes in this TA approach are defined as patterns of shared meaning underpinned by a central concept or idea.

Trans boy or man refers to a person whose sex assigned at birth is "female" and identifies as a man may also identify as a trans man



Trans girl or woman refers to a person whose sex assigned at birth is “male” and identifies as a woman may also identify as a trans woman

Two Spirit is a term used by Aboriginal people to describe from a cultural perspective people who are gay, lesbian, bisexual, trans or intersex. It is used to capture a concept that exists in many different Indigenous cultures and languages. For some, the term Two-Spirit describes a societal and spiritual role that people played within traditional societies, such as mediators, keepers of certain ceremonies, transcending accepted roles of men and women, and filling a role as an established middle gender.

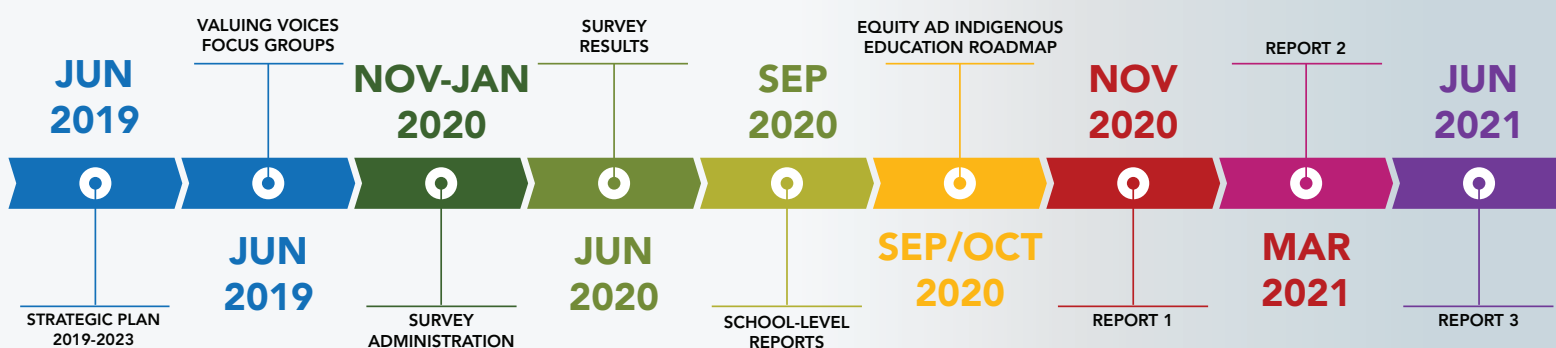


Valuing Voices — Identity Matters! Survey Results

Understanding identity is essential to our ability to build relationships to support student learning and well-being. This is complex work that must be done in partnership with the community.

The OCDSB has been preparing for this work for the past several years. The timeline below provides an overview of what has taken place over the past 18 months and our vision to the end of the next school year. Three separate reporting timelines have been established for the 2020–2021 school year – November, March, and June. While it is anticipated that each report will have a specific focus (e.g., achievement, suspension, sense of belonging), consultation with community partners will help to refine the focus and prioritize when each report will come forward. Further analyses and reporting will be undertaken during the following school year.

Timeline

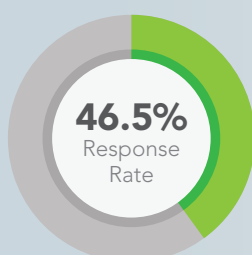


Survey Participation

A total of 74,975 parents/guardians (JK to grade 6) and students in grades 7–12 were invited to complete the survey; 34,888 individuals responded to the survey representing an overall response rate of 46.5%

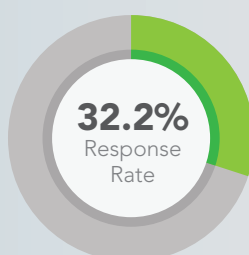
Overall Participation

■ Distributed: 74,975
■ Responded: 34,888



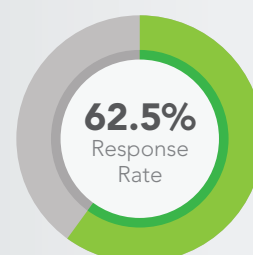
Parents (JK–6)

■ Distributed: 39,604
■ Responded: 12,751



Students (7–12)

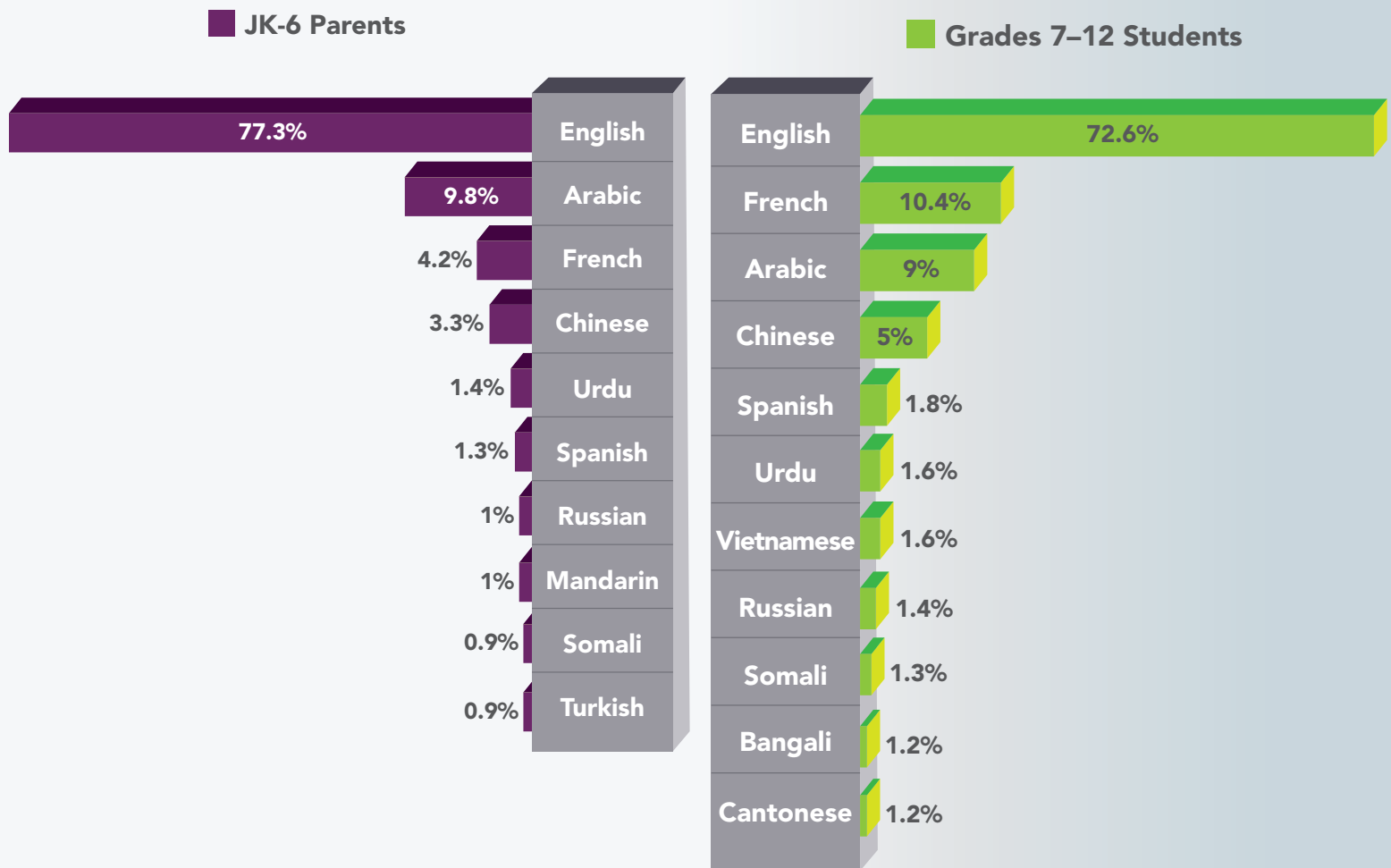
■ Distributed: 35,371
■ Responded: 22,137



Demographics

First Language Spoken

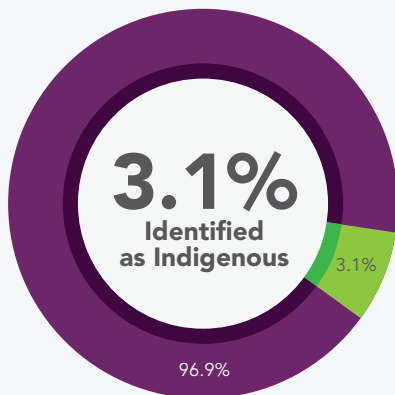
There were more than 150 languages that students were reported to have first learned to speak as a child. Amongst the most common were English, Arabic, French and Chinese. We have listed the top 10 languages for JK–6 parents and Grades 7–12 Students (Turkish and Cantonese both had the same percentage).



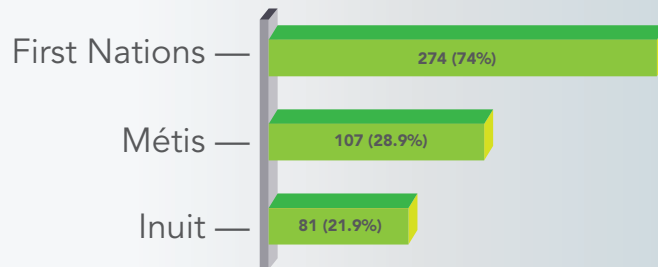
Indigenous Self-identification

Approximately 3.5% of survey respondents identified as being First Nations, Métis, and/or Inuit. Diversity within this population of students was reflected in the many communities, regions, or territories from which they came.

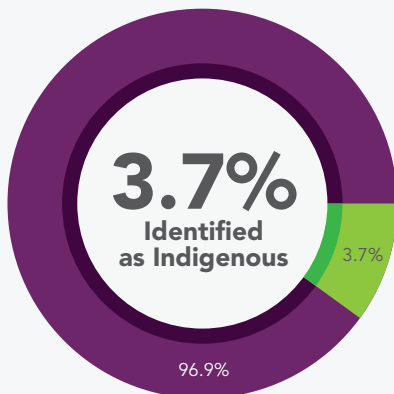
JK-6 Parents



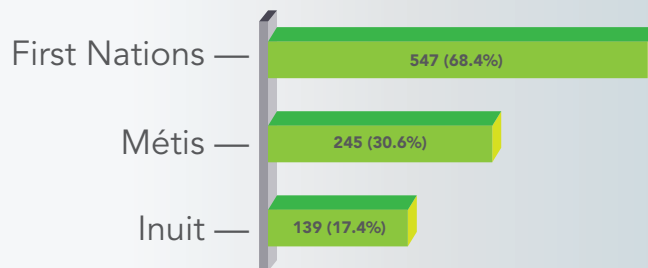
Yes — 370 (3.1%)
No — 11,582 (96.9%)



Students (Grades 7–12)



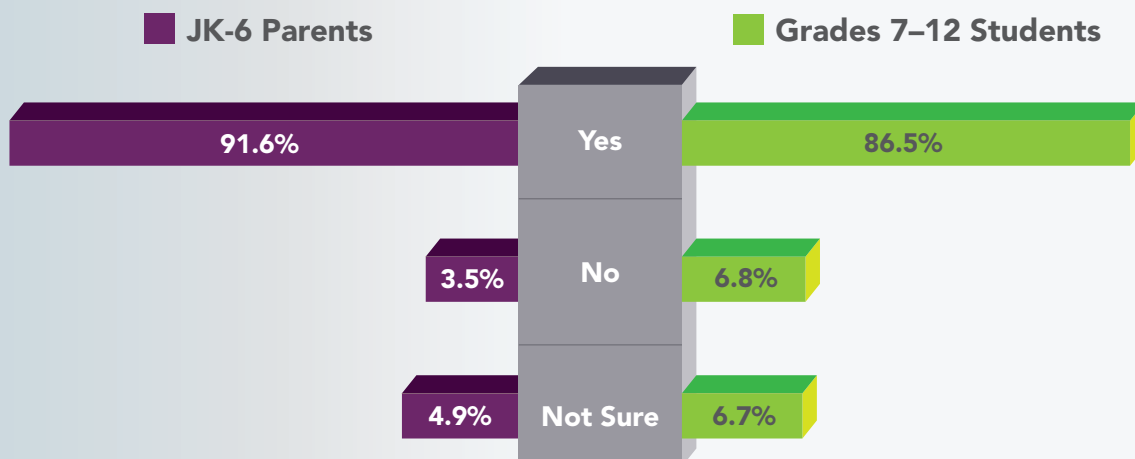
Yes — 800 (3.7%)
No — 20,671 (96.3%)



Ethnic/Cultural Origins

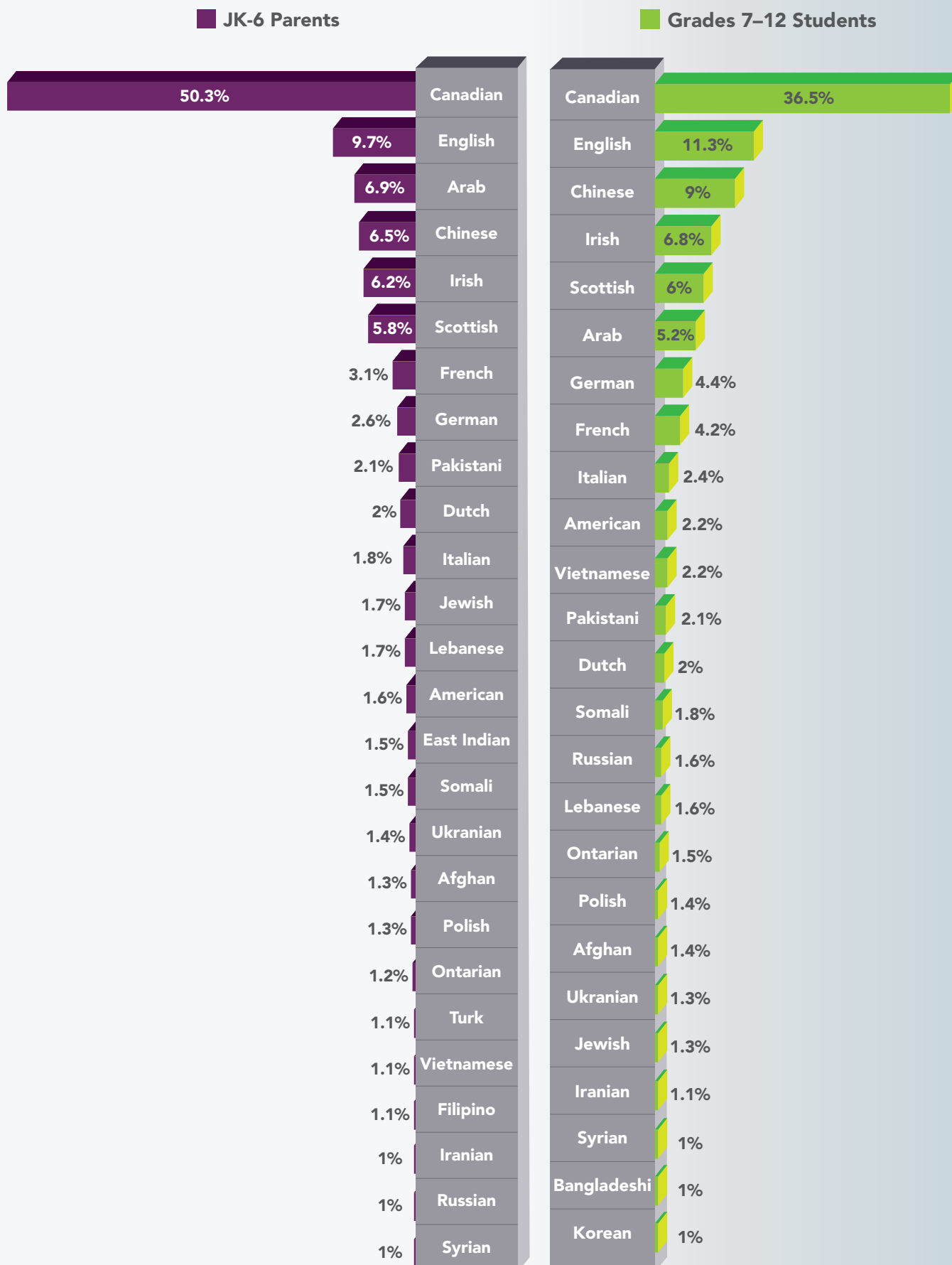
Most survey respondents considered themselves to be Canadian, despite more than 300 ethnic/cultural backgrounds being reported.

Do you consider yourself Canadian?



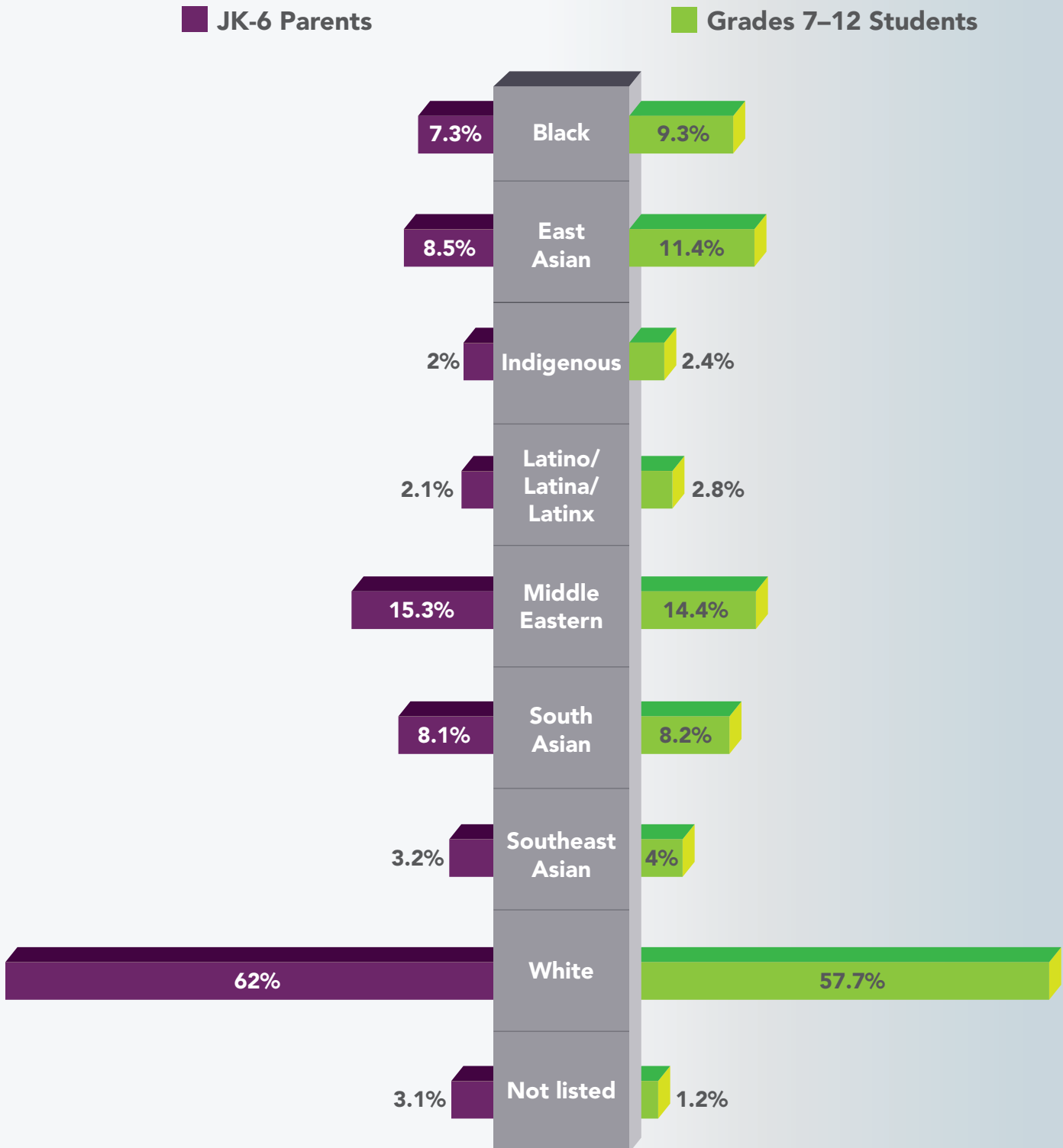
Ethnic/Cultural Origins: Details

Aside from Canadian, more than 5% of survey respondents reported being of Arab, Chinese, English, Irish, or Scottish descent. The following graph shows those that were most common (i.e., reported by at least 1% of survey respondents).



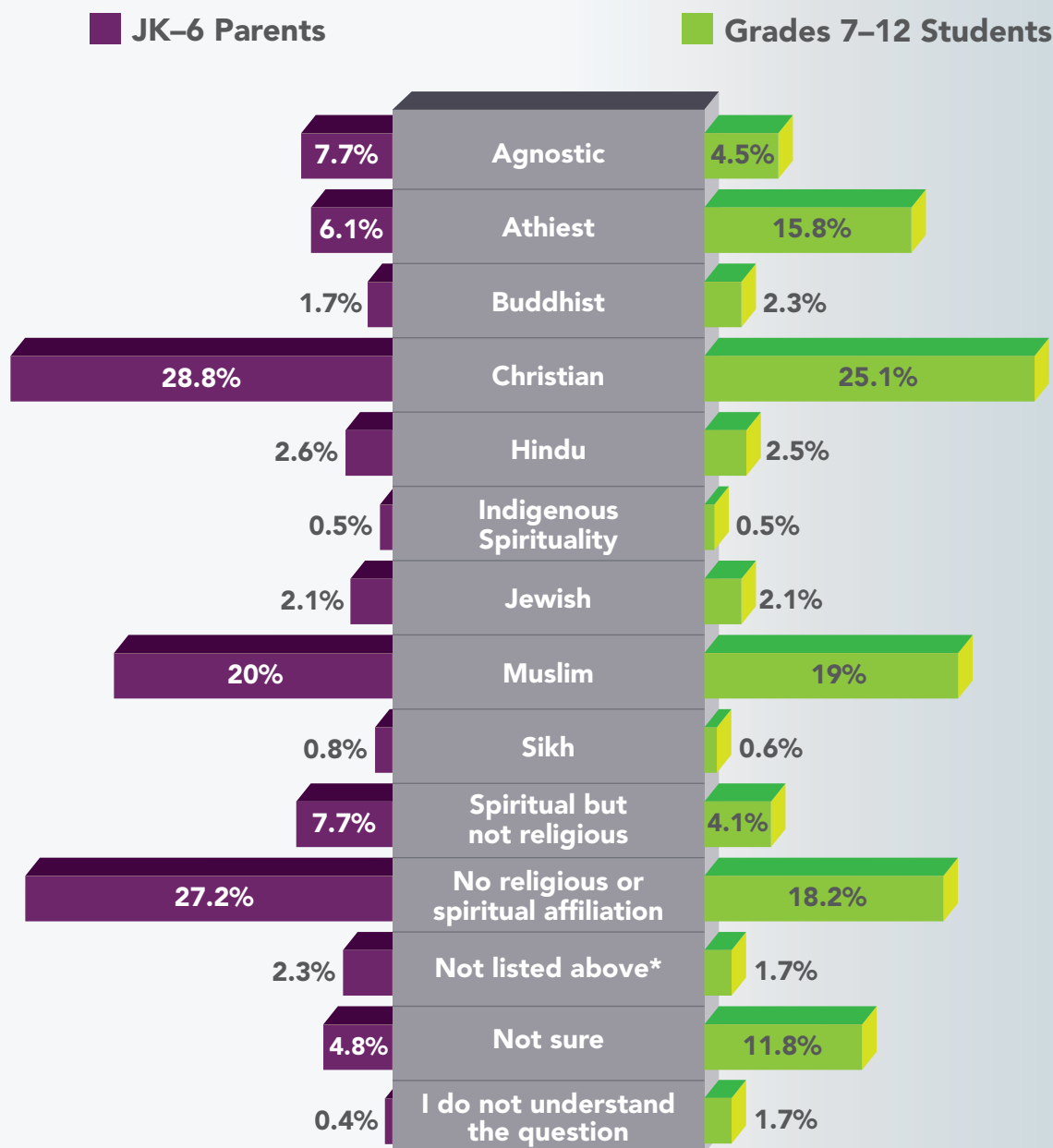
Race

While the majority of respondents identified as White, there was student representation from all response options provided to the question about race. Black, East Asian, Middle Eastern, and South Asian were amongst those most frequently reported.



Religion, Creed and/or Spiritual Affiliation

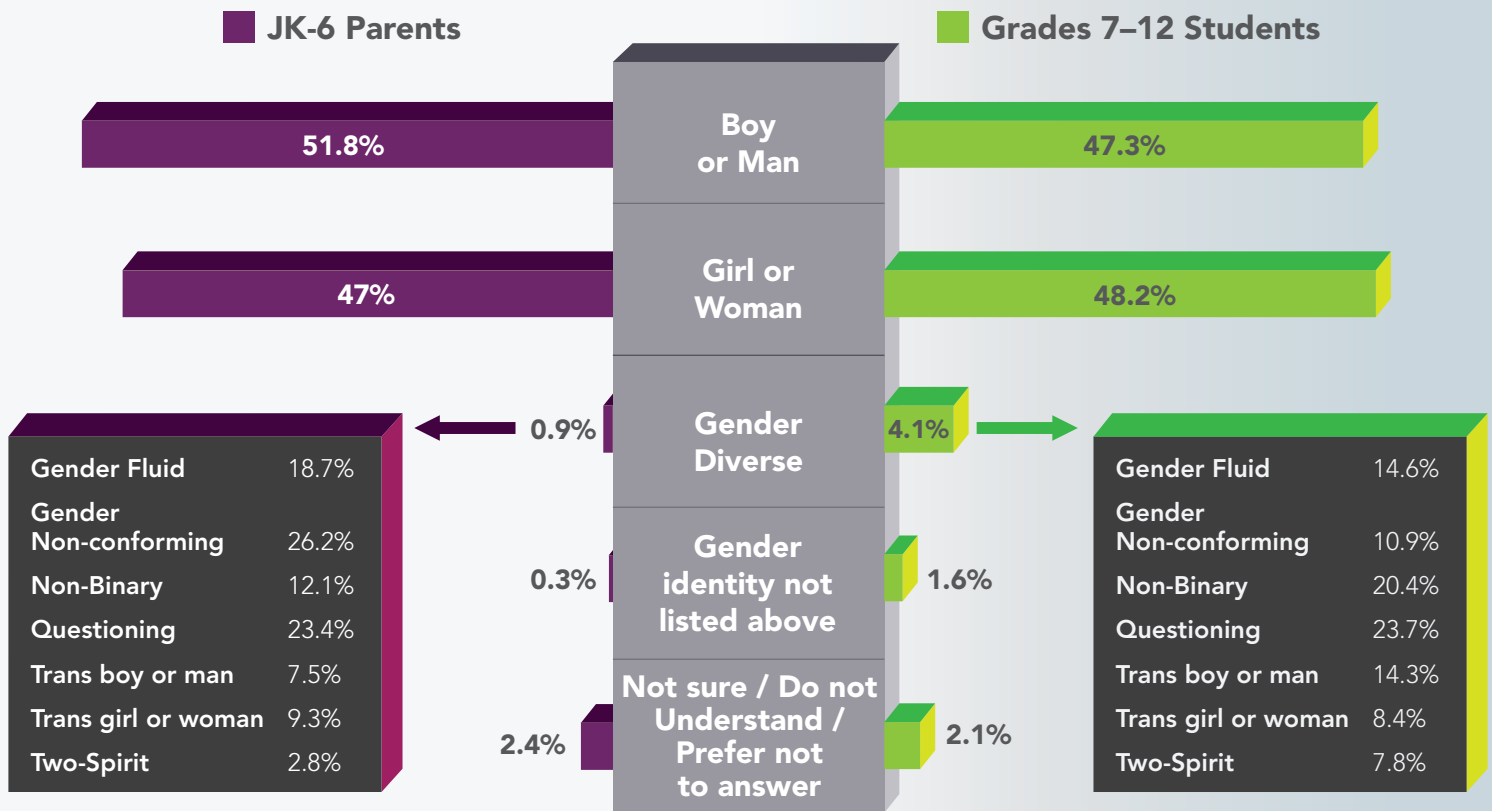
The OCDSB student population is reflective of a multi-faith community; Christian and Muslim faiths were amongst those most frequently reported. Many students reported having no religious or spiritual affiliation.



*Includes: Bahai Faith, Church of Christ Iglesia Ni Cristo, Druze Faith, Greek Mythology, Jah Rastafari, Jainism, Jehovah's Witness, Mormon Latter Day Saints, Paganism, Scientology, Seventh Day Adventist, Shinto, Taoist, Wicca, Zoroastrian

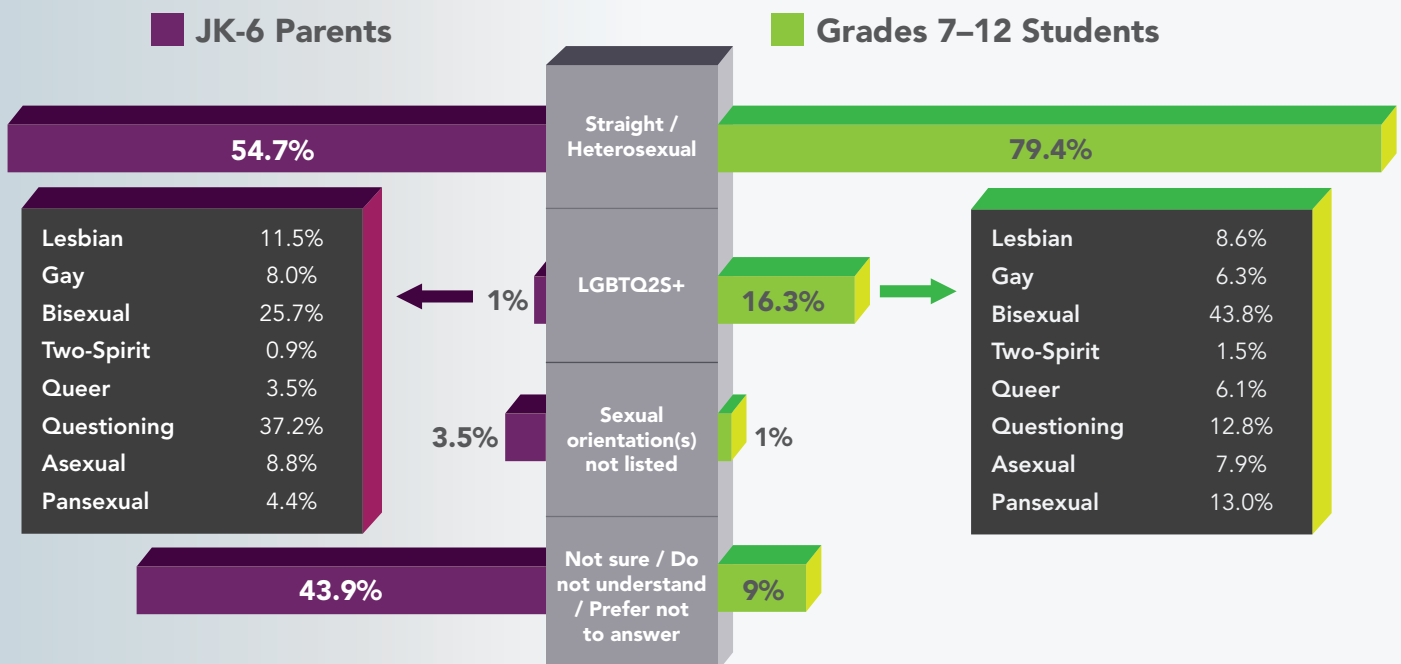
Gender Identity

Just over 1% of students in JK to grade 6, and more than 5% of students in grades 7 to 12, reported diverse gender identities.



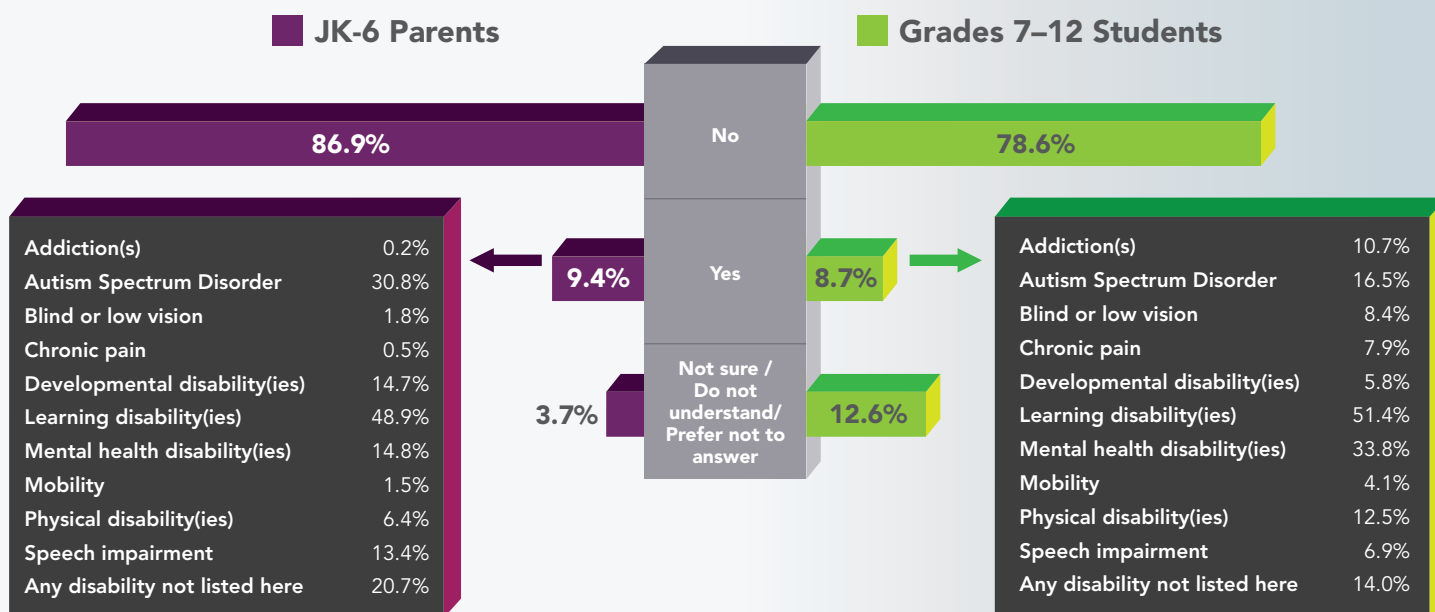
Sexual Orientation

Approximately 40% of parents/guardians of children in JK to grade 6 were uncertain or preferred not to answer the question about their child's sexual orientation; the balance of respondents reported that their child was straight/heterosexual (55%), LGBTQ2S+ (1.5%), or that it was too soon to know (3.5%). Just over 16% of survey respondents in grades 7 to 12 identified as LGBTQ2S+.



Disability

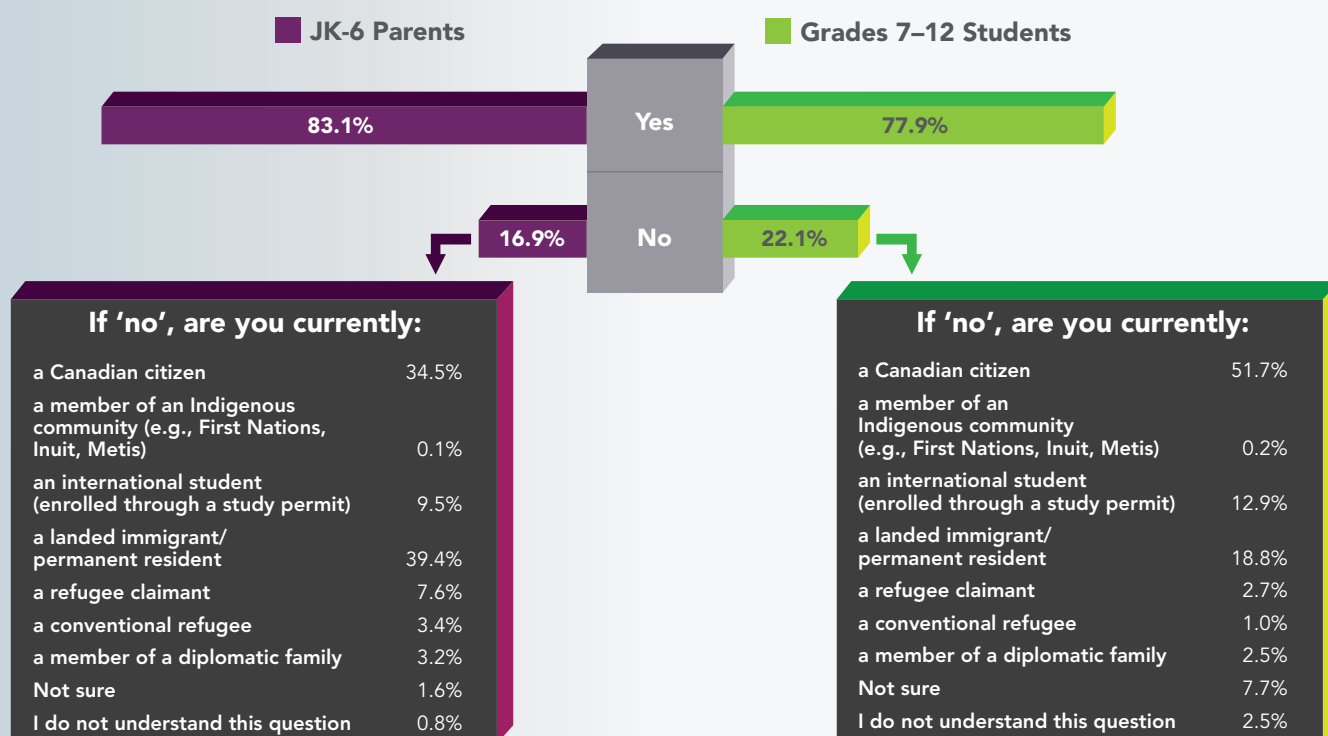
Approximately 9% of survey respondents (parents/guardians of students in JK to grade 6, and students in grades 7 to 12) reported having a disability at the time of the survey. Learning disability was the most commonly reported disability for both groups of respondents. Close to one-third of students in JK to grade 6 were reported as having Autism, while a similar percentage of students in grades 7 to 12 reported having a mental health disability.



Status in Canada

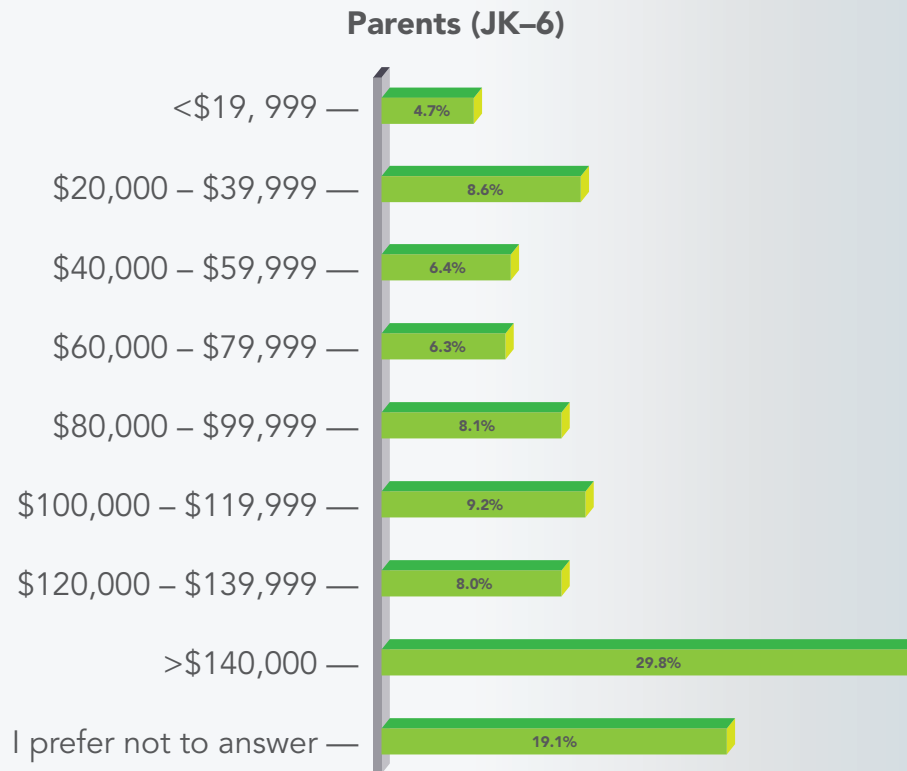
Over three-quarters of survey respondents were born in Canada. Of those not born in Canada, most reported being a Canadian Citizen or landed immigrant/ permanent resident at the time of the survey. Ten percent of JK to grade 6 students, and 13% of students in grades 7 to 12, were enrolled through a study permit as an international student.

Status in Canada



Income

Nearly 50% of parents/guardians of JK to grade 6 students reported an annual household income that was more than \$100,000; another 19% preferred not to disclose.





BOARD PUBLIC MINUTES

**Tuesday, May 26, 2020, 9:00
pm
Zoom Meeting**

Trustees: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Prasith Wijeweera (Student Trustee)

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Dorothy Baker (Superintendent of Instruction), Mike Carson (Chief Financial Officer), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Shannon Smith (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Pamela LeMaistre (Manager of Human Resources), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Charles D'Aoust (Coordinator of Budget Services), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 9:15 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

**Moved by Trustee Campbell, seconded by Trustee Fisher,
THAT the agenda be approved.
Carried**

3. Report from the Board (In Camera)

Trustee Penny reported that the Board met in camera this evening and has no report.

4. Briefing from the Chair of the Board

Chair Scott highlighted that the Ontario government extended the closure of publicly funded schools until the end of the school year. Chair Scott shared her appreciation to all the OCDSB staff and community members for their continued commitment to support student learning and well-being during the closure.

Chair Scott noted that the Minister of Education announcement stated that a plan would be shared in June, to assist schools in preparing for the reopening in September. On 26 May, the Ministry of Education advised that a consultation on the plan had been launched and feedback would be received by email. A link to the plan was added to the supplemental items under the COVID-19 update on the 26 May 2020 agenda package.

Chair Scott highlighted that the District is working locally and with the Ministry of Education to plan for the school reopening in September. More information will be shared with parents and students when available.

During the week of 18-22, May 2020, a memo was sent to school councils regarding end of year planning and finalizing outstanding school council business. Chair Scott, on behalf of the Board of Trustees, expressed thanks to all of the school council volunteers. Chair Scott highlighted that during the closure period, councils have interacted with principals and families and assisted in providing support to families in need in the community.

Chair Scott shared the unfortunate news that physical distancing restrictions would prevent in-person end of year gatherings and celebrations that school councils would have ordinarily held. It also prevents the Volunteer Appreciation Reception from taking place, where the Board of Trustees thank council members directly.

Chair Scott announced that the central agreements with teachers and education workers represented by the Ontario Secondary School Teachers' Federation (OSSTF), have now been ratified. This followed the ratification of central agreements with the Elementary Teachers Federation of Ontario (ETFO), that was announced at the 28 April 2020 Board meeting.

5. Briefing from the Director

Director Williams-Taylor wished Eid Mubarak to everyone in the community celebrating the end of Ramadan.

Director Williams-Taylor highlighted that in order to help students learn at home, the District has now delivered more than 11,000 Chromebooks and over 1000 internet hotspots to students in need.

Director Williams-Taylor thanked the Education Foundation of Ottawa's Executive Director, Clarissa Arthur, for her assistance with collecting and distributing emergency school supplies to 700 Ottawa children in need. Packages of school supplies were delivered to help students participate in learning at home activities.

Director Williams-Taylor commended educators for the innovative approaches taken to assist learning and supporting students at home.

Director Williams-Taylor noted that through the partnership of the Education Foundation, Just Foods and Ottawa Good Food Box, the District was able to deliver food boxes and garden packages to approximately 1000 students. The packages come with instructional materials about how to grow vegetables at home. They are also designed for students who may live in an apartment and do not have access to outdoor space.

Director Williams-Taylor noted that in April, the OCDSB launched a thank you campaign directed at essential workers. Students shared more than 450 letters, pictures and videos. The District has taken these materials and sent them to local organizations across the city. The messages of support were well received and can be found on display in local hospitals, shared in the employee newsletter, and highlighted on social media.

6. Delegations

6.1 Robin Browne, re Code of Conduct Policy and Process

Mr. Browne, speaking on behalf of his community, voiced concerns over the Board's process for addressing complaints of alleged violations to the Code of Conduct by Board members. In his delegation, Mr. Browne provided an overview of the four issues he felt were concerning.

In response to the issues Mr. Browne outlined in his submission, Trustee Scott and Executive Director Giroux addressed each item individually in the order they were submitted:

1. Under the Code of Conduct, there is a provision that investigations involving multiple infractions should result in a formal review. When there is a breach, an assessment is conducted, and sanctions can only be applied once a breach has been confirmed. Regarding the severity

of the sanctions, the Board does provide input but there are many factors that must be considered;

2. Chair Scott stated that in the past, when a formal review was conducted, the Board selected an appropriate sanction based on the severity of the incident;
3. Chair Scott noted that the sanctions available to the Board are only those provided by provincial legislation and what is outlined in *the Education Act*. Sanctions that the Board has available include banning the member from attending meetings or barring them from sitting on a committee, for no longer than 6 months. The Board cannot impose a sanction that is more onerous than these and cannot demand a trustee vacate their seat; and
4. Executive Officer Giroux stated that there is a balance between the rights of the community to appear as a delegation and procedural fairness. The code states individual members of the Board cannot undertake an independent investigation and although this does not apply specifically to delegations, when trustees ask delegations questions, this could be construed as seeking additional information. In order to protect the integrity of the process, the Board reviewed the merits of the requested 28 April 2020 delegation and worked with legal counsel to formulate the decision.

During question period, the following comments were made:

- Mr. Browne expressed interest in providing a delegation to the investigator leading the Code of Conduct investigation. The District will review this request and inform Mr. Browne of the decision;
- Mr. Browne stated he was unfamiliar with the provincial legislation regarding how Boards deal with code of conduct matters. He noted he would familiarize himself with other Board's codes prior to escalating his grievances with Ontario's provincial representative; and
- The OCDSB has established the role of integrity commissioner and will be reviewing the parameters of the position once an individual has been appointed.

7. Matters for Action

7.1 Confirmation of Board Minutes:

7.1.a 28 April 2020, Board

Moved by Trustee Fisher, seconded by Trustee Schwartz,

THAT the 28 May 2020 Board minutes be confirmed.

Carried

7.1.b 12 May 2020, Special Board

Moved by Trustee Hough, seconded by Trustee Fisher,

THAT the 12 May 2020 Special Board minutes be confirmed.

Carried

7.2 Business Arising from Board Minutes

There was no business arising from the 28 April 2020 Board minutes nor the 12 May 2020 Special Board minutes.

7.4 Report 20-046, Appointments to the Ontario Public School Boards' Association (OPSBA) for 7 July 2020 to 7 July 2021 (M. Giroux)

Your Committee had before it Report 20-046 seeking to establish the appointments to the Ontario Public School Boards' Association (OPSBA) for the period of 07 July 2020 to 07 July 2021.

Executive Officer Giroux noted the requirement to confirm the following OPSBA appointments:

- Two directors to the Board of Directors; and
- Two alternate directors to the Board of Directors.

Chair Scott invited trustees to nominate or self-nominate representatives for the role of director on OPSBA.

Trustee Penny, seconded by Trustee Schwartz, nominated Trustee Boothby. Trustee Boothby accepted the nomination.

Trustee Boothby, seconded by Trustee Schwartz, nominated Trustee Penny. Trustee Penny accepted the nomination.

Trustee Lyra Evans, seconded by Trustee Ellis, self nominated.

Moved by Trustee Campbell, seconded by Trustee Hough.

THAT nominations be closed.

Carried

Following an election, Chair Scott declared Trustees Boothby and Trustee Penny as the two directors to the OPSBA Board of Directors for the period of 07 July 2020 to 07 July 2021.

Chair Scott invited trustees to nominate or self-nominate representatives for the role of alternate director on OPSBA.

Trustee Boothby, seconded by Trustee Penny nominated Trustee Bell. Trustee Bell accepted the nomination.

Trustee Campbell, seconded by Trustee Hough, self-nominated.

Trustee Boothby, seconded by Trustee Ellis nominated Trustee Lyra Evans. Trustee Lyra Evans accepted the nomination.

**Moved by Trustee Campbell, seconded by Trustee Penny.
 THAT nominations be closed.
 Carried.**

Following an election, Chair Scott declared Trustee Bell and Trustee Campbell as the two alternate directors to the OPSBA Board of Directors for the period of 07 July 2020 to 07 July 2021.

7.5 Report 20-050, Revised Secondary Teacher Staffing for 2020-2021 (J. McCoy)

Your Committee had before it Report 20-050, seeking approval of the revised secondary teacher staffing plan for 2020-2021. Superintendent McCoy provided an overview of the revisions made to the 31 March 2020 approved plan, to reflect the updated secondary teaching complement, which resulted from the ratified central agreement. Based on the ratification, new staffing language was applied that impacts what was outlined in the approved March plan.

The memorandum of settlement included a commitment on the part of the Crown to provide additional funds to school boards to add positions to support special education, unique student needs and mental health initiatives. The allocation for the OCDSB is equivalent to an additional 11.0 full time equivalent (FTE). The additional 11.0 FTE include the 5.0 program enhancement positions already approved. This is included in the revised staffing plan.

There is a reference in the new agreement to a maximum average class size of 23. The change in maximum average class size has an impact on the classroom staffing positions that the District allocates. Staff are recommending class size averages of between 22.33 and 22.5 for next year with attrition and enrolment being taken into account. This will allow staff to review the impact of larger class sizes and allow for a transition to a class size average of 23 for 2021-2022. In March, the trustees approved a staffing allocation of 1331.5 FTE; the revised staffing plan will see a reduction of 20.0 FTE classroom positions.

The District's proposed staffing allocation plan would reduce the funding shortfall originally approved in the staffing plan from the 31 March 2020 Board meeting. However, there will continue to be a gap between funds provided by the Grants for Student Needs (GSNs) and actual classroom staffing levels until the Board achieves a class size average of 23.

The proposed net reduction of 14.0 FTE represents an appropriate balance between the District's commitment to fiscal responsibility and its efforts to ensure stability for staff and students.

Moved by Trustee Blackburn

Seconded by Trustee Campbell

THAT the Board approve the revised secondary staffing plan for the 2020-2021 school year, as outlined in Report 20-050, and set out in the attached Appendix A. (Attached as Appendix A)

A recorded vote was held and the motion was carried unanimously by those present:

FOR: Trustees Bell, Boothby, Blackburn, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz and Scott (12)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

8. Matters for Discussion

8.1 COVID-19 Update

The following points were noted during the discussion:

- The school closure period has been extended until the end of the 2020-2021 school year;
- The Empower reading program, offered in partnership with SickKids, will resume for those students previously enrolled. This will ensure that the students have the ability to advance or complete the program for the month of June and or in the fall;
- There is a new website for parents of students with non-verbal or minimally verbal abilities. Speech language pathologists have created additional resources to assist parents during the quarantine period and beyond. This site is a complement to the resources already available and in effect;

- The District continues to develop further mental health resources for students and staff. Previously a series of staff mental health workshops were offered and the District plans to continue and extend these efforts;
- The District is creating a comprehensive plan to enable students and staff to retrieve belongings from schools;
- The District invited graduating high school students to provide suggestions on ideas for graduation celebrations while recognizing physical distancing. Based on feedback, the District will release a District wide strategy for spring 2020 high school graduation celebrations. Formal graduations will be held in the fall of 2020, but the date has not been determined. The details will be provided by the beginning of June;
- The Ottawa Citizen and Ottawa Sun will pay tribute to high school graduates. They are inviting submissions of photos of students in graduation attire or speeches, to be submitted between 18-20 June, to be considered for online and social media posting, and a 12 June submission deadline to be considered for print;
- To celebrate elementary students' graduations, there will be virtual celebrations. The District will be equitable in their approach and ensure that privacy is respected. More details will be provided by the schools;
- The Ministry has indicated that guiding principles for the reopening of schools will be shared in June. The District has already begun planning using best practices from other provinces and jurisdictions; and
- The international administration dates for the Diplôme d'études en langue française (DELF) are administered by Centre International d'Etudes Pédagogiques (CIEP) in France, who govern administration of the DELF. The administration dates were previously set for April, May and June of 2020 but due to COVID-19, were cancelled. The replacement dates for Canadian administration have yet to be established.

During question period, the following points were noted:

- In response to a query regarding the reopening of extracurricular activities and third party use of OCDSB outdoor properties, Director Williams-Taylor noted there have been no commitments made and the District will seek guidance from Ottawa Public Health (OPH);

- In response to a query from Trustee Campbell regarding whether or not landscaping and external facilities projects would be proceeding this summer, staff agreed to provide an update; and
- In response to a query from Trustee Campbell regarding the nature of the partnership between the Red Cross and the OCDSB, staff agreed to provide an overview of this partnership and its scope.

* * * The 10:30 pm vote obtained the required 2/3 majority to continue the meeting * * *

- In response to an inquiry regarding whether the District would enforce mandatory COVID-19 vaccinations for students and staff, Director Williams-Taylor responded that the direction would be provided by OPH and they would abide by whatever regulations are set around immunization; and
- It was noted that requests to use school sites for community gardens were denied. Director Williams-Taylor noted that the request was denied due to concerns around liability and risk. She added that school properties, although funded by the public, remain the domain and responsibility of the OCDSB. This matter could be considered at a later date, if a process agreement is arranged.

Several trustees expressed interest in the Chair drafting a letter to the Minister of Education to request an extension on the 30 June 2020 budget submission deadline. Chair Scott invited trustees to provide their content suggestions to her via email. Chair Scott noted that letters from the Chair are public and posted on the OCDSB website.

8.2 Report from OPSBA Representatives (if required)

Trustee Boothby provided the following highlights from the OPSBA meeting:

- The Ministry of Education has been working on curriculum and capital announcements. It is anticipated that an announcement regarding the new Fernbank elementary school is forthcoming;
- The Minister of Education recognized the challenges in equity of learning, internet access, and the issues with vulnerable students. and acknowledged that these students' best interest must be taken into consideration when the province makes decisions;
- There is a significant amount of professional development available for teachers to assist in adapting to online learning. The province has created a program entitled "Ontario Together" to help provide updates

and information to parents and students of all ages, including post-secondary;

- OPSBA is conducting a poll on the challenges families are experiencing during the school closure, and the concerns that families have about returning to school in September. This is expected to be completed in time to inform the Minister's September opening plan;
- Social distancing and transportation were identified as primary concerns. If the recommended distancing practices were respected on transportation, it would decrease school bus capacity from 72 students to 12;
- The Workplace Safety and Insurance Board premiums are increasing significantly due to concerns over the volunteer program. Employees that are volunteering are not in a designated role and they are deploying voluntarily; and
- OPSBA is currently working on their strategic priorities for 2020-2021 and trustees are invited to provide recommendations to Trustees Boothby and Penny.

9. Matters for Information

There were no matters for information.

10. New Business -- Information and Inquiries

There was no new business.

11. Adjournment

The meeting adjourned at 10:48 p.m.

Lynn Scott, Chair of the Board

Appendix A to Board
26 May 2020

as of May 26, 2020

**Secondary Staff
Staffing Chart 2020-2021**

	Approved March 31, 2020 for 2020-2021	Revised May 26, 2020 for 2020-2021	change
Average Daily Enrolment			
Total Projected ADE (over and under 21)	24,988.57	24,988.57	
Basic staff			
Basic staff allocated for classrooms	1331.50	1311.50	-20.00
September 30 adjustment	14.00	14.00	
Needs Allocation	6.00	6.00	
	1351.50	1331.50	-20.00
Other in school staff			
ESL/ELD	33.17	33.17	
OCENET funded	5.83	5.83	0.00
Tchr Librarians	24.00	24.00	
Guidance	62.67	62.67	0.00
Program Enhancements / SSF	5.00	11.00	6.00
Student Success	30.00	30.00	
Program Overlays	14.33	14.33	0.00
First Place	1.00	1.00	
YSB (Pfaff)	0.50	0.50	
Winning Attitudes	2.00	2.00	
Safe Schools (Suspensions Program)	2.00	2.00	
Native Studies	3.67	3.67	
School Within a College	1.00	1.00	
Merivale IP Implementation	0.83	0.83	
Urban Aboriginal	0.67	0.67	
Arts/IB/Athletes co-ordinators	2.67	2.67	
Adult over 21	30.83	33.17	2.33
	208.17	214.16	6.00
Special Education			
LST	39.83	39.83	
LST (Extension Agreement*)			
System Classes/Programs	96.83	96.83	0.00
Learning Support	6.00	6.00	
	142.67	142.67	
Curriculum Services & Other			
BLT Consultant	1.00	1.00	
Instructional Coaches	16.00	16.00	
Secondary Staffing Resource	0.67	0.67	
	17.67	17.67	
TOTAL STAFF ALLOCATED TO DATE	1720.00	1706.00	-14.00



COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, June 16, 2020, 7:00

p.m.

Zoom Meeting

- Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaabouté Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Janice McCoy (Superintendent of Human Resources), Michael Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker, Prince Duah, Mary Jane Farrish, Shawn Lehman and Shannon Smith (Superintendents of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Petra Duschner (Manager of Mental Health and Critical Services), Pamela LeMaistre (Manager, Human Resources), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager, Communications and Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Julie Cyr (Manager of the Early Learning Department), Nicole Guthrie (Manager, Board Services), Carolyn Tanner (Human Rights and Equity Advisor), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)
- Non-Voting Representatives Present: Cathy Bailey (OSSTF Teachers/Occasional Teachers), Harvey Brown (ACE), Jean Fulton-Hale (OCSSAN), Heather Graham (OCEOC), Kelly Granum (OSSTF - Occasional Teachers), Amy Hannah (System Principal of Learning Support Services), Robert James (OCEOC), Brian Lesage (Elementary Teachers' Federation of Ontario (ETFO), Mark Wylie (SEAC)

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

Vice-Chair Penny called the meeting to order at 7:01 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Hough,
THAT the agenda be approved.

Executive Officer Grioux noted that agenda item 6.2, Report 20-048, Minor Revisions to Policy P.137-SCO Concussion Management, was not available and will be presented at the 22 June 2020 Board meeting.

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

3. Briefing from the Chair of the Board

Chair Scott noted that over the past month, the devastating impact of anti-Black racism has been evident. Too many people and communities in the United States and in Canada continue to experience racism and injustice. The Ottawa-Carleton District School Board (OCDSB) has a strong commitment to equity and inclusion and acknowledges that work must be done within the District. The District is committed to challenge the system, to examine privilege and question how best to eliminate racism from within, to provide an opportunity to learn and work, where everyone feels respected and a sense of belonging. To assist parents in handling these difficult subjects with their children, the District has provided information and resources on the OCDSB website.

Chair Scott highlighted that in June, the OCDSB recognized National Indigenous History Month. This was an opportunity to reflect on the history, contributions, culture and strength of First Nations, Métis and Inuit peoples and to celebrate and honour Indigenous knowledge and heroes. The OCDSB is committed to the calls to action recommended by the Truth and Reconciliation Commission. The District works with Indigenous students, parents and partners to implement and monitor the delivery of Indigenous education in an inclusive and equitable manner that builds a culture of caring.

Chair Scott also noted that June is Pride Month, which is an opportunity to celebrate diversity while learning about the contributions, achievements, and history of 2SLGBTQ+ individuals and communities. The District wants all students and staff to feel safe and welcome.

Chair Scott congratulated Student Trustee Prasith Wijeweera, who was selected as the recipient of the first ever Ontario Public Student Trustee Scholarship. This scholarship recognizes an outstanding initiative accomplished by a student trustee, which has had a positive impact for students in their school board. Trustee Wijeweera was nominated for his efforts to improve bus services for students. Prasith is a grade 12 student at Bell High School and he will be pursuing a Bachelor of Civil Engineering in public transportation at the University of Waterloo, where he plans to work on improving transit systems.

4. Briefing from the Director

Director Williams-Taylor advised that a message was sent out to parents in the middle of June reminding them to retrieve student's personal belongings and how to access report cards online. As of 16 June, more than 23,000 families have registered for the online report card portal. If parents or students have any questions, they may contact their teacher or principal.

Director Williams-Taylor highlighted that signs are now in front of OCDSB secondary schools celebrating the class of 2020 and will remain onsite until the end of June. Graduating students are welcome to take photos in front of these signs. Elementary schools will also be hosting virtual events to highlight students moving on next year. The schools and the District invite graduation messages to be shared on social media using the hashtags #cappingoff2020 and #ocdsb and to tag the relevant school.

Director Williams-Taylor acknowledged Nepean High School student Zachary Fine. Zachary was selected to receive a \$100,000 Schulich Leader Scholarship to study engineering at the University of Toronto this fall. Zachary was nominated for his outstanding academic achievements in STEM studies and his volunteerism and entrepreneurial endeavours in technology innovation. Zachary is the first nominee to win a Schulich Leader Scholarship at Nepean High School.

5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Report 20-051, Special Education Plan 2019-2020 (P. Symmonds)

Director Williams-Taylor introduced Report 20-51, Special Education Plan 2019-2020 and noted it is released annually at the conclusion of the school year.

Superintendent Symmonds and System Principal Hannah provided an overview of the report. It was noted that the Special Education Plan is revised annually and that additional edits would be forthcoming. The report was created for the Ministry of Education but has been rewritten in a more accessible manner to improve and facilitate a broader understanding of the special education services available in the District.

Superintendent Symmonds noted that over the school year, sections of the document are reviewed by the Special Education Advisory Committee (SEAC) at their monthly meetings. SEAC helped to review standards and provide feedback on special education systems and services. At the 10 June 2020 SEAC meeting the committee moved a motion of support for the 2019-2020 Special Education Plan.

System Principal Hannah highlighted that the specialized health support standard required a more substantive review. The District worked in collaboration with the Manager of the Champlain Local Integration Health Network (LHIN) and the Children's Hospital of Eastern Ontario (CHEO) school based services to ensure that all the information was accurate.

Early identification procedures and intervention strategies is an area that requires continued review, in order to meet the needs of students in the District. LSS and the Program and Learning K-12 teams collaborated to review the intake process for students. The Right to Read program information will be released shortly and it will inform the District's standards on early identification and intervention for the 2020-2021 year.

The Identification, Placement and Review Committee (IPRC) process and appeals section provides clarification on the process, roles and responsibilities. The OCDSB developed a resource called the Identification Placement and Review Committee Parent Guide, to help parents navigate the IPRC process. The link to the guide will be updated prior to its submission to the Ministry.

The Individual Education Plan (IEP) section was an area of focus for SEAC and staff, which resulted in significant change. This section of the report outlines the IEP purpose, standards and the process. More of an emphasis was placed on transition planning for students with IEPs and retention of the documents.

Staff anticipate that by the 22-26 of June 2020, the District will have clarity on the budget and special education equipment (SEA). Trustee Ellis acknowledged the work of SEAC in the review of the 2019-2020 Special Education Plan. He thanked the members and the staff for their thoughtful suggestions.

Moved by Trustee Ellis,

THAT the Special Education Plan 2019-2020, attached as Appendix A to Report 20-051 be approved.

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

- Trustee Bell suggested the special education plan be produced as an interactive online document. Superintendent Symmonds agreed to review this request to determine the most appropriate manner to present the information;
- In response to a query regarding speech/language assessments and why given the wait list, no assessments were being conducted during the closure, Superintendent Symmonds noted that the District has been working with an online IEP provider to explore possible digital

tools to aid in this process. Currently, it is a manual process managed by school staff and speech pathologists. The District is not in a position to conduct assessments in this climate;

- Superintendent Symmonds noted that in the annual Director's Work Plan, which coincides with the District's 2019-2023 Strategic Plan, outlines the department's procedural items to accomplish annually, with strategic plan goals worked on over the four years of the plan.
- During this past year, Learning Support System (LSS) operational reviews were suspended due to labour disruptions and the COVID-19 closure. They will be revisited in the fall and related activities will commence; and
- Trustee Ellis, a member of SEAC, announced that SEAC expressly indicated their satisfaction with the report and moved to seek approval.

Moved by Trustee Ellis,

THAT the Special Education Plan 2019-2020, attached as Appendix A to Report 20-051 be approved.

Carried

7. Report from Statutory and Other Committees

7.1 SEAC, 11 March 2020

Moved by Trustee Ellis,

THAT the report from the Special Education Advisory Committee (SEAC), dated 11 March 2020, be received.

Trustee Scott requested that her name be added to the attendee list of the SEAC, 11 March 2020 report.

Moved by Trustee Ellis,

THAT the report from the Special Education Advisory Committee (SEAC), dated 11 March 2020, be received, as amended.

Carried

7.2 SEAC, 13 May 2020

Moved by Trustee Ellis,

THAT the report from the Special Education Advisory Committee (SEAC), dated 12 May 2020, be received.

Carried

7.3 SEAC, 10 June 2020 (Partial)

Moved by Trustee Boothby,

THAT the partial report from the Special Education Advisory Committee (SEAC), dated 10 June 2020, be received.

Carried

8. Matters for Discussion

8.1 COVID-19 Update

Director Williams-Taylor thanked maintenance staff as their efforts have allowed work to resume in school and administrative buildings. It was noted that new procedures are in place to ensure their safety and those around them. Maintenance, design and construction staff have been provided access to some facilities to conduct repairs and construct additions. Access to buildings has been provided to staff and students to retrieve belongings.

Director Williams-Taylor noted that commencement ceremonies will take place in the fall but high school graduates will receive a mortarboard, baseball cap and a pennant in the coming weeks.

The Summer Learning programs are being expanded as new funding has been provided. The Summer Learning programs are important for students with special education and mental health needs. More information will be shared once the plan has been established.

School reopenings are scheduled to take place in September, and the District is considering how the return to learning will be designed, while waiting for direction from the Ministry of Education. The District is ordering plexiglass, signage and masks in preparation.

Director Williams-Taylor noted that the Grants for Student Needs (GSNs) have been further delayed but the District is hopeful that this information will be provided prior to the Board meeting, to allow a budget timeline to be proposed.

During question period, the following points were noted:

The District's summer programs are fully online and as a result, the District has doubled the offering previously provided. However, the online program does not meet the equivalent credit offering, as it does not provide the same value as the online and face-to-face platform. The District will have a shortage of credits that are being offered even though the program has been enhanced. The District does open spaces to partners in the coterminous boards to register, but priority is provided to students of the OCDSB and a certain number of spaces are reserved for

them. The OCDSB shares access to online learning as part of the consortium, which also allows OCDSB students to register for courses through other boards that are offering programs not available at the OCDSB.

The District is offering other virtual summer programs and if interest is present, there will be a kindergarten to grade 6 and a grade 7-8 offering.

- In response to a request from Trustee Ellis, staff agreed to provide more details on the waiting list for the OCDSB summer program; and
- Director Williams-Taylor noted that there will be a significant shift for the District as online summer learning commences this summer and staff will capture data to enhance the service next year. The program design has the opportunity to capture demographic research, impact and uptake to assist in the offering next year.

In response to a query regarding OCDSB summer Extended Day Programs (EDP), Director Williams-Taylor noted that even though the province announced the opening of childcare, it is referencing third party childcare for infants and toddlers and that the Ministry has not directed EDP to reopen. The District recognizes their responsibility to ensure facilities are ready for students in the fall and staff need time to prepare. Providing third parties access to facilities is challenging while maintaining safety protocols. The District would consider making exceptions for the community in some cases if approached.

CFO Carson noted that allowing third parties to use school facilities this summer would decrease the time available to prepare for school reopenings. Given this, the District could not recommend offering permits to camps and access to buildings. In addition, third parties have restrictions on who can access the building for security reasons. There is a Human Needs Task Force in which the Associate Director is a member, and they are looking at ways to accommodate some exceptions. The District could accommodate one or two community requests, if the task force requests.

In response to a query regarding guidelines from the Ministry of Education on the return to school protocol, Director Williams-Taylor noted that guidelines are expected at the end of June.

8.2 Commitment to Equity and Human Rights (Oral Update)

Director Williams-Taylor noted in light of recent situations and all the items in the news, it is important for the District to highlight that work has been undertaken, in order to provide equitable experiences for all staff and students.

In the fall and early 2020, work had commenced but was delayed due to the pandemic. The equity team will create a resource placemat for students, staff and families, that will be launched on 22 June 2020. This placemat will provide access to learning, exploration, and will prepare families for the changes to how curriculum is provided. Staff felt delaying the launch until September would be a missed opportunity given the climate, and wanted to provide resources and methods to prepare everyone for the changes in September.

The report on the progress of student identity based data collection will be provided at the 22 June 2020 Board meeting. Previously, a report had been delivered on the qualitative information from the community and town hall meetings. The upcoming report will provide a review of the data collected and share the vision and views of the demographics of the OCDSB. A third report is scheduled for the fall and that will focus on the implications, trends and patterns that come out of the data analysis.

Director Williams-Taylor noted that staff are currently preparing “road maps”. The “road maps” will contain the District’s strategic action plan with regard to equity, diversity, human rights and Indigenous education. Research will inform the District’s practice and timelines will be explicit and accountability and deliverables noted. The District will solicit feedback from community organizations that have been a part of the equity journey. The “road map” will be extended over a three-year period with itemized deliverables aligning with the District’s Strategic Plan.

The District has conducted structural changes over the past year, by taking the Indigenous Education and ELL from the Program and Learning K-12 and moving them to a dedicated representative for this portfolio, Superintendent Baker. The next move will be to include other staff that have human rights and equity included in their portfolios and this will be announced next year. The Ministry of Education has recognized this as a priority and has provided the District with funding to hire Carolyn Tanner, the new Human Rights and Equity Advisor. Ms. Tanner was hired in March and will be formally introduced in the fall.

Other Ministry-funded roles include an Indigenous Graduation Coach and two graduation coaches for Black students to ensure these students are kept engaged and focused on their learning. The coaches will maintain communication with students over the summer and provide coaching until graduation.

Director Williams-Taylor noted that an outcome of the February trustee and senior staff retreat was to ensure that students impacted by poverty are properly served. The project that is emerging is entitled Student Achievement Through Equity (SATE). It is an inquiry model to ensure an opportunity to learn is established. Superintendent Duah will be leading

this initiative. SATE has been built on research, knowledge and data, gathered from across the province and in the United Kingdom. As of May, the senior team began training with an equity coach who works with other school boards. Trustees, principals and managers will also be given the opportunity to work with the coach.

During the discussion, the following points were noted:

- The District is collecting learning resources on various topics and a list will be provided which includes multiple mediums to learn from to meet various learning styles;
- In response to a request from Trustee Bell, staff agreed to provide the summary from the retreat regarding the importance of equity and programming at the OCDSB;
- The graduation coaches were hired during the COVID-19 closure and although the graduation coaches are at specific secondary sites, they will transition back to the feeder schools. Kyl Morrison, the Indigenous Graduation Coach is located at Gloucester High School, a school identified by the Ministry based on self identification numbers. He will facilitate support for all of the self-identified students. Tess Porter, Black Graduation Coach, will be working at Woodroffe High School and the feeder high schools for Woodroffe. Souad Musa, Black Graduation Coach, will be located at Ridgemont High School. All three coaches will work on transitioning students to post-secondary education. The coaches have met with students several times at all three high schools and will be engaged with students undertaking summer learning and through continuing education will assist students with literacy, numeracy and reach ahead courses. The coaches will be introduced to trustees to ensure their specific mandates are understood; and
- SATE will begin in September. The District has designed a critical path that has been provided to the Directors Executive Council for review. Once schools have confirmed their participation, information will be provided to trustees. It is the goal of the District to ensure every student meets their own potential.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update (if required)

There were no new Ministry updates.

9.3 OSTA Update (if required)

There was no Ottawa Student Transportation Authority (OTSA) update.

CFO Carson noted that on 25 June 2020, OSTA will hold their Board meeting. CFO Carson also shared that representatives from the District have met with Ottawa Catholic School Board staff to discuss possible scenarios that the Ministry may explore.

Director Williams-Taylor noted that OSTA will be conducting a similar exercise with the senior team to plan for transportation upon the return to school.

Learning Support Services (LSS) and Superintendent Symmonds are currently reviewing strategies to allow for the District's most vulnerable students to receive transportation in the fall.

10. Long Range Agenda June-August 2020

The long range agendas were provided for information.

Executive Officer Giroux noted that a Special Board meeting is tentatively scheduled for 29 June 2020, to discuss the code of conduct investigation.

Executive Officer Giroux noted that the 2020-2021 budget process is anticipated to be conducted in August.

11. New Business - Information and Inquiries

There was no new business to discuss.

12. Adjournment

The meeting adjourned at 8:29 p.m.

Keith Penny, Chair

Appendix A to COW
16 June 2020



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Creating a Culture...
of Innovation, Caring and Social Responsibility

Special Education Plan

2019-2020





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MISSION STATEMENT

Educating for success –
inspiring learning and
building citizenship





Part 1- The Board's Consultation Process

Purpose of the Standard

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

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

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

Minority and Majority Reports

There were no majority or minority reports concerning the Board's approved special education plan in 2019/2020.

Opportunities for Community Input

Opportunities for public input and feedback were provided through SEAC monthly meetings and meeting minutes, the Board's website, and via direct connection with Learning Support Services team members. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2019-2020 was posted on the District's website.

Special Education Program and Services Internal / External Reviews

Methodology for Internal Reviews

In January, 2014, the Learning Support Services department presented [Report No. 14-001, Performance Measures for the Ottawa-Carleton District School Board, Learning Support Services](#). Building on the draft, Program Logic Models (PLMs), developed in





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

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

OCDSB Quality Programming Indicators

We continue to work on the development of the OCDSB Quality Programming Indicators (QPI). The purpose of the new resource is to provide a comprehensive overview of quality programming to meet the specialized learning needs of students within both regular and specialized program classes in K to 12 settings. Indicators of quality programming focus on the following topics: Student and Class Profiles, Individual Education Plans, Transition Plans, Academic and Alternative Programs, Instructional Strategies, Technology, Tools, and Specialized Equipment, Instructional Environment, Social-Emotional Learning, Integration, and Assessment. This resource has been shared with administrators district-wide. Due to labour disruptions, we will be planning for opportunities for training and professional development sessions on the tool in the 2020-2021 school year.

Learning Support Services Operational Review

In October, 2018, LSS was directed to undertake an operational review with a focus on the following aspects:

- the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities

In order to objectively and efficiently accomplish the review, the District has contracted external consultants. LSS staff and SEAC worked collaboratively to establish a scope of work to inform the Request for Service process. In January 2020 the contract was awarded to the successful proponent, Optimus SBR. Working with the team from Optimus SBR, the project plan including methodology and timelines was developed.





A series of 11 focus groups with stakeholders and a parent survey were scheduled for March and April 2020. Due to the impact of labour sanctions and the school closure due to COVID 19, it was decided to pause all planned review activities until such time that all stakeholder groups could be effectively engaged.

Revised timelines will be communicated when the review resumes. LSS and the team at Optimus SBR continue the preparatory work associated with each activity planned for the Current State Assessment (e.g., parent survey) and to develop consultation methods that accommodate physical distancing.

DRAFT





Part 2- Special Education Programs and Services

The Board's Model For Special Education

Purpose of the Standard

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

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

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





Service Delivery Model

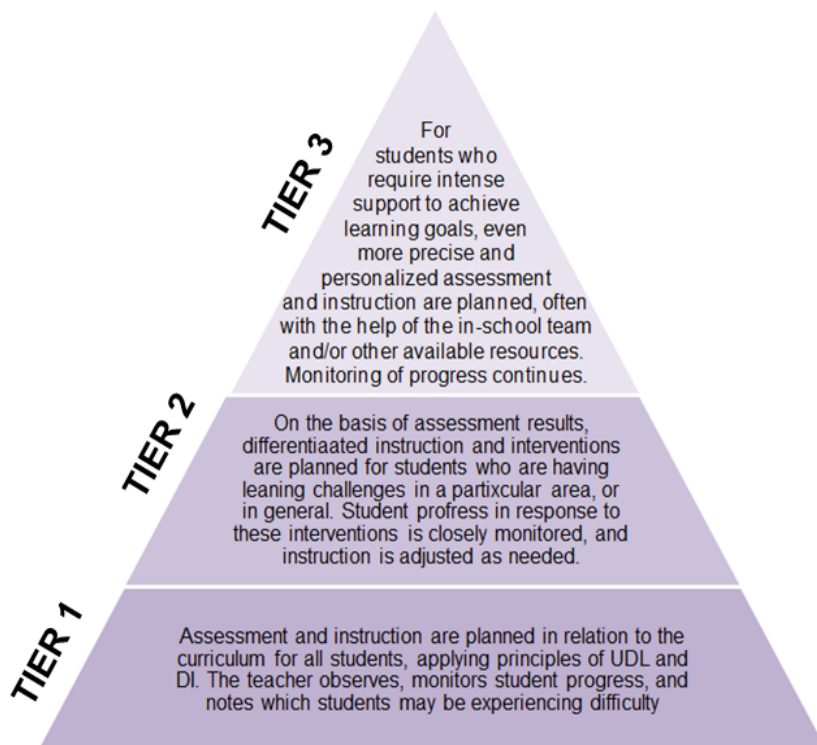
The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive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

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

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

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





Special Education Programs

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

Ministry of Education Placements offered by the Ottawa-Carleton District School Board

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

Special Education Programs offered by the Ottawa-Carleton District School Board

- Regular Class with Specialized Support
- Regular Class with LST and/or LRT Monitoring
- Regular Class with LST and/or LRT Support
- Specialized Program Class
- Special Education School





Provincial Specialized Placements

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

Special Education Supports in the OCDSB

(All supports listed below are in no particular order)

School-Based Supports	System-Based Supports	Provincially-Based Supports
<ul style="list-style-type: none"> • Classroom Teacher • Parent(s)/guardian(s) • Educational Assistant (EA) • Early Childhood Educator (ECE) • Learning Support Teacher (LST) • Learning Resource Teacher (LRT) (elementary only) • Principal/Vice-Principal 	<ul style="list-style-type: none"> • Learning Support Consultant (LSC) • Psychologist/Psychological Associate • Social Worker • Speech-Language Pathologist • Autism Spectrum Disorder Team • BCBA (Board Certified Behaviour Analyst) • Behavior Support Team • Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing • SELT (Social / Emotional Learning Teacher) • Early Learning Team • ITAT (Itinerant Teacher of Assistive Technology) • Itinerant Emergency Educational Assistant • Itinerant Educational Assistant • System Principals • System Managers • Supervisors of Speech-Language Pathology, Psychology, and Social Work 	<ul style="list-style-type: none"> • Community Agencies • Care and Treatment (CTCC) • Local Health Integration Network (LHIN) • Hospitals • Demonstration/ Provincial Schools





The OCDSB [special education policy](#) shall be achieved through the delivery of a variety of learning supports including, but not limited to:

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

Definition of Terms

Applied Behaviour Analysis (ABA) is the science of behaviour that systematically applies strategies, to improve socially significant behaviours. Interventions are utilized to shape and change behaviour as well as teach new skills.

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

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

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

Differentiated Instruction includes using flexible groupings to meet student needs, providing accommodated instruction/assessments activities where required and





challenging students at an appropriate level (in light of their readiness, interests, and learning profiles).

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

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

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

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

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

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

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

Multi-Disciplinary Team consists of members of the in-school team and various personnel who are assigned to support the school in areas of special education





assessments and programming. These may include the Learning Support Consultant (LSC), psychologist or psychological associate, social worker, speech-language pathologist, Itinerant Teachers for the Blind/Low Vision, Itinerant Teachers for the Deaf/Hard of Hearing, as well as, any of the system-based teams e.g. Behaviour Support Team (BST), Student Success Teachers (SST), Autism Spectrum Disorder Team (ASDT).

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

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

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

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

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





Acronyms Used in the Special Education Plan 2020

ABA	Applied Behaviour Analysis
ADHD	Attention Deficit/Hyperactivity Disorder
ADP	Adaptive Devices Program
AODA	Accessibility for Ontarians with Disabilities Act
ASDP	Autism Spectrum Disorder Program
ASDSCSP	Autism Spectrum Disorder Secondary Credit Support Program
ASDT	Autism Spectrum Disorder Team
BCBA	Board Certified Behaviour Analyst
BIP	Behaviour Intervention Program
BST	Behaviour Support Team
CAC	Centre for Augmentative Communication
CSP	Coordinated Service Planning
DD	Developmental Disability
DHH	Deaf/Hard of Hearing
DSP	Dual Support Program
EA	Educational Assistant
ECE	Early Childhood Educator
ELIP	Early Learning Intervention Program
GLP	General Learning Program
IBI	Intensive Behaviour Program
IEA	Itinerant Educational Assistant
IEP	Individual Education Plan
ILLD	Intermediate Language Learning Disabilities
IPRC	Identification, Placement and Review Committee
ITAT	Itinerant Teacher of Assistive Technology
ITB/LV	Itinerant Teacher for the Blind/Low Vision
ITD/HH	Itinerant Teacher for the Deaf/Hard of Hearing
LD	Learning Disability
LDP	Learning Disability Program
LD SIP	Learning Disability Specialized Intervention Program
LLD	Language Learning Disability
LSC	Learning Support Consultant
LSS	Learning Support Services
LST	Learning Support Teacher
LRT	Learning Resource Teacher
MID	Mild Intellectual Disability
OCDSB	Ottawa-Carleton District School Board
OSR	Ontario Student Record
OSSD	Ontario Secondary School Diploma





OSTA	Ottawa Student Transportation Authority
OT	Occupational Therapist
PCLD	Provincial Committee on Learning Disabilities
PSP	Physical Support Program
PT	Physical Therapist
QPI	Quality Programming Indicators
SAL	Supervised Alternative Learning
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SIP	Special Incidence Portion
SLP	Speech-language Pathologist
SST	Student Success Teacher

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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. Kristin Schaub

Social Work - Kathryn Langevin

Speech - Language Pathology - Maya Rattray





Early Identification Procedures and Intervention Strategies

Purpose of the Standard

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

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

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

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

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

Student Registration Process - Kindergarten

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





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

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

Student Registration Process Grade 1 - 12

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

It is typical practice in the OCDSB to request as much information from the parents / guardians about the student available at the time of registration. Where a parent / guardian does not have copies of materials from the student record in their possession (e.g. report cards, assessment results), written permission to contact the student's current educational provider is obtained and these documents are requested. The Ontario Student Record (OSR) is requested using the required Ministry of Education form. Where it is apparent that a student has had extensive intervention and will continue to need support, an immediate referral to the school multi-disciplinary team may occur. As a component of this process, school staff will contact multi-disciplinary or Learning Support Services personnel to assist in reviewing the student's most recent educational program and setting. If a student is attending a school in the Ottawa region, a site visit may occur (with written parental permission) to allow staff to observe the student in that setting and to discuss their strengths and needs with staff.





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

English Language Learners

In the OCDSB, we welcome students and families from all over the world. In an effort to best serve each learner, there are many considerations to support students entering a new linguistic and cultural environment. All educators have a shared responsibility for the language development for all English language learners (ELL)s and the needs of these students must be taken into account when assessing their learning.

When assessing ELLs (students who are learning English as a second language or as an additional language), educators must carefully consider a student's language acquisition needs and possible special education needs. It is essential that prior to making determinations that the necessary information be gained through a systematic, focused process to determine the root of each student's difficulties to determine the most effective method to address their need. Educators with expertise in supporting ELLs, such as English as a second language (ESL) teachers and English literacy development (ELD) teachers, should be a part of all in-school discussions.

In the first few years in the OCDSB, ELLs may receive support within their regular classroom setting. Each student will acquire language at a different rate and for some this may take considerably longer than others to become fluent in English. In the province of Ontario, the [STEP: Steps to English Proficiency](#) framework is used as a framework and resource to assist teachers in supporting ELLs in the classroom. This framework is used to assess and monitor language acquisition and literacy development. The STEP resource can be used for both initial and ongoing assessment purposes.

Tiered Approach for Early Identification and Intervention

(Assessment/Consultation/Intervention)

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

Ongoing Monitoring and Responsive Intervention

All of the various types of assessments and interventions contribute to programming and placement decisions, if appropriate. Ongoing monitoring and assessment are necessary to confirm the appropriateness of these programs and supports. As new information is gathered the educator notes progress or lack of it and considers any





required adjustments in planning that would be beneficial to the student. In the case where students continue to have persistent difficulties, the educator may consider intervention in conjunction with the in school team. The educator works in collaboration with the in-school team to review the effectiveness of strategies and possible next steps and review other professional supports if required.

Student Data / Information Collection

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

Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Early Literacy / Numeracy Observation Tool (ELNOT)	To screen for early intervention and to gauge developmental growth of literacy and numeracy skills.
Year 1 (JK) Year 2 (SK)	Developmental Indicators for the Assessment of Learning (DIAL-4)	To identify student strengths and needs in the areas of motor, concept, language, self-help, and social/emotional development.
Year 1 (JK) Year 2 (SK) November	The Kindergarten Communication of Learning: Initial Observation	<ul style="list-style-type: none"> To provide an overview of initial observations of the student's learning; To provide educators with data to inform program planning.
Year 1 (JK) Year 2 (SK) February and June	The Kindergarten Communication of Learning	To provide reflections on the student's learning connected to the four program frames.





Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Ongoing pedagogical documentation will be collected to identify developmental levels in all areas of learning	<ul style="list-style-type: none"> To provide evidence of learning that will be shared with parents / guardians throughout the year; To provide educators with data to inform intentional and purposeful programming.
Grade 1 - 3	Achievement Data - Provincial Report Cards and ongoing classroom assessments based on the curriculum	To assess ongoing student progress and identify areas in need of remediation.
Grade 1-3	PM Benchmarks or GB+(fall and spring)	To determine student reading engagement, fluency, and comprehension.
Grade 3	EQAO	To assess numeracy and literacy skills.

Intervention Strategies, Programs, and Supports

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

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

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

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





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

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

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

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

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

Transition Planning

Students and families navigate several transitions throughout their education. It is common for transitions to pose challenges for all students, but it can be particularly difficult for some students with special education needs and for their families. Collaborative and coordinated planning in advance of transitions is imperative to ensure that all of the required supports are in place to ensure success.

As of September, 2014, [*PPM No. 156 "Supporting Transitions for Students with Special Education Needs"*](#), requires all students who have an IEP, whether or not they have been identified as exceptional by an IPRC, to have an up-to-date transition plan at every stage of their journey through school. The key school transitions are as follows:





- entry to school
- a change from one school to another
- the move from elementary to secondary school
- the transition from secondary to postsecondary activities
- a move to a school following a prolonged absence for medical reasons or after receiving care, treatment, or rehabilitation by another institution

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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 at 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 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 as well as 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 prompt 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 / guardian 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 (i.e. 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 the 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. Parents / 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 who are identified as exceptional, there must be an annual review of the student's identification and placement unless the annual review is waived or dispensed 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 every three month period ([*Reg. 181/98, s.21 \(2\) the Education Act*](#)). Parent(s)/guardian(s) who are in 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 choose to waive or dispense of the requirement to hold an IPRC by signing and returning to the school a waiver letter which states that they agree with the school's recommendations. 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 acknowledging the request, a copy of the OCDSB IPRC guide and a written statement indicating an approximate meeting date / time. 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 / guardian does not agree with the decision, they should not sign the IPRC Statement of Decision at the meeting. The parent / guardian 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 / guardian'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 composed 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, one of 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 composed 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 / guardian, 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
2019-2020	TBD	TBD	TBD
2018-2019	0	0	0
2017-2018	0	0	0

DRAFT





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 and consultation;
- 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: 2019 – 2020

EQAO Assessments

Grade	Test/Assessment	Next Admin.
3 & 6	Reading, Writing, Mathematics	May 29 to June 1, 2020*
9	Math	January 13 to January 24, 2020 & June 2 to June 15, 2020*
10	Literacy	March 31, 2020*

None of these provincial assessments took place as planned due to school closures for the COVID-19 Pandemic

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)	Fall 2020





Confidentiality and Rights to Privacy

- Written and informed parental/guardian consent must be obtained for 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 2017.*

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, cognitive-communication, and reading and writing;
- 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-based Rehabilitation 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

Since school districts set their own criteria (based on the 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 needs while waiting for formal assessment.
- Central data for students waiting for speech-language pathology, psychology or social work assessments is not available at this time due to the impacts of labour disruptions and school closures.
- Implementation of a technology solution for the central tracking of this data is in progress; however, implementation has been delayed due to the aforementioned challenges.





Specialized Health Support Services in School Settings

Purpose of the Standard

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

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

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

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





Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Nursing	Champlain Local Health Integration Network (LHIN) contracted agencies	Attendance at an elementary or secondary school Student is under the care of a physician Student requires nursing care at school School principal/ personnel can identify student to LHIN by calling care coordinator Medical orders are required — will be obtained by care coordinator	LHIN care coordinator Attending physician	Medical staff and LHIN determine that services are no longer required Change in medical status	Case conference Parent(s)/ guardian(s) can appeal to LHIN Contact person —care coordinator LHIN appeals process under review
Nutrition	LHIN contracted nutritional agencies	Attendance at an elementary or secondary school Student is under the care of a physician Student has an Ontario Health Card Student requires nutritional care at school School principal/ personnel can identify/refer student to LHIN by calling case manager	LHIN care coordinator	Achievement of nutritional goals Student no longer requires/ benefits from nutrition services at school	Case conference Parent(s)/guardian(s) can appeal to LHIN Contact person — care coordinator LHIN appeals process under review
Physiotherapy (PT)	CHEO School-based Rehabilitation Services contracted therapy agencies	Attendance at an elementary or secondary school Has an Ontario Health Card Student requires physiotherapy to attend school School principal and personnel refer student to CHEO using the referral form	CHEO	Achievement of PT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for termination of service Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person —care coordinator 613-745-8124 ext.4608 CHEO appeals process under review





Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Occupational Therapy (OT)	CHEO School-based Rehabilitation Services contracted therapy agencies	Attendance at an elementary or secondary school Student has an Ontario Health card Student requires occupational therapy to attend school (has fine/gross motor difficulties, mobility concerns, issues with accessibility and safety issues impacting ability to access school environment) School principal and personnel refer student to CHEO School Health Professional Services using the Application Form	CHEO	Current Criteria for discharge from therapy include one or more of the following (for School-based Rehabilitation Services) - student is unable to practice and/or irregular attendance at therapy sessions -student is unable to participate in the therapy sessions/program - student and/or family no longer consent to professional interventions -student has strategies/program in place and ongoing practice required -student meets the criteria for mild speech articulation disorder -the student no longer meets the eligibility criteria for CHEO and/or therapy services (e.g. Invalid Ontario Health Card Number) NOTE: Students are not required to master the areas of difficulty identified by the therapist before being considered for discharge. School and home will continue to support the goals and strategies developed by the	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — care coordinator 613-745-8124 ext.4608 CHEO appeals process under review





Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Occupational Therapy (OT) (Continued)				therapist, as a mastery of skill requires practice on a regular basis Re-admission may occur only if/when a new need/concern is identified.	
Speech and Language Assessment (Consultation, screening, informal and formal assessments)	Board staff - Speech- Language Pathologist (SLP) First Words	School referral to board SLP Intake information completed by parents	LST SLP First Words	Consultation, screening and/or assessment are completed Assessment is completed	Case conference
Speech and Language Tiered Intervention	Board staff – SLP (language and communication)	Tier 1 support at the request of school staff Student-specific referrals	SLP	Suggested support plan has been provided	Case conference
Speech and Language-Support in Specific Specialized Program Classes	Board staff — SLP	Student placement in one of the following system classes: Language Learning Disability (primary & junior) Developmental Disabilities Program (senior kindergarten, primary & junior), Primary Special Needs (primary/junior) Autism Spectrum Disorder (primary, junior, intermediate)	School Multi-Disciplinary Team System class recommendation committee SLP	Student transferred out of the listed system classes to another placement	Case conference Appeal IPRC placement





Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Articulation (mild): Parent Articulation Training Program (PAT-P)	Board staff- SLP	Student has mild articulation difficulty and is stimulable for targeted sounds	Board SLP Referring SLP in community (First Words, CHEO School-based Rehabilitation Services, CHEO CTC, private practice)	Workshop has been provided to parents	Case conference
Articulation (moderate to severe), motor speech, fluency, voice, resonance	CHEO School-based Rehabilitation Services	Attendance at an elementary or secondary school Student has an Ontario Health Card Student meets eligibility and behavioural criteria for direct therapy Student is in senior kindergarten or older School board or other SLPs refer student to CHEO using the School Health Professional Services Form after initial assessment	CHEO care coordinator Board staff — SLP pre-referral assessment (Board SLP determines eligibility for referral; CHEO therapist determines eligibility for service)	Discharged when presenting with a mild to moderate articulation problem. CHEO may discharge to Parent Articulation Training Program (PAT-P) Parental request for termination of service No follow-up support Student is uncooperative Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — care coordinator 613-745-8124 ext.4608 CHEO appeals process under review
Administering of Prescribed Medications	Board staff — educational assistant (EA), teacher, principal, office staff	Request must be made in writing from the parent and physician Physician must specify the medication, dosage, frequency, method, side effects, and the duration of administration (as per MOE Policy/ Program Memo. No. 81)	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s)	Case conference





Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Catheterization	Board staff — EA (trained by appropriate agency) Student	Dependent or assistance required for catheterization	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s) Independence achieved for self-catheterization Change in medical condition	Case conference
Suctioning shallow deep	Shallow suctioning — Board staff — EA Deep suctioning LHIN contracted agencies	Physician's direction Physiotherapy recommendation	LHIN <u>care coordinator</u> Medical staff	Direction from physician Change in medical condition	Case conference Appeal to LHIN
Lifting and Positioning	Board staff - EA trained by OT/PT from CHEO School-based Rehabilitation Services CHEO and Board OT/PT trainers	Dependent for lifting and positioning and transfers	CHEO OT/PT Physician Principal	Independence achieved for transfers Changes in medical condition Upon physician's or therapist's direction	Case conference
Assistance with Mobility	Board staff - EA Trained OT/PT Board staff- EA trained by OT/PT from CHEO School-based Rehabilitation Services	Dependence training or/assistance required for mobility Physician's Assessment	Principal OT/PT Board and CHEO	Effective and comfortable use of new equipment or adjusted equipment	Case conference





Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Feeding	Board staff- EA trained by OT or SLP LHIN contracted nursing agencies	Dependent assistance required for feeding Physician direction	Physician Principal LHIN care coordinator OT/SLP	Direction from physician and approval of parent(s)/ guardian(s) Change in feeding needs	Case conference
Toileting	Board staff - EA trained by appropriate professional/ agency	Dependent and/or requiring assistance for toileting	Principal Physician direction and parental approval	Direction from physician and approval of parent(s)/ guardian(s)	Case conference
Medical Dressing	Board staff - EA	Physician direction and parental approval	Physician Parent Principal	Physical direction and parental approval	Case conference





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

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

Discharge criteria include one or more of the following:

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

***General Role of RD**

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



School Health Support Services Service Guidelines –Occupational Therapy

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



School Health Support Services Service Guidelines –Occupational Therapy

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



Program Criteria: Occupational Therapy

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

Discharge Criteria- include one or more of the following:

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

Service Model:

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



School Health Support Services Service Guidelines – Physical Therapy

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

* All guidelines include assessment, conferencing, and consultation



Program Criteria: Physical Therapy

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

Discharge Criteria include one or more of the following:

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

Services:

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



School Health Support Services Speech Language Pathology Service Guidelines

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

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

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



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



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

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



Program Criteria: Speech Language Pathology Service

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

Discharge Criteria include one or more of the following:

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



Categories and Definitions of Exceptionalities

Purpose of the Standard

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

Some students have special needs that may require additional support beyond what is provided through regular instructional and assessment practices. Students who have behavioural, communication, intellectual, physical or multiple exceptionalities, may require special education programs and /or services to benefit fully from their school experience. These may take the form of accommodations such as specific teaching strategies, preferential seating, and assistive technology and/or modifications (i.e., changes) in grade level expectations in a particular course or subject. Such students may be formally identified by an Identification, Placement and Review Committee (IPRC) as “exceptional pupils”.

According to the Ministry of Education:

An **exceptional pupil** is one whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she requires placement in a special education program.

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

Special education services are defined as facilities and resources, including support personnel and equipment necessary for developing and implementing a special education program.

All decisions about exceptionality and student placements are made through the Identification, Placement, and Review Committee (IPRC) process. The Ministry of Education sets out categories and definitions of exceptionalities that must be used by school boards when determining a student is “exceptional”. If a student is deemed to be exceptional, the IPRC will decide the appropriate “placement” for the student, using criteria developed by the OCDSB as well as taking into account parental preference. The goal of the IPRC is to determine the most appropriate learning environment to maximize the student’s potential. For more information about the IPRC Process or special education placements offered in the OCDSB, please refer to these sections within this document.





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

Category	Exceptionality	Definition
Behavioural	Behaviour	A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following: an inability to build or to maintain interpersonal relationships; a) excessive fears or anxieties; b) a tendency to compulsive reaction; d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Communicational	Autism	A severe learning disorder that is characterized by disturbances in: <ul style="list-style-type: none"> • rate of educational development; • ability to relate to the environment; • mobility; • perception, speech, and language; b) lack of the representational symbolic behavior that precedes language.
	Deaf and Hard-of-Hearing	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.





Category	Exceptionality	Definition
Communicational (Continued)	Language Impairment	<p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ul style="list-style-type: none"> a) involve one or more of the form, content, and function of language in communication b) include one or more of the following: <ul style="list-style-type: none"> • language delay • dysfluency • voice and articulation development, which may or may not be organically or functionally based.
	Speech Impairment	<p>A disorder in language formulation that may be associated with neurological, psychological, physical, sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.</p>
	Learning Disability	<p>One of a number neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <p>Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are <i>at least</i> in the average range;</p>





Category	Exceptionality	Definition
Communicational (Continued)	Learning Disability (Continued)	<p>a. results in:</p> <ul style="list-style-type: none"> • academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or b. academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is <i>not</i> the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.





Category	Exceptionality	Definition
Intellectual	Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
	Mild Intellectual Disability	A learning disorder characterized by: <ul style="list-style-type: none"> a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b. an inability to profit educationally within a regular class because of slow intellectual development; c. a potential for academic learning, independent social adjustment, and economic self-support.
	Developmental Disability	A severe learning disorder characterized by: <ul style="list-style-type: none"> a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b. an ability to profit from a special education program that is designed to accommodate slow intellectual development; c. a limited potential for academic learning, independent social adjustment, and economic self-support.
Physical	Physical Disability	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.





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

DRAFT





Special Education Placements Provided by The OCDSB

Purpose of the Standard

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

Learning For All, Kindergarten to Grade 12

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

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

- (1) When making a placement decision....(the Identification Placement and Review Committee) shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,*
 - (a) would meet the pupil's needs; and*
 - (b) is consistent with parental preferences.*
- (2) if, after considering all of the information obtained by it or submitted to it under Section 15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.*

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

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





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

Student Program Placement Options (Ministry of Education)

Regular class with indirect support

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

Regular class with resource assistance

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

Regular class with withdrawal assistance

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

Special education class with partial integration

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

Special education class full time

A student is placed by the IPRC in a special education class, where the student–teacher ratio conforms to [*Regulation 298, section 31*](#), for the entire school day.

OCDSB Regular Classroom Special Education Programs (K - 12)

Regular classroom with monitoring from the LRT/LST

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

Regular classroom with support from the LRT/LST

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





Regular classroom with specialized support

This regular classroom program is provided by the classroom teacher. This program is designed for exceptional students who require direct or indirect support from:

- Itinerant Teacher of the Blind/Low Vision (ITB/LV)
- Itinerant Teacher of the Deaf/Hard of Hearing (ITD/HH)
- Educational Assistant (for physical/medical/safety needs, BLV, and D/HH)

Specialized Program Classes

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

Referral Process for Specialized Program Classes

The parent(s)/guardian(s) of the student must be consulted and included in the preparation of a referral to a specialized program class. As the referral process is a collaborative process between the student's parents / guardians and the home school, effective practice includes a parent being well informed of the placement and it's criteria prior to supporting the completion of a referral to a specialized program class. Schools submit referrals and all required documentation to a central referral committee.

[Autism Spectrum Disorder Secondary Credit Program \(ASDSCP\)](#)

[Autism Spectrum Disorder Program \(ASDP\)](#)

[Behaviour Intervention Program \(BIP\)](#)

[Blind/Low Vision \(B/LV\)](#)

[Deaf/Hard-of-Hearing Program \(D/HH\)](#)

[Developmental Disabilities Program \(DDP\)](#)

[Dual Support Program \(DSP\)](#)

[General Learning Program \(GLP\) / Storefront](#)

[Gifted Specialized Program \(Elem/Sec\) *](#)

[Language Learning Disability Program \(LLD\)](#)

[Learning Disability Program \(LD\)](#)

[Physical Support Program \(PSP\)](#)

[Primary Special Needs \(PSN\)](#)

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





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





Category: Behaviour **Exceptionality: Behaviour**

Ministry Definition

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following:

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction;
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof;

Special Education Class for Behaviour (Behaviour Intervention Program)

(10 elementary classes, 56 secondary sections)

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

- the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school
- has social and/or academic needs that can be met more successfully within a different specialized program class
- has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST
- no longer benefiting or requiring a specialized placement
- evidence of ongoing successful integration





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

Available Resources

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

Program

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

Evaluation Methods

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

Alternative Placements

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

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





Category: Communication

Exceptionality: Autism

Ministry Definition

A severe learning disorder that is characterized by:

- a) disturbance in:
 - rate of educational development
 - ability to relate to the environment
 - mobility
 - perception, speech, and language
- b) lack of the representational symbolic behaviour that precedes language.

Special Education Classes for Autism (ASDP) and Autism Credit Support Program (ASDCSP)

(34 elementary classes, 120 secondary sections) and (32 secondary sections)

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of ongoing successful integration

Available Resources

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

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





Program

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

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Deaf and Hard of Hearing

Ministry Definition

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

Special Education Class for Deaf (D/HH)

(1 elementary class and 8 secondary sections)

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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

Available Resources

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





Program

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

Evaluation Methods

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

Alternative Placements

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





Exceptionality: Language Impairment

Ministry Definition

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

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

Special Education Class for Language Learning Disabilities (LLD)

(11 elementary classes)

Placements

- specialized classes at the following levels:
- primary and junior
- up to 10 students per primary class
- up to 12 students per junior class

Admissions Criteria

- exhibits severe language learning difficulties on a speech/language assessment
- average to above- average intellectual ability as measured on a psychological assessment
- language learning disability or mixed receptive-expressive language disorder as appropriate to age and grade level

Criteria for Change in Placement

- mildly delayed language functioning overall (one or more areas of language may still indicate moderate delays) on a speech/language assessment completed within the last 12 months
- academic performance is within one grade level of the student's integrated class placement
- has academic and/or social needs that could be met more successfully within a different special-class setting
- has the ability to succeed in a regular class with LST/LRT support
- no longer benefiting from specialized placement
- evidence of ongoing successful integration





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

Available Resources

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

Program

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

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Speech Impairment

Ministry Definition

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

Placements

- regular classroom with monitoring from the LST/LRT

Admissions Criteria

- mild to moderate articulation problems
- moderate to severe articulation problems
- cleft palate
- voice disorder
- fluency disorder
- phonology disorder

Criteria for Change in Placement

- frequency and intensity are individualized depending upon needs as determined by the school speech-language pathologist (5 years of age to grade 8)
- after grade 8, an assessment, consultation or home/school suggestions upon request
- consultation
- screening
- formal/informal testing
- CHEO School Based Rehabilitation Services discharge their cases when they reach the mild to moderate level. They may refer to the PATP or community agencies as appropriate

Available Resources

- classroom teacher
- speech-language pathologist
- CHEO School-based Rehabilitation Services
- parent(s)/ guardian(s), and volunteers
- Parent Articulation Training Program (PATP)
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Service Delivery Model

Speech-language pathologists:

- provide assessment, intervention and consultation to students from Senior Kindergarten through Grade 12, who may present with a wide range of speech and language disorders and exceptionalities





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

Exceptionality: Learning Disability (LDSIP and LDP)

Ministry Definition

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

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





Special Education Class for Learning Disabilities (LD)

(14 elementary classes, 71 secondary sections)

Placements

- specialized classes at the following levels: junior, intermediate, and senior
- up to eight students per class

Admissions Criteria

- evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions
- evidence of cognitive strength
- average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment
- requires intensive instructional support
- has severe to profound difficulty in learning and in processing information

Secondary: requires accommodations and/or modifications in academic areas that rely on reading, and/or writing, and/or written expression and/or mathematics and is able to work towards credit bearing, grade level curriculum expectations when using individualized accommodations

Criteria for Change in Placement

- current assessments indicate student no longer meets learning disabilities program admission criteria
- has academic (as demonstrated by current assessment) and/or social needs that could be met more successfully within a different special class setting, or a provincial school or CTCC placement
- has an ability to succeed in a regular class with LST/ LRT support
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- graduated from High School and/or achieved OSSD

Available Resources

- one teacher with special education qualifications (Parts I and II)
- LSS personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the program is to develop academic, communication, social, organizational and self-advocacy skills
- Intensive instructional support is provided for language and mathematics in the junior and intermediate programs
- Credit courses are offered through the secondary program
- An IEP containing specific expectations is designed for each student according to learning strengths and needs. This plan is based on, and modified by, the





results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)

- Integration into regular/larger classrooms and school activities is considered to be an essential part of this program

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Giftedness

Ministry Definition

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

Special Education Class for Gifted Students (Gifted)

(15 elementary classes, 110 secondary sections)

Placements
<ul style="list-style-type: none"> specialized classes at the following levels: primary, junior, intermediate and senior up to 20 students per class grades 1-3 up to 25 students per class in grades 4-8 up to 28 students per class in grades 9-12
Admissions Criteria
<ul style="list-style-type: none"> very superior intellectual ability as measured on a psychological assessment
Criteria for Change in Placement
<ul style="list-style-type: none"> has academic and/or social needs that could be met more successfully within a different classroom setting no longer benefiting or requiring a specialized placement evidence of ongoing successful integration
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Part I) Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

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





- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Mild Intellectual Disability

Ministry Definition

A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- an inability to profit educationally within a regular class because of slow intellectual development
- a potential for academic learning, independent social adjustment, and economic self-support

Special Education Class for Mild Intellectual Disability/General Learning Program (GLP) (12 elementary classes, 104 secondary sections)

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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

Available Resources

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

Program

- The focus of the program is to develop academic and life skills
- An IEP containing specific expectations is designed for each student according to the learning needs and abilities. This plan, developed collaboratively with





parent(s)/guardian(s), is based on and modified by results of continuous assessment and evaluation

- The program allows for integration into regular classrooms and/or school activities
- Curriculum is modified to meet the individual needs of students

Evaluation Methods

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

Alternative Placements

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

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

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

Placements

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

Admissions Criteria

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





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

Criteria for Change in Placement

- reaches the age of 21
- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of on-going successful integration

Available Resources

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

Program

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

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

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Developmental Disability

Ministry Definition

A severe learning disorder characterized by:

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

Special Education Class for Students with Developmental Disabilities (Semi-Integrated) (DDP) (10 elementary classes, 96 secondary sections)

Placements

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

Admissions Criteria

- moderate to severe delays in intellectual ability as measured on a psychological assessment
- serious delays in academic progress
- moderate to severe delays in adaptive functioning
- be able to profit educationally, socially, and emotionally from a semi-integrated class in a regular school, with opportunities for appropriate supported integration
- be able to take care of basic personal needs, with a minimum of additional support

Criteria for Change in Placement

- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of on-going successful integration

Available Resources

- one teacher with special education qualifications (Part I)
- educational assistant
- half-time job coach is assigned to each class at the secondary level
- Learning Support Services personnel provides assessment and consultative services to the special education teacher

Program

- Programming in a specialized classroom offers opportunities to integrate with age-appropriate peers





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

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

Placements

- specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior
- up to eight students per class

Admissions Criteria

- moderate to severe delays in intellectual ability as measured on a psychological assessment
- serious delays in academic progress
- moderate to severe delays in adaptive functioning

Criteria for Change in Placement

- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
-

Available Resources

- one teacher with special education qualifications (Part I)
- educational assistants
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

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

- Focus of the program is to develop life skills which include communication skills, self-help skills, and an introduction to basic academic skills





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

Category: Physical

Exceptionality: Physical Disability

Ministry Definition

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

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

(2 elementary classes, 24 secondary sections)

Placements

- specialized classes at the following levels: primary, junior, intermediate, and senior
- up to 12 students per class

Admissions Criteria

- medical diagnosis of a physical disability with significant programming adaptation requirements

Criteria for Change in Placement

- the student's physical condition no longer requires therapeutic interventions offered in the program
- the student's needs will be better met in an alternate placement
- no longer benefiting from specialized placement
- evidence of ongoing successful integration





Special Education Class for Physical Disabilities/Physical Support Program

(continued)

Available Resources

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

Program

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

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Blind and Low Vision

Ministry Definition

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

Placements
<ul style="list-style-type: none"> regular classroom with specialized support
Admissions Criteria
<ul style="list-style-type: none"> 20/70 or worse in best eye with best correction as determined by an ophthalmological/optometry report
Range of Support
<ul style="list-style-type: none"> blind students generally receive up to 50 per cent itinerant support depending on needs (e.g., braille, tactile and adaptive program) blind students usually require more intensive support low vision support is individualized (from itinerant 1–2 times a week to monitoring visits 2–4 times a year)
Available Resources
<ul style="list-style-type: none"> teacher with specialized qualification in Blind/Low Vision. May also have certification to teach orientation and mobility orientation and mobility instructor classroom teacher Educational assistants allocated based on student's needs Learning Support Services personnel provide assessment and consultative services to the special education teacher specialized equipment as needed

Program/Service Delivery Model

ITB/LVs provide:

- A school-based functional vision assessment to determine frequency of service and educational strategies
- Direct instruction in Braille and other tactile learning strategies
- Adaptation of curriculum materials (Braille, e-text, auditory, large print)
- Orientation and mobility instruction (safe travel techniques)
- Training in specialized equipment including computer hardware and software, optical aids, and other specialized equipment used in the classroom
- Provide consultation and support to schools concerning needs related to vision





Evaluation Methods

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

Alternative Placements

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

- Other special education placement options if appropriate
- Provincial school for the blind and deaf-blind, and the Francophone school for the deaf, blind, deaf-blind and for those with learning disabilities
- Regular classroom with monitoring from the LST/LRT
- Regular classroom with support from the LST/LRT

Category: Multiple

Exceptionality: Multiple

Ministry Definition

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

Range of Placements

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

Exceptionality: Mild Intellectual Disability and Behaviour

Ministry Definition of Mild Intellectual Disability

A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service





- b. an inability to profit educationally within a regular class because of slow intellectual development
- c. a potential for academic learning, independent social adjustment, and economic self-support

Ministry Definition of Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following:

- a. an inability to build or to maintain interpersonal relationships
- b. excessive fears or anxieties
- c. a tendency to compulsive reaction
- d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

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

Placements

- specialized classes at the following levels: junior, intermediate, senior
- up to ten students per class

Admissions Criteria

- significantly below-average intellectual potential as measured on a psychological assessment
- serious delays in the acquisition of fundamental academic skills exacerbated by behaviour problems
- impaired adaptive functioning (e.g., coping with life demands, personal independence)
- history requiring frequent discipline due to disruption, non-compliance, physical/verbal aggression, impulsivity, etc.
- history of socially unacceptable behavior

Criteria for Change in Placement

- does not require the same degree of alternative programming
- has academic and/or social needs that could be met more successfully within a different special class setting
- has the ability to succeed in a regular class with LST/LRT support/ monitoring
- no longer benefiting from specialized placement
- evidence of ongoing successful integration





Special Education Class for students requiring a Dual Support Program (DSP) (continued)

Available Resources

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

Program

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

Evaluation Methods

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

Alternative Placements

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

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





Program: Primary Special Needs (PSN)

Special Education Class for students with Primary Special Needs (PSN)

(10 elementary classes)

Placements

- specialized classes at primary level
- up to 10 students per class

Admissions Criteria

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

Criteria for Change in Placement

- has turned or will turn 9 years old during the calendar year
- does not require the same degree of specialized programming
- has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations
- on-going assessment determines that a different placement could better meet the student's needs
- no longer benefiting from specialized placement
- evidence of ongoing successful integration

Available Resources

- one teacher with special education qualifications (Part I, Part II preferred)
- educational assistant
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

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





Evaluation Methods

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

Alternative Placements

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

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

DRAFT





Individual Education Plans (IEP)

Purpose of the Standard

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

An IEP is a written plan describing the special education program and/or services required by a particular student on an ongoing basis. The IEP outlines the student's areas of strengths and needs as well as the program a student requires for instruction and assessment. The IEP is a working document that contains a transition plan and any record of required accommodations, modifications, or alternative programs needed to help a student achieve their learning expectations identified in the IEP.

The IEP reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of the student. The IEP helps teachers monitor the student's progress and provides a framework for communicating the information about the student's progress to parent(s)/guardian(s) and student.

Implementation of the Ministry of Education Standards

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

IEP Development for Identified Students

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

Purpose of an IEP

The IEP will:

- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (IPRC) process;





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

Overview of the IEP Process

A team approach should underlie the IEP process and the process should focus on how the student is expected to progress through the Ontario curriculum, with accommodations, modified expectations, and / or alternative programs (not described in the Ontario curriculum).

The IEP Process can be broken down into five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP as it relates to the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

Within each phase, several steps are taken to inform the development of an IEP. Here is an overview of some of the possible actions that may be taken within each phase:

Gathering information

- review student's Ontario Student Record (OSR) (including the IPRC's statement of decision and / or previous IEPs);
- consult with parents / guardians, the student (if appropriate), school staff, and other professionals;
- gather information through observation of the student;
- conduct further assessments, if necessary

Setting the direction

- establish a collaborative approach;
- establish roles and responsibilities;
- begin the work on the IEP by identifying the student's strengths and needs, as identified in the IPRC's statement of decision, where applicable

Developing the IEP

- incorporate program suggestions from the IPRC (if applicable);





- incorporate applied behaviour analysis (ABA) methods into the IEP for students with autism spectrum disorder (ASD), where appropriate;
- determine for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications and whether alternative programs are required and document them;
- plan for and document required human resources;
- record information pertaining to individualized equipment (if required), evaluation and reporting, and provincial assessments (if required);
- develop a transition plan;
- record parent / guardian / student consultations;
- ensure signature is provided by school principal

Implementing the IEP

- share the completed IEP with the student, parents / guardians, school staff, and other professional (if appropriate);
- put the IEP into practice (classroom / subject teachers' / support personnel) and continuously assess the student's progress;
- adjust the IEP if necessary (ensure to record any changes);
- evaluate the student's learning and report the results of the evaluation to the parents / guardians (if appropriate)

Review and Update the IEP

- update the learning expectations at the beginning of each reporting period;
- review the IEP regularly, including the transition plan, and record the revisions;
- store the IEP in the documentation file in the student's Ontario Student Record (OSR)

It is important to note that the phases described above appear to be linear, but it is important to note that the IEP process is cyclical. Best practices involve ongoing review, evaluation, and adjustment when required.

Transition Plans

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

The creation of transition plans is legislated and can be found in the following regulatory and policy documents:

Ontario Regulation 181/98 requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a





transition plan for the student's transition from school to work, for further education, and/or community living.

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

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

In practice, schools within the OCDSB engage in a range of transition planning tasks to support students as they transition from one placement to another. A key component to successful transition planning is ensuring that all of the required information is shared seamlessly with the schools and staff involved. The transition plan is developed as a component of the IEP. All transition plans must be developed in consultation with the parent / guardian, student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action. Each transition plan will be reviewed and/or revised at least once each reporting period to identify tasks completed to date and to include new ones that are individualized and appropriate for the student.

Dispute Resolution Process

If differences of opinion around the content of an IEP should arise, these concerns will be mediated at the school level. It is the goal that through a collaborative process that successful programming for students be achieved. Therefore, every effort is made to resolve differences through a shared approach between parent / guardian and school staff. In the event of unresolved concerns, parents will work with the Superintendent of Instruction for the school. Also, the OCDSB has a Complaint Resolution policy and procedure in place. It can be accessed via the following link:

[OCDSB Complaint Resolution Procedure.](#)

The Ministry of Education also has a resource for dispute resolution entitled [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs.](#)

Storage of IEPs

A student's IEP must be included in the student's Ontario Student Record (OSR). This requirement ensures that the student's relevant assessment data and information about their strengths and needs and learning expectations are available to teachers working





with them. To ensure that the IEP stored in the OSR is up to date, the working copy of the IEP should replace the filed copy at the end of each school year or semester, or when the student transfers to another school.

Results of the Ministry of Education IEP Review

There were no Ministry of Education IEP reviews in the 2019-2020 school year.

OCDSB IEP Template 2019-2020

IEP Cover Page	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
REASON FOR DEVELOPING THE IEP <input type="checkbox"/> Student identified as exceptional by IPRC <input type="checkbox"/> Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations	
STUDENT PROFILE Gender: _____ School Year: _____ Most Recent IPRC Date: _____ Statement of Decision: <input type="checkbox"/> Exceptional <input type="checkbox"/> Not Exceptional <input type="checkbox"/> Non-Identified Exceptionality 1: _____ Exceptionality 2: _____	
Special Education Placement: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Regular class with indirect support <input type="checkbox"/> Regular class with withdrawal assistance <input type="checkbox"/> Special education class full time </div> <div style="width: 45%;"> <input type="checkbox"/> Regular class with resource assistance <input type="checkbox"/> Special education class with partial integration </div> </div>	
Reason for Placement: Program: _____	

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Cover Page

Name: _____

DOB: _____

Grade: _____

Student ID# _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition

Page 2

Assessments

Name: _____

DOB: _____

Grade: _____

Student ID# _____

ASSESSMENT DATA

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

Information Source	Date	Summary of Results	Comments

Areas of Strength	Areas of Need
-------------------	---------------

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

- ☐ Catheterization
- ☐ Injections
- ☐ Muscle strengthening
- ☐ Stretching
- ☐ Toileting
- ☐ Other

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

Health Support/Additional Notes:

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Courses and Accommodations

Name: _____ DOB: _____
Grade: _____ Student OEN: _____

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1. _____ ☐ MOD ☐ AC ☐ ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☐ No

Complete for secondary students only:

Student is currently working towards attainment of the:

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

ACCOMMODATIONS

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

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

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year: _____

Accommodations: ☐ Yes (list below) ☐ No

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

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

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Courses and Accommodations

Name: _____ DOB: _____
Grade: _____ Student OEN: _____

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

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Special Education Program

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

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

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

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

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Transition

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Transition Goals:

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

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Human Resources & IEP Team

Name: _____ DOB: _____
 Grade: _____ Student OEN: _____

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Initiation Date	Frequency	Location(s)

EVALUATION

Reporting Dates: _____

Reporting Format

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

IEP TEAM

IEP Developed by:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

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

- ☐ 1) First day of attendance in new special education program
☐ 2) First day of the new school year or semester in which the student is continuing in a placement
☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: _____

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

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Consultation Log & Signatures

Name: _____ DOB: _____
 Grade: _____ Student OEN: _____

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

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

The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Signature of Principal _____ Date _____

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

I was consulted in the development of this IEP

☐ Parent(s)/Guardian(s)

☐ Student

I declined the opportunity to be consulted in the development of this IEP

☐ Parent(s)/Guardian(s)

☐ Student

I have received a copy of this IEP

☐ Parent(s)/Guardian(s)

☐ Student

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

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

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

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IEP Consultation Form

Name: _____ DOB: _____
 Grade: _____ Student OEN: _____

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

1. Medical:

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

2. Testing/Assessment Results:

Are there any recent testing/assessment results which would be helpful in programming for your child?

3. Previously Successful Strategies:

Are there strategies which have worked particularly well for your child in the past?

4. Parental or Other Supports:

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

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

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

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

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

Date

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

Date

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

STUDENT PROFILE

Student: _____ ID: _____ OEN: _____
 Gender: _____ DOB: _____ Grade: _____ Homeroom: _____
 School: _____ Principal: _____
 Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
 Exceptionality 1: Exceptionality 2:

Placement Decision	Recommended Program

STUDENT STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

ACCOMMODATIONS

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year:

Accommodations:

Modified Subjects:

Comments:

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Ministry of Education Exceptionalities	
Category	Exceptionality
Behavioural	Behavioural
Communicational	Autism Deaf and Hard of Hearing Language Impairment Speech Impairment Learning Disability
Intellectual	Giftedness Mild Intellectual Disability Developmental Disability
Physical	Physical Disability Blind and Low Vision
Multiple	Multiple Exceptionalities

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





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

Strengths	
Artistic Expression Auditory Braille Skills Communication Skills Creative Problem Solving Daily Living Skills Decoding Expressive Language Fine Motor Skills General Knowledge Gross Motor Skills Intellectual Aptitude Interpersonal Skills Keyboarding Kinesthetic Memory Skills Mobility Skills Multimodal Learning Style Musical/Rhythmic Ability	Numeration Orientation Skills Organizational Skills Perseverance/ Motivation to Learn Positive Attitude Problem Solving Skills Reading Comprehension Receptive Language Receptive/Expressive Language Self-Advocacy Skills Self-Regulation Skills Sign Language Skills Tactile Task Persistence Time Management Skills Visual Visual Perceptions Skills Word Attack Skills Written Expression
Needs	
Attention skills Auditory perceptual skills Auditory skills Braille skills Communication skills Creative thinking skills Critical thinking skills Decoding Skills Expressive Language Fine motor skills Gross motor skills Impulse control skills Information processing skills Leadership skills Memory skills Mobility skills Non-verbal communication skills	Orientation Skills Personal Care Skills Personal Safety Skills Problem Solving Skills Reading Comprehension Receptive Language Receptive/expressive Language Residual Hearing and Auditory Skills Self-advocacy Skills Self-regulation Skills Sign Language Skills Social Skills Spatial Skills Speech/articulation Skills Tactile Perceptual Skills Task Persistence Skills Time Management Skills Visual efficiency





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

Assessment Summary

Report describes significant behavioural problems
 Report indicates adaptive equipment essential to access the curriculum
 Report indicates areas of need in ...
 Report indicates assistive technology essential to access the curriculum
 Report indicates blind/low vision
 Report indicates mild adaptive functioning delays
 Report indicates mild articulation difficulty
 Report indicates mild developmental delays
 Report indicates mild hearing loss
 Report indicates mild intellectual disability
 Report indicates mild/moderate/severe adaptive functioning delays
 Report indicates mild/moderate/severe articulation difficulty
 Report indicates mild/moderate/severe developmental delays
 Report indicates mild/moderate/severe/profound hearing loss
 Report indicates moderate adaptive functioning delays
 Report indicates moderate articulation difficulty
 Report indicates moderate developmental delays
 Report indicates moderate hearing loss
 Report indicates profound hearing loss
 Report Indicates sensory equipment essential to access the curriculum
 Report indicates severe adaptive functioning delays
 Report indicates severe articulation difficulty





Report indicates severe developmental delays
 Report indicates severe hearing loss.
 Report provides diagnosis of ...
 Report provides diagnosis of Asperger's Syndrome

Assessment Summary

Report provides diagnosis of Attention Deficit/Hyperactivity Disorder
 Report provides diagnosis of Autism
 Report provides diagnosis of Developmental Disability
 Report provides diagnosis of Learning Disability
 Report provides diagnosis of Oppositional Defiant Disorder
 Test results indicate very superior intellectual functioning

Education Quality and Accountability Office (EQAO)

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

Accommodations

Below are accommodations:

Instructional

- | | |
|--|---|
| <ul style="list-style-type: none"> • Anxiety/stress reducers • Ability grouping • Assistive technology • Audio texts • Augmentative and alternative communications systems • Buddy/peer tutoring • Carry and match system • Close-ended activities • Colour cues • Computer options • Concrete/hands-on materials • Contracts • Creative thinking tasks • Critical thinking tasks • Differentiated tasks • Dramatizing information • Duplicated notes | <ul style="list-style-type: none"> • Gesture cues • Graphic organizers • High structure • Increased challenge through higher level thinking skills • Large-size font • Leveled breaks • Manipulatives • Memory aids • Mind maps • More frequent breaks • Multi-sensory presentations • Non-verbal signals • Prompts to return student's attention to task • Note-taking assistance • Organization coaching • Partnering |
|--|---|





<ul style="list-style-type: none"> • Extra time for processing • Fading prompts • First/Then • Forward/backward chaining • Functional tasks 	<ul style="list-style-type: none"> • Positive reinforcement • Pre-cueing • Preferred activities/items/topics • Product differentiation • Prompting (verbal, visual)
--	--

Instructional (*Continued*)

- | | |
|--|---|
| <ul style="list-style-type: none"> • Prompting/modeling/redirection/fading • Provide choice • Reduced/simplified language • Reduced/uncluttered format • Reduction in the number of tasks used to practice a concept or skill • Rehearsal strategies • Reinforcement incentives • Repetition of information • Rewording/rephrasing of information • Sensory diet • Sensory objects/manipulative/toys • Shaping | <ul style="list-style-type: none"> • Shaping/chaining • Small sequential steps • Social Narratives • Social skills coaching • Spatially cued formats • Tactile tracing strategies • Time-management aids • Tracking sheets • Verbal cues • Visual cueing • Visual supports/schedules • Word-retrieval prompts |
|--|---|

Environmental

- | | |
|---|--|
| <ul style="list-style-type: none"> • Acoustic treatment of workspace • Alternative work space • Area of individual leisure and social leisure • Assistive devices or adaptive equipment • Consistent classroom rules and routines • Minimizing of background noise • Hush ups • Minimal visual distractions • Office/work system • Predictable environment • Preparation for transitions | <ul style="list-style-type: none"> • Proximity to instructor • Quiet setting • Reduction of audio/visual stimuli • Sensory equipment • Sensory room • Special lighting • Strategic seating • Structured learning environment • Study carrel • Use of headphones • Visual supports |
|---|--|

Assessment

- | | |
|--|--|
| <ul style="list-style-type: none"> • Alternate products • Alternative settings | <ul style="list-style-type: none"> • Assessment embedded in regular programming |
|--|--|





<ul style="list-style-type: none"> • Alternative work location • Alternative work space • Alternative time to write tests • Assessing over multiple sessions 	<ul style="list-style-type: none"> • Assessment paired with reinforcement • Assistive devices or adaptive equipment • Assistive technology software • Audio version
Assessment <i>(continued)</i>	
<ul style="list-style-type: none"> • Augmentative and alternative communications systems • Braille • Breaks • Check for understanding of instructions • Checklists • Chunk time of assessment • Cloze • Colour contrasted materials • Colour cues • Computer options • Conferencing • Covered overlays • Daily logs • Dark lined paper • Demonstration of task • Enlarged worksheets • Extended time limits • Extra time for processing • Frequent breaks • Highlight key information on test • Intermittent reinforcement during assessment • Interpreter • Large print 	<ul style="list-style-type: none"> • Large-size font • Learning goals checklist (individualized) • Lighting • Manipulatives • Matching • Memory aids • Multiple choice • Oral responses • Performance-based tasks • Product differentiation • Prompts for time management • Reduce quantity of test items • Reduced/uncluttered format • Reduction in the number of tasks used to assess a concept or skill • Rubric (individualized) • Scribing • Self-assessment checklist • Signing EA Sound cues to help retrieval • Success criteria checklist (individualized) • Tactile assessments • Uncluttered format • Verbatim scribing • Visual supports • Work samples





Human Resources	
Spec Ed Teacher ITD/HH ITB/LV Teacher Learning Resource Teacher Learning Support Teacher Student Success Teacher Educational Assistant(s)	Social Worker Speech/Language Pathologist Physiotherapist Psychologist Psychological Associate Psychoeducational Consultant Occupational Therapist Board Certified Behaviour Analyst
Human Resources Service Type	
Direct Instruction Instructional Support Consultation Reading Instruction	Resource Support Personal Care Behaviour Support Technical Support
Transition Type (Including ASD Transition Type)	
Activity to Activity Change in Grade Level Class to Class Elementary to Secondary School Entry to School Home to School/School to Home Lunch to Class/Class to Lunch Outside Agency to a School Program to Program School Entry to Class/Class to School Exit Secondary School to Apprenticeship	School to School Secondary School to Community Living Secondary School to Day Program Secondary School to Supported Employment Secondary School to World of Work Secondary to Post Secondary Educational Institution Setting to Setting Subject to Subject
Transition Plan Actions (Including ASD Transitions)	
<ul style="list-style-type: none"> • Agenda • Agenda/Calendar • Agenda/Shared Calendars 	<ul style="list-style-type: none"> • Develop a coordinated plan • Develop parent/student knowledge of post-school options





<ul style="list-style-type: none"> • Allow Early/Late Class Dismissal to Travel Halls When Less Congested • Alternative Settings 	<ul style="list-style-type: none"> • Develop resume • Develop workplace communication skills and behaviour skills
Transition Plan Actions (Including ASD Transitions) (Continued)	
<ul style="list-style-type: none"> • Apply learning styles information to current courses • Apprenticeship Program • Attend a college or university information session • Attend information session for high school • Body/Sensory Breaks • Calendars • Checklists • Choice Boards • Communication Books(s) • Complete college applications • Complete option sheet in consultation with teachers and high school Special Education Dept. • Complete university applications • Designate Resource Space for Equipment/Materials • Environment Adaptations • Establish community links re: housing and supported employment • Establish link with student in college/university in relevant program • Examine opportunities within the community (e.g. workshops, courses) • Expand work experience • Expand volunteer opportunities • First-then board • FM System - transfer and training • Home base/safe place • Home/school communication books • Gather information from the secondary school Special Education Dept. re: special education services 	<ul style="list-style-type: none"> • Initiate college visits/tours • Initiate job shadowing • Initiate part-time work • Initiate post-secondary research • Initiate post-secondary visits/tours • Initiate summer work • Initiate supported employment • Initiate university visits/tours • Investigate Ontario Youth • Investigate continuing and adult education • Learn to use OC Transportation • Independently • Learn to use Transportation • Independently • Model/Practice Desired Behaviour • Non-verbal cues • Organizational Aids • Orientation and mobility supports/training • Participate in IPRC review • Participate in a career fair • Participate in a high school tour/visit • Participate in a work placement visit • Participate in co-op experience • Participate in development of IEP • Participate in mentor program at college or university • Participate in school-work program • Participate in work experience • Peer Assistance • Plan Course Selection • Positive Reinforcement • Power Card • Preferred Activity • Quiet/Calming Area • Relaxation Strategies





<ul style="list-style-type: none"> • Gather specific information about colleges/universities and special needs departments • In-school meeting(s) 	<ul style="list-style-type: none"> • Review career selection activities (CHOICES, etc.) • Review learning styles inventory • Review occupation information
Transition Plan Actions (Including ASD Transitions) (Continued)	
<ul style="list-style-type: none"> • Role Play • Shared School Information (All About Me Booklet) Social Narratives • Review course options • Social Scripts • Social Skills Coaching • Specific Plan for Meeting • Communication Needs • Stories for Social Understanding • Student Meets Receiving Teacher(s) 	<ul style="list-style-type: none"> • Student Orientation (tour, map, locker practice) • Timer • Transfer Equipment • Undertake an internet search on - (field of interest) • Verbal Prompts • Visit to New School/Class • Visual Supports (timer, calendar, visual schedule)





Provincial and Demonstration Schools in Ontario

Purpose of the Standard

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

Provincial/Demonstration Schools

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

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

All students attending either a Provincial or Demonstration school require an Identification Placement and Review Committee (IPRC) meeting conducted at the 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 (2019/2020)

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	2	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

<https://pdsbnet.ca/en/schools/ernest-c-drury/>

Robarts School for the Deaf

1515 Cheapside Street,

London, ON N5V 3N9

Tel. and TTY: (519) 453-4400

Fax: (519) 453-7943

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

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

<https://pdsbnet.ca/en/schools/sir-james-whitney/>

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 blind, low vision and deafblind children;
- support to local school boards through consultation and the provision of special learning materials, such as braille materials, e text, 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 the Expanded Core Curriculum which includes Compensatory Skills, Braille Literacy, Orientation and Mobility, Daily Living Skills, Independent Living Skills, Social Skills, Self Advocacy, Assistive Technology and Orientation and Mobility;
- offer accessible extra curricular activities;
- 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 Demonstration 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 enrollment 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/>





Special Education Staff

Purpose of the Standard

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

Special Education Staff 2019-2020	Staff Qualifications	Elementary Panel FTE	Secondary Panel FTE
1.0 Teachers of Exceptional Students			
1.1 Learning Support Teacher / Learning Resource Teacher	Special Education Part 3 (Specialist)	235.5	33.33
1.2 Teachers of Specialized Classes	Minimum of Special Education Part 1	143	98.67
2.0 Other Special Education Teachers			
2.1 Itinerant Teachers of Blind / Low Vision	Minimum of Special Education Part 1, AQ - Teaching Students who are Blind	9.8	0
2.1 Itinerant Teachers of the Deaf and Hard of Hearing	Minimum of Special Education Part 1, AQ - Deaf Education	12.3	0
2.1 Itinerant Teachers of Social /Emotional Learning	Special Education Part 3 (Specialist)	3.0	0
2.1 Itinerant Teachers of Assistive Technology	Special Education Part 3 (Specialist)	4.0	2.0
2.4 Learning Support Consultants	Special Education Part 3 (Specialist)	13.0	3.0
Itinerant Teacher for Autism and Developmental Delay	Special Education Part 3	1.0	0





Special Education Staff 2019-2020	Staff Qualifications	Total FTE
3.0 Educational Assistants in Special Education		
3.1 Educational Assistants	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program	794.00
4.0 Other Professional Resource Staff		
4.1 Psychologists and Psychological Associates, Psychoeducational Consultants	Ph.D. or Masters, Psychologists and Psychological Associates are registered with the College of Psychologists of Ontario. The Psychoeducational Consultants are supervised by a registered member of the College	29.9
4.2 Speech-Language Pathologists	Masters in Speech-Language Pathology, registration with CASLPO	29.0
4.3 Social Workers	Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers	29.7
Communicative Disorders Assistants	Communicative Disorders Assistant Graduate Certificate	2.0
4.9 Subtotal		90.6





Special Education Staff 2019-2020	Staff Qualifications	Total FTE
5.0 Paraprofessional Resource Staff		
5.1 Orientation and mobility personnel	Orientation and Mobility Specialist	1.0
5.4 Transcribers (for blind students) Brailist	Certified Braille Transcriber or equivalent knowledge	0.5
Applied Behaviour Analysis (ABA) Coordinator	ABA certificate courses	1.0
Board Certified Behavior Analyst (BCBA)	Successful completion of the BCBA exam through the Behavior Analyst Certification Board	3.0
5.7 Subtotal		5.5

A. District Level Support

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

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

District Level Staff Roles / Descriptions

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

- Administrative and support personnel
- Brailist





- Educational assistants
- Itinerant teachers of Assistive Technology
- Itinerant teachers of Autism
- Itinerant teachers of the Blind/ Low Vision
- Itinerant teachers of the Deaf/ Hard-of-Hearing
- Learning Support Consultants
- Psychology staff
- Social Workers
- Speech-Language Pathologists

Braillist

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

Itinerant Teachers of Assistive Technology

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

Itinerant Teacher Autism

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





Applied Behaviour Analysis (ABA) Coordinator

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

Board Certified Behaviour Analyst (BCBA)

- works to support school staff in understanding how to support students with Autism and challenging behaviour;
- may recommend and/or develop behaviour programs;
- may conduct Functional Behaviour Assessments;
- provides professional development to school staff ;
- models and co-teaches the use of ABA strategies;
- reviews and provides research related to emerging supports available for students with behavioural needs;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports and mentors staff enrolled in the Registered Behaviour Therapy (RBT) course and oversees the implementation of these strategies into their regular school duties;

Itinerant Teachers of Blind/Low Vision

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





Itinerant Teachers of the Deaf/Hard of Hearing

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

Learning Support Consultants (K to 12)

- develop and deliver special education professional development for staff;
- assist school teams with all aspects of the special education program and service delivery;
- promote current teaching methodologies and instructional practices which reflect the Ontario curriculum and Ministry of Education documents and direction;
- identify and support best practices in all specialized program classes and provide program support;
- committee member on centralized program referral committees to specialized program classes;
- Supports IEP development, programming and transition planning

District Level Central Teams

The Assistive Technology Team

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

The Autism Spectrum Disorder Team/ Developmental Disability Support Team

- provide direct and consultative program support to schools;
- facilitates transitions for students who are both within and new to the OCDSB;
- provides ongoing support to students with a diagnosis of Autism Spectrum Disorder (ASD) and a developmental disability (DD);
- assists in the development and implementation of IEPs, behavioural programs, communication strategies and assessment practices;
- supports new Ministry initiatives and pilots related to the field of Autism;





- responds to multi-disciplinary team requests for support as needed;
- provides professional development to the District and the community;
- supports PPM 140 and ABA practices in schools;
- provides resources to schools to support environmental accommodations and recommendations for sensory rooms / spaces;
- provides support to two specialized schools for students with developmental disabilities, Crystal Bay Centre for Special Education and Clifford Bowey Public School and all specialized classes for ASD and DD district-wide;
- provides program support for teachers and administration while working with parent(s)/guardian(s) and community agencies to facilitate new admissions;
- supports an intake process which provides transition support to schools and parents upon entering into the OCDSB;

The Behaviour Support Team / Social-Emotional Learning Teachers

- provide support to the Behavior Intervention Program (BIP), students, parent(s)/guardian(s), staff, and administration;
- provide consultation and classroom observations specific to students who present challenging behaviours;
- SELTs (Social-Emotional Learning Teacher) provide consultation and classroom observations specific to students demonstrating stress behaviour or challenging behaviour in Kindergarten to grade 8;

The Early Learning Team

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

The Gifted Support Team

- provide support to schools for programming and planning for students who have been identified with giftedness;
- provide consultation and recommendations pertaining to giftedness identification procedures;
- creates awareness around supports and connects staff with a wide variety of supports available to support students with giftedness;

Itinerant Educational Assistants (IEA)

- provide consultative and direct services to students experiencing behavioural challenges, including the development of behavior support plans;





- provide consultation to school staff on behaviourally related issues;
- assist in the development of student plans (safety plans, safe plans, and Behaviour Management Plans);
- provides professional development in promoting positive behavior;

Psychology Professional Staff

- provides ongoing consultation to schools on student related issues;
- engages in early screening and intervention on learning, student development, and mental health;
- provides both direct or indirect support or intervention to students;
- provides psychological assessments for students K - 12;
- plays an integral role as a school multi-disciplinary team member and is the key point person to respond to threat making, high risk behaviour, and tragic events within the school;
- collaborates with community partners and facilitates access to external resources, when appropriate;
- participates in central referral committees for specialized classes;
- engages in staff training in such areas as suicide prevention, mental health promotion, and behaviour management

Social Work Professional Staff

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





Speech-Language Pathology

In consultation with the LST and the principal of the school, speech-language pathologists provide an array of service to students from kindergarten through grade 12.

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

Tragic Events Response Team

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

Urgent Care Team

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

B. School Level Support

The following supports are available within schools:

- School Principals (and Vice-Principals where applicable);
- Classroom Teachers
- Learning Support Teachers and Learning Resource Teachers (elementary only)
- Specialized Program Classroom Teachers / Staff
- Educational Assistants
- Early Childhood Educators (Elementary panel only)





School Level Staff Roles and Descriptions

School Principal

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

Classroom Teacher

The role of the classroom teacher is to support the learning of all students including those who may need accommodations/modifications to their program. Although not all classroom teachers have special education qualifications, they play a vital role in assessing student learning and ensuring the delivery of services to all special education students. Within the regular classroom, the teacher works with all students to meet their individual needs.

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

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





Specialized Program Classroom Teacher

- provide learning opportunities tailored to each student's specific exceptionality, taking into consideration their strengths and needs, and additional information as outlined in the student's IEP;
- Support students to progress at their appropriate level and reach their potential within the parameters of the Quality Program Indicators for the specialized program class placement;

Educational Assistant

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

- assisting in crisis prevention and intervention;
- supporting the planning, organizing, and implementing of the behavior/social/instructional program in cooperation with the classroom teacher;
- assisting students in various ways, with safety, behaviour and/or medical needs;
- specialized skills and qualifications are required for specific assignments (e.g. Braille, American Sign Language, catheterization) with respect to the EAs assigned to schools;

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

Early Childhood Educator (ECE)

works collaboratively with the classroom teachers in implementing and planning education to Year 1 and 2 children;

- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that promotes each child's physical, cognitive, language, emotional, social, and creative development and well-being;
- relays information to families;
- undertakes duties assigned by the principal in regards to the Kindergarten program.





Staff Development

Purpose of the Standard

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

The OCDSB Learning Support Services Staff Development Plan

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

- [The OCDSB Strategic Plan](#)
- [The Exit Outcomes](#)

The LSS Staff Development Plan incorporates feedback from school-based special education staff, (learning support teacher (LST), learning resource teacher (LRT) (elementary only), specialized program classroom staff, and through an ongoing evaluation of system needs. In addition, the following are other ways staff provide input for staff development planning:

- written and verbal feedback;
- requests from school administrators and special education teachers for school-based in-service around specific school needs (including teaching staff);
- feedback from Learning Support Services (LSS) staff;
- requests from senior administration around in-service requests;
- requirements as prescribed in legislation and District policies and procedures;

In addition, we are required to follow specific regulations and mandates from the Ministry of Education. Priorities in the area of staff development are determined by Ministry of Education initiatives and Board initiatives. The following factors are considered:

- direction from the Director's Executive Council (DEC);
- changes in Board policy and procedures;
- system-level professional development focus;
- perceived needs as determined by LSS staff;
- requests from schools;
- requests from staff;





Professional Development Input from SEAC

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

Staff Development Budget

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

Release and Professional Development	Amount spent
Blind/Low Vision Workshop - Staff Training	\$3 979.80
CEC Conference	\$700.00
Deaf/Hard of Hearing Workshop - Staff Training	\$10 834.90
EMPOWER Reading Program - Staff Training	\$167 772.94
National Association for Gifted Children Conference	\$2 716.81
Non-Violent Crisis Intervention (CPI) Recertification - Staff Training	\$350.00
Online Functional Behaviour Course - Staff Training	\$350.00
Registered Behaviour Technician Training - Staff Training	\$500.00
Self Regulation in Schools Seminar - Staff Training	\$145.77
Traumatic Events System Model - Staff Training	\$1 107.20
Violence and Threat Risk Assessment - Staff Training	\$5 327.94
Total	\$193 785.36

**Due to labour disruptions and school closures due to the COVID-19 Pandemic, many professional development sessions planned were unable to take place during the 2019-2020 school year.*

Principals and Vice-Principal Intern Program / Training Opportunities

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





New Teacher Induction Program

The Ministry of Education initiative ensures beginning teachers are matched with a teacher mentor as they join the teaching profession. Through the various components of the New Teacher Induction Program (NTIP), new teachers are supported as they build knowledge, skills and self-confidence. New teachers are paired with an experienced teacher mentor who provides support by building relationships to create a collaborative, collegial environment in which new teachers feel supported both emotionally and professionally. They also participate in an extensive and differentiated professional development program designed to address the specific needs of these new professionals in the areas of classroom management, assessment and evaluation, teaching students with special education needs, and literacy and numeracy.

Special Education Workshops for Staff

The Learning Support Services Department is committed to ongoing professional development for all staff. Learning Support Teachers from all schools were presented with professional development from central staff during their LST Network meeting. During the 2019-2020 school year professional development opportunities were limited due to occasional teacher and occasional staff shortages and labour disruptions. This year, the following workshops were offered to OCDSB staff:

- ABA in Action – Prompting, Reinforcement and Errorless Learning
- ABA School Team Training
- Anxiety, Stress and Autism – Considerations for Supporting your Students
- Art of Play
- ASD Mentorship
- ASD Music Pilot
- ASD New Teacher Training
- ASD Pilot Program - Ozobots Training
- ASD Specialized Program, Elementary and Secondary Sessions
- ASD Resources Room Model – Best Practices and Conversation
- ASD Working with Challenging Behaviours and Teaching Independence
- ASIST (Applied Suicide Intervention Skills Training)
- Behavior from a Communication Perspective, Part 2
- Behaviour Intervention Program Professional Development for BIP Staff
- Behaviour Management Systems Training (BMS)
- Best Practices in Supporting Students with ASD
- Brain Based Learning and Behavioural Challenges
- Cannabis in Schools
- CHEO Autism Observation
- Communication Strategies for the Early Learner
- Early Learning Strategies
- EA Autism Trainings





- Empower – Comprehension and Vocabulary, Gr. 2-5
- Empower – Decoding and Spelling, Gr. 2 – 5
- Empower – Decoding and Spelling, Gr. 6-8
- Empower – Training Review Gr. 2-5
- Empower - High School
- Exploring Autism - The Early Years
- Geneva Centre E-Learning Modules
- General Learning Program - Program Planning
- Gifted Programming
- Guiding Cooperation through Reinforcement
- Inclusion – Making it work for Students who are Deaf/Hard of Hearing
- Intermediate DDP - Developing Communication and Language
- ILLD - Executive Functioning
- ILLD - Grade 6 Transitions
- Inquiry Play Based Learning for Students with ASD
- LLD Assistive Technology Workshop
- LST Network Sessions
- Math LD Inquiry
- Mental Health Law for Children and Adolescents
- Post-Secondary Transitions for Students with Autism Spectrum Disorder
- Registered Behaviour Technician Training
- SafeTALK – (Suicide Alertness for Everyone), (Tell, Ask, Listen, Keepsafe)
- SLIP - Speech Language Intervention Program
- Social Learning In Class
- Social Thinking and Intro to e-learning for ILLD
- Social Thinking for LD-SIP Sites
- Structured Teaching for Elementary Teachers
- Structured Teaching for Teachers
- Supporting Structured Teaching
- The Autistic Brain
- Three Strategies for Independence
- Tools for Social Understanding
- Training for New LSTs
- Transitions for Students with ASD
- Traumatic Event Systems Model (TES)
- Violence Threat Risk Assessment II (VTRA)
- WIAT Training
- Working with Students with Visual Impairment

Cost Sharing Arrangements

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





- Ministry of Child and Youth Services – Child and Youth Workers;
- M.F. McHugh Education Centre (Care and Treatment Program);
- Algonquin College – early health screening for vision, hearing, height etc.;
- Ottawa Catholic School District (OCSB);

Communication of Professional Development

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

DRAFT





Equipment

Purpose of the Standard

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

General Overview

Special Equipment Amount (SEA) may originate from two sources:

- Per Pupil Amount
- Claims-Based

Per Pupil Amount (Computers) component supports the purchase of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment, in accordance with this guideline.

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

Examples of Specialized Equipment for Use at School

The OCDSB strives to ensure that specialized equipment is provided for students who require it. Specialized equipment for use at school include:

- Sensory equipment
- Hearing support equipment
- Vision support equipment
- Personal care support equipment
- Physical assists support equipment
- Computer and software related equipment

A full overview of the [SEA Guidelines for 2019-2020](#) is outlined on the Ministry of Education website.

The OCDSB procedure [Student Specialized Equipment Purchased with Ministry Special Education Amount \(SEA\) Funding](#) is outlined on the OCDSB website.





Funding Information and Allocation for Specialized Equipment

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

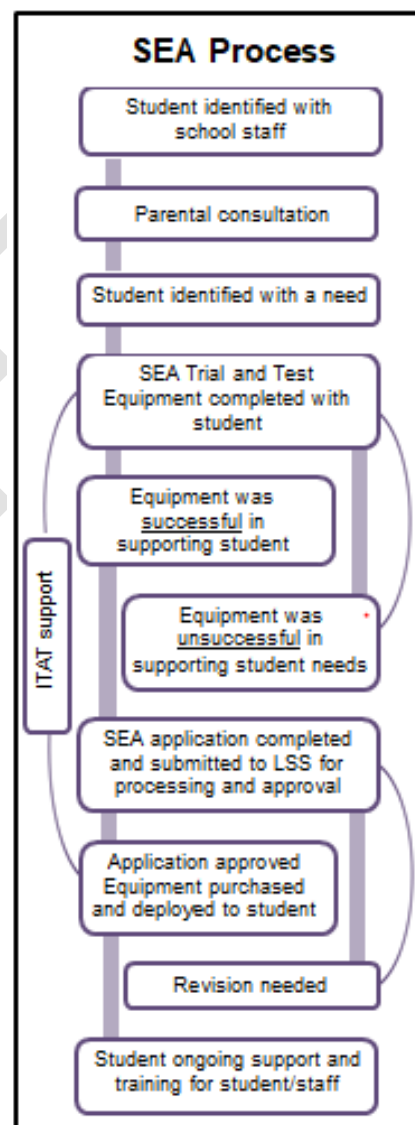
Determination of Need

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

Required Documentation

Each SEA claim must include:

1. an assessment report from an appropriately qualified professional including a description of the condition the particular equipment is intended for, and a functional recommendation regarding the specific types of equipment essential for the student to access the curriculum;
2. a copy of the quotes(s) and/or product identification of the equipment to be purchased (non-computer);
3. a current copy of the student's IEP signed by principal;
4. an action plan from the school indicating the integration of the equipment into the student's program;
5. consent form to release report(s) from the qualified professional;
6. a copy of the student's report card (PPA only);





Eligible Specialized Equipment for Claims Based Funding

All equipment costs must be specialized equipment for individual or groups of students for use at school. Examples of such equipment are:

- Speech analyzers
- FM microphone systems for DHH students)
- Print enlargers (for low vision)
- Sound Amplification systems
- Computer hardware/software
- Individually modified desks or work tables
- Braille writers
- Symbol or letter voice translators
- Insulated booths and study carrels
- Communication aids (e.g., Boardmaker, speech synthesizers)
- Positioning devices

Portability

Equipment purchased by a school board with SEA funding is portable and may move with the student from school to school or from board to board within Ontario. When a student transitions between schools in the OCDSB, as a component of the transition planning, student equipment is considered and moved when appropriate and required at the new school. If a student leaves the province, the equipment stays with the Board to be reallocated as needed.

Ministry Review

The Ministry of Education may conduct classroom, school and board visits of selected claims and reviews all required documentation in support of those selected SEA claims. The review ensures that the equipment is operational, in good repair and in regular use by the student. The Ministry also expects that the students and staff are able to operate the equipment properly and effectively

Itinerant Teachers of Assistive Technology (ITAT)

The Itinerant Teachers of Assistive Technology work with students and staff to support the integration of assistive devices. This support includes device/tool training as well as best implementation and pedagogical practices.





Ottawa-Carleton District School Board Special Education SEA Claim

In the 2019-2020 SEA year (May 1, 2019 – April 30, 2020) the OCDSB processed the following number of applications:

Claim Types	Number of students	Dollar Amount Spent
Computer (PPA)		
Computers and support components (PPA)	TBD	TBD
Training	N/A	TBD
Technician	N/A	143 992.00
Total		
Non Computer (Claims)		
Number of students Below \$800	248	175 139.33
Number of students Above \$800	89	415 458.92
Total		TBD

** Please note that these totals are approximate to date, as of May 19, 2020.





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 fourteen 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
2019/2020	\$	1 200 000.00 (approximate to date)





Transportation

Purpose of the Standard

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

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

Information about OSTA may be found on their website at [Ottawa Student Transportation Authority website](#).

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

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

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





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

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

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

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

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





Part 3: 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 students receiving special education programs and services;
- 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 encourage the public to bring special education issues to the attention of SEAC by requesting to delegate at monthly meetings (where appropriate);
- 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 a chair, vice-chair, 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 2019-2020

OCDSB TRUSTEE MEMBERS

Christine Boothby, Trustee, Zone 2	christine.boothby@ocdsb.ca	613-809-4929
Rob Campbell, Trustee, Zone 5	rob.campbell@ocdsb.ca	613-808-8190
Chris Ellis, Trustee, Zone 6	chris.ellis@ocdsb.ca	613-868-0076

MEMBER ASSOCIATION REPRESENTATIVES

Association for Bright Children of Ontario (ABC)

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Autism Ontario, Ottawa Chapter

Katie Ralph (Member) kralp059@uottawa.ca

Katherine Kacew (Alternate) kat.kacew@gmail.com

Down Syndrome Association

Mark Wylie (Member) mwylie@sympatico.ca

Learning Disabilities Association of Ottawa-Carleton (LDAO)

Dr. Maggie Mamen (Member) mmamen@rogers.com

Michael Bates (Alternate) michaelbates1@sympatico.ca





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

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Ottawa-Carleton Assembly of School Councils (OCASC)

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VOICE for deaf and hard of hearing children

Jim Harris (Member)

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VIEWS for the Visually Impaired

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Johnna MacCormick (Alternate Member)

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Easter Seals Ontario

Nicole Ullmark (Member)

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Sonia Campbell-Nadon

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Rob Kirwan

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ASSOCIATION REPRESENTATIVES (NON-VOTING)

Ottawa-Carleton Elementary Teachers' Federation (OCETF)

Susan Gardner (Member)

susan.gardner@ocdsb.ca

Jennifer Titley (Alternate)

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Professional Student Services Personnel

Nancy McLaren Kennedy (Member)

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Connie Allen (Alternate)

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Ontario Secondary School Teachers' Federation (OSSTF)

Jean Trant (Member), SSP

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Ottawa-Carleton Secondary School Administrators' Network (OCSSAN)

Kimberly Elmer (Member)

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Daniel Bersyniow

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Staff Normally in Attendance at SEAC Meetings:

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Superintendent, Learning Support
Services

Amy Hannah

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System Principal, Learning Support
Services

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System Principal, Learning Support
Services

Stacey Kay

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Manager of Learning Support Services





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.

Work collaboratively with the parent(s)/guardian(s) and, as appropriate, community partners on a transition plan based on the individual needs of the student.

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](#)

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, usually coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO's audiology and the AVT program, 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





Programs and Services	Description
Preschool speech and language program <i>(continued)</i>	<p>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 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 acquisition; the FRC assists in developing a learner profile and providing program recommendations for English as a Second Language (ESL) and English Literacy Development (ELD) students; Learning Support Services ESL/ELD liaison consults with the FRC on an as-needed basis regarding ESL/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.





Programs and Services	Description
CHEO	<p>CHEO School</p> <ul style="list-style-type: none"> • short-term early intervention educational and therapy program for kindergarten students with complex physical needs; • CHEO school staff and the therapy team assist with transitioning students to community schools when students have reached and maximized their potential at CHEO School; • liaison teachers work with schools staff to transition children and youth with physical disabilities to schools. <p>Development and Rehabilitation</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-based Rehabilitation Services</p> <p>Provides professional health services such as occupational therapy, physiotherapy, and/or speech therapy to students attending school who require such services (see Standard 7 — 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





Programs and Services	Description
CHEO <i>(continued)</i>	<p>plan of care for their child/youth</p> <ul style="list-style-type: none"> • 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 Day 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 (Grade 1 to 8) • 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 discharge meeting 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> <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





Programs and Services	Description
Ministry of Children, Community and Social Services <i>(continued)</i>	<p>parent(s)/guardian(s) and deciding the date of admission and demission;</p> <ul style="list-style-type: none"> transition to 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.
	<p>Post 21 Programs for Students with Developmental Disabilities</p> <ul style="list-style-type: none"> school personnel will encourage families to apply to Developmental Services Ontario (DSO) when the student is 16 years of age. 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 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 appropriate adult community programs and/or supports.



DRAFT



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



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May 2020



AUDIT COMMITTEE REPORT (PUBLIC)

Thursday, June 11, 2020

6:00 pm

Zoom Meeting

Members: Sandra Schwartz (Trustee), Mark Fisher (Trustee), Keith Penny (Trustee), Erik Husband (External Member), Annik Blanchard (External Member)

Staff and Guests: Lynn Scott (Trustee), Camille Williams-Taylor (Director of Education), Mike Carson (Chief Financial Officer), Kevin Gardner (Manager of Financial Services), Sandra Lloyd (Manager of Risk and Supply Chain Management), Genevieve Segu (Regional Internal Audit Manager), Gord Champagne (Senior Regional Internal Auditor), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Committee Coordinator)

1. Call to Order

Trustee Schwartz called the public session to order 6:04 p.m and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Election of the Chair

Trustee Fisher self-nominated for the position of Chair of the Audit Committee.

Moved by Annik Blanchard

THAT the nominations be closed.

Carried

Trustee Fisher was declared the Chair of the Audit Committee by acclamation.

Trustee Fisher assumed the Chair.

3. Approval of Agenda

Moved by Trustee Fisher,

THAT the agenda be approved.

Carried

4. Superintendent's Report

Chief Financial Officer (CFO) Carson advised that he had nothing to report.

5. New Business

There was no new business.

6. Adjournment

The public meeting adjourned at 6:09 p.m.

Mark Fisher, Chair, Audit Committee



Building Brighter Futures Together at the Ottawa-Carleton District School Board



COMMITTEE OF THE WHOLE, BUDGET REPORT

Tuesday, May 26, 2020

7:00 pm

Zoom Meeting

Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Prasith Wijeweera (Student Trustee)

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Dorothy Baker (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Kevin Gardner (Manager of Finance), Sandy Owens (Manager, Business & Learning Technologies), Julie Cyr (Manager of Early Learning), Karyn Carty Ostafichuk (Manager of Planning), Petra Duschner (Manager, Mental Health and Critical Services), Pamela LeMaistre (Manager of Human Resources), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager, Legal Services and Labour Relations), Nicole Guthrie (Manager of Board Services), Charles D'Aoust (Coordinator of Budget Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Committee)

Non-Voting Representatives Present: Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Cathy Bailey (OSSTF Teachers/Occasional Teachers), Harvey Brown (Advisory Committee on Equity); Jennifer Capitani (Ottawa-Carleton Elementary Operations Committee), Troy Cluff (OSSTF-PSSU); Jennifer Coleman (Ottawa-Carleton Secondary School Administrators Network (OCSSAN)), Kelly Granum (OSSTF-OT); Malaka Hendela (OCASC), Wulf Heidecker (Elementary Teachers' Federation of Ontario), Karen Iving

(OSSTF-PSSP), Rob Kirwan (Special Education Advisory Committee), Brett Williams, Stacey Kay (Non Affiliated Staff).

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the public session to order at 7:00 pm.

Chief Financial Officer (CFO) Carson acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

CFO Carson recognized the retirement of audio-visual technician John MacKinnon, who retired at the end of March. He thanked him for his contribution to Committee and Board meetings and for his long service at the Ottawa-Carleton District School Board (OCDSB).

2. Approval of Agenda

**Moved by Trustee Ellis,
THAT the agenda be approved.
Carried**

3. Discussion Items:

3.1 Memo 20-074, 2020-2021 Budget Update

Your Committee had before it Memo 20-074 and Report 20-052. During the presentation, CFO Carson and Manager Gardner provided: key principles guiding the decision process; an overview of the 2020-2021 forecast based on assumptions and plans; and insights into the challenges being experienced. Based on the limited information available recommendations were provided to prepare for school re-openings in late August and early September.

The OCDSB's key principles are to provide a safe environment, stability for schools and the community, and action on the strategic plan despite delays. With the uncertainty created by the pandemic, the District's ability to move forward has been hindered and is heavily reliant on direction from the Ministry of Education.

The Ministry has delayed the release of the Grants for Student Needs (GSN), which inform whether grant percentages have increased or decreased and form the foundation for the annual budget. In addition, the Ministry will announce COVID-19 guidelines by the end of June. In the meantime, the District has been considering approaches to class structures with physical distancing protocols in place, cleaning processes and a plan to minimize disruption if school closures take effect in the fall or

winter of 2020. The Ministry stated additional financial support may be provided, so in preparation, the District included COVID-19 provisions in the budget.

CFO Carson noted in December 2019, the District was trending to have a budget within a 1 percent deficit, however stakeholders have emphasized that stability is a primary concern. As a result, the District determined to provide this stability, decided to minimize extensive reorganization and not restructure approved budget decisions.

Another factor impacting forecasting relates to junior kindergarten enrolment projections. The full impact of COVID-19 on enrolment will only be fully realized in late August.

Regarding the principle of creating a culture of caring, mental health support for staff and students will be a top priority. Investments for these initiatives cannot currently be proposed due to the lack of information around funding. Trustee Blackburn noted that mental health is a particularly important piece and her recommendation is that additional staffing be allocated.

3.2 Report 20-052, 2019-2020 Updated Forecast (April) (M. Carson)

Your Committee had before it Report 20-052 providing the District's 2020-2021 updated forecast, which is trending to have a \$9.7 million deficit. Insights will be provided to justify the factors that led to this projection. The Minister of Education referenced savings that resulted from school closures, and those savings have been reflected.

During the presentation, the following points were made:

- In summary, revenues were reduced by \$31.8 million and expenses were reduced by \$30.6 million;
- Grant reductions totaling \$14.9 million are expected. The reduced funding reflects net operating savings as a result of the labour sanctions and work withdrawals initiated by the Elementary Teachers' Federation of Ontario (ETFO) and the Ontario Secondary School Teachers' Federation (OSSTF) during the collective bargaining process. The reduced funding is offset by reduced compensation costs.
- A significant contributor to the deficit was a result of the Extended Day Program (EDP) and childcare closure, which resulted in a deficit of \$5.2 million. In order to provide continuity of learning, the District chose not to reduce the early childhood educator (ECE) hours used to support EDP, instead the hours were realigned to support e-learning. Given the unpredictable nature of the closure, the District was

concerned that layoffs would impact reinstating childcare promptly. Since the ECEs have provided learning support, the costs should be divided between instruction and EDP;

- Spending on instruction-related supplies, services and professional development is expected to be \$7.9 million less than budgeted. This amount includes Priorities and Partnerships Fund (PPF) grants of \$2.4 million. PPFs have specific requirements outlining how the funds may be spent but due to labour action and COVID-19, these funds could not be allocated. This has resulted in savings but also reduced revenue;
- The revised estimates assumed \$1.5 million in revenue from third parties and facility rentals, however given the closure this is unlikely;
- Revenue of \$1.5 million was assumed in the revised budget due to former benefit plans. Although the administrator has returned the surplus funds to the District, collective agreement provisions require that the distribution of the surplus be agreed to by the federations. Discussions between the parties will most likely be concluded next year;
- CFO Carson stated that there is unspent budget available but that supply chain issues are preventing spending. Some budget expenditures are required to ensure a safe return to school; and
- The District has been conservative in the accounting, but some decisions will be made over August and September that will have an impact on the forecast.

In response to trustee queries, the following points were noted:

- Ottawa Student Transportation Authority (OSTA) have been paying operators 80 percent of their rates and the savings will be used to offset the loss of overall revenue;
- The Ministry may redeploy funds but could potentially add additional GSN funding or supplemental funding for next year. In these cases, the Ministry would likely drive the direction and control how these funds are spent;
- In response to a query regarding a decrease in special education despite a need for an increase owing to equipment needs, CFO Carson noted that the province has dictated how the District allocated the special education funds. There have been reductions in employee benchmarks in several areas, but the District believes equipment in

this area is underfunded. As a result, the District is covering these expenses 100 percent as it is deemed essential;

- Special education experienced a decrease in funding by \$500K to reflect the decrease in enrolments. However, damaged technological and physical equipment will be replaced and all children who require equipment will have access to it;
- The transportation costs are lower than expected and result from contract savings and reduced use of transit passes;
- Staffing proves to be the most significant cost but there have been reductions in replacement staff including educational assistants (EAs); and
- The budget for international students reflects \$11.0 million in revenue but the District expects reduced enrolment next year as a result of COVID-19. There have been requests for refunds (less than a dozen) in the current year but the Ottawa-Carleton Education Network has not determined if refunds will be provided as learners were able to participate in distant learning.

1. Presentation, 2020-2021 Budget Development Update

Manager Gardner highlighted that the traditional budget cycle cannot be adhered to due to the pandemic and the absence of the 2020-2021 GSNs. Without the GSNs, the District cannot create a proposal.

CFO Carson noted that a provisional budget may be required to ensure key staff are in place by the end of August and beginning of September.

During the presentation, the following points were noted:

- GSN's represent 88 percent of the education funding in Ontario. The foundation grants are used in conjunction with various special purpose grants.
- The District does receive revenues outside of the GSNs. One of the most significant non-grant revenue sources is associated with EDP;
- Balanced budgets require a deficit of 1 percent or less, however, the District will also need to prepare a deficit elimination plan, which outlines a plan to eliminate the deficit within 2 years. The District believes that a deficit would require the utilization of reserves appointed for exceptional

circumstances, in which these qualify. The District is currently lobbying for the province to allow a deficit exception; and

- An additional \$3.3 million has been budgeted for programs with yearly subscriptions, the purchase of hotspots, Chromebooks, and program licenses. Funds need to be allocated to replace Chromebooks as required and also in anticipation that equipment provided to students working from home, return damaged or in need of repair.

CFO Carson provided an overview of the areas which lead to the increased deficit:

- The special education program overspent by 7.9 percent, as a result of under-funding and an increase in student needs;
- The budget reflected an increase in spending to manage aging infrastructure and to increase the number of portable classrooms;
- It is anticipated that additional expenses will be incurred due to inflation, the carbon tax, and the supply chain shortages causing the pricing of goods to be higher than expected;
- An additional \$1.0 million has been allocated to increase custodial staffing. Elementary schools only have 1 custodian during the day and secondary schools have 2. Provisions are being made to increase day and evening staff for enhanced cleaning practices;
- Due to increasing student needs, additional EAs are proposed. Further demand exists for up to an additional 78.0 FTE but hiring additional resources will depend on funding and whether the school environment is virtual;
- There is a need to fund central department programs and learning, enhance the organization's technology and security, and replace positions eliminated due to budget reductions in the Human Resources and Finance departments. Although these areas are deemed necessary, these decisions can be partially filled or included in the second phase of the budget;
- Regarding funding on equity, diversity and mental health, the District will meet with the Federation to discuss the best use of the Student Support funding to support these initiatives and others. It may necessitate an increase in Early Learning Assistant (ELA) staffing but this will depend on EDP;

- International student administration tuition fee reduction and therefore a reduction of government funding by \$2.0 million; and
- The District has allocated \$2.2 million to fund COVID-19 response provisions, to cover the anticipated additional expenses.

During discussion the following points were noted:

- CFO Carson anticipated information on the GSNs will be provided by mid June 2020 which may necessitate the province delaying the requirement of final approvals past 30 June 2020;
- The risks with EDP revenue were recognized but CFO Carson stated the budget was developed without adjusting EDP enrolment. The ELA numbers are a variable cost, and if enrolments increase, additional ELAs will be required;
- CFO Carson stated that there are several funding sources and the Federation would need to confirm how these funds are used as a result of collective bargaining. The District is planning for increased costs such as additional cleaning supplies and funds are also reserved for a potential second wave in order to prepare for school closures due to a COVID-19 outbreak. In these cases, additional resources would need to be applied to continuity of learning;
- If a provisional budget was approved custodial staff, office assistants, Business & Learning Technology (B<) staff, as well as additional EAs would be considered critical;
- Trustee Boothby expressed the view that the addition of 14.0 FTE is low considering how mental health supports, custodial staff, social workers, and principals often service multiple schools and that this could be problematic if there is an outbreak of COVID-19 in a school. CFO Carson noted that additional funds were originally allocated but the District is waiting for the Ministry to provide details on the standards that need to be adopted;
- Regarding the issue of itinerant staff, it was noted that there are not enough qualified staff to be dedicated to one school and without sharing resources, these positions would only be part-time;
- Several trustees expressed their support of delaying the budget and exceeding a 1 percent deficit if necessary; and

- CFO Carson noted that all required information may not be available by July.

It was highlighted that there is a statutory requirement to submit the budget by 30 June. A suggestion was made that Chair Scott address this and other budget matters in a letter to the Minister. CFO Carson stated that the regulatory laws are being reviewed and it is anticipated that there will not be financial penalties from delayed submission.

4. New Business - Information and Inquiries

No new business to report.

5. Scheduled Committee of the Whole Budget Meetings

Chair Schwartz requested confirmation of dates for the scheduled Committee of the Whole, Budget meetings.

CFO Carson noted that 1 June 2020 would be removed from the schedule as this timeframe would not allow for a fulsome package to be compiled. The next meeting will be scheduled for 8 June 2020 at 7:00 pm.

6. Adjournment

The meeting adjourned at 9:10 p.m.

Sandra Schwartz, Chair



Building Brighter Futures Together at the Ottawa-Carleton District School Board



COMMITTEE OF THE WHOLE, BUDGET REPORT

Board Room

Monday, June 8, 2020

7:00 pm

Zoom Meeting

Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott.

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Janice McCoy (Superintendent of Human Resources), Dorothy Baker (Superintendent of Curriculum), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Kevin Gardner (Manager of Finance), Sandy Owens (Manager of Business & Learning Technologies), Julie Cyr (Manager of Early Learning), Pamela LeMaistre (Manager of Human Resources), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Charles D'Aoust (Coordinator of Budget Services), Amanda Pelkola (Board/Committee Committee).

Non-Voting Representatives Present: Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Jennifer Capitani (Ottawa-Carleton Elementary Operations Committee), Jennifer Coleman (Ottawa-Carleton Secondary School Administrators Network (OCSSAN)), Malaka Hendela (OCASC), Wulf Heidecker (Elementary Teachers' Federation of Ontario), Stacey Kay (Non Affiliated Staff), Rob Kirwan (Special Education Advisory Committee), David Wildman (Ottawa-Carleton Elementary Teachers Federation).

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the public session to order at 7:00 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

**Moved by Trustee Lyra Evans,
THAT the agenda be approved.
Carried**

3. Delegations

There were no delegations.

4. Matters for Discussion:

4.1 Memo 20-077, Budget Development Update

Your Committee had before it Memo 20-077, Budget Development Update and the accompanying PowerPoint presentation that outlined the status of the budget development process. Director Williams-Taylor noted that there have been significant delays in the budget process due to the Ministry of Education's delay in providing the Grants for Student Needs (GSN).

Chief Financial Officer (CFO) Carson noted that the Deputy Minister of Education has committed to provide the GSNs by mid-June, however this will not include information on additional funding nor the requirements that the Ministry will impose for September. CFO Carson stated that another critical element in the process is the calculation templates and technical documents to forecast grants; without this the budget process cannot be completed as legislated.

Given the aforementioned delays, CFO Carson informed the Committee that without knowing what will be included in the GSNs, a budget cannot be approved by the end of June. Making assumptions in order to approve the budget would limit the District's flexibility and may have negative consequences. However, it was noted that the District will provide a provisional budget, accounting for specific expenditures, at the Board meeting on 22 June 2020. The key items that require discussion include adjustments to comply with collective agreements and staff hiring. Depending on what information the province provides, such as GSNs and timelines to inform decisions, the District can provide a revised timeline and a broad overview of what the budget could resemble.

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

- Once the GSNs are announced, they will inform the revenue enhancements and or modifications that may be provided by the Ministry beyond existing funding;
- The District recommends reducing the number of upcoming Committee of the Whole Budget meetings due to the workload required in advance to prepare;
- Funding for secondary schools has been budgeted for 23:1 student staffing ratio, however the Ministry may amend language which would impact the plan;
- The Education Financial Information System (EFIS) is provided by the Ministry and used by Ontario school boards to report financial information to the Ministry for funding. If EFIS is received by the end of June, CFO Carson anticipates that staff could present a budget by 16 July 2020;
- The District requires flexibility to adjust to expense patterns and enrolments, which may not be known at the beginning of July. By the end of July, the District anticipates the budget could be approved;
- CFO Carson noted that some boards have established a budget approval timeline for the end of August, despite when GSNs are announced. It was recommended that the budget be approved before August, given staff vacations, which could impede the budget process. Additionally, August will be largely spent preparing for schools to receive students in the fall;
- Only 25 percent of the District's budget is discretionary for the Board to approve;
- In response to a query regarding the creation of a blended budget plan where some approvals are made in July and the final budget approved at the end of August, CFO Carson confirmed it is possible to implement a model to allow for more debate, consultation and discussion. He highlighted that delaying the process would increase the duration between Committee meetings, and that summer may impact the ability for quorum. He recommended a mid-August deadline;
- CFO Carson restated the need for key investments to be approved in preparation for schools reopening in September, specifically items related to safety, security and learning. There is a need to approve the hiring of additional educational assistants (EAs), as there has been an

increase in the number of specialized program classrooms and there are contract extensions that require approval;

- In response to a query regarding community outreach and consultations to obtain input on the return to school, it was noted that the Ministry has commenced consultations with expert panelists, to decide the format of learning in the fall. This is being done in collaboration with the Ministry of Labour to determine how these recommendations will be imposed and if there will be flexibility for adaptation;
- Director Williams-Taylor indicated that in preparation, the District has reviewed different models that illustrate what the back to school format could resemble. The District would like to engage the public and other participants in the plan, but the short timelines will make this a challenge;
- To an inquiry regarding the parameters for teacher's engagement in the return to school plan and how it will impact the District's budget, the following responses were provided:
 - The District has formed two collaborative forums that include school staff, principals, vice-principals and union partners. The forums aim to conceptualize the next steps;
 - The District will be informed on how to proceed by Ottawa Public Health as school openings are contingent on their direction;
 - There is a recognition that there will be changes due to the nature of the return, and the school context will look different than previously anticipated. The Ministry does recognize these adjustments will require additional investments but have not indicated what assistance will be provided, whether there will be additional funds or a reallocation of funds; and
 - CFO Carson stated the District is working to obtain opinions from staff and added that the federations are represented as part of the Committee.
- Increases in transportation costs should not be significant, despite physical distancing requirements and capacity, as there are limited vehicles and drivers. The District will be charged the same amount as 2019-2020 but will likely receive less service as a result. The District is considering contingency plans for efficient and effective methods to transport students but is not prepared to implement plans;
- For the purpose of building a budget, the District maintained the March projected enrolment numbers, but did assume that revenues will

decrease due to reduced international student enrolment. The Ottawa-Carleton Education Network (OCENET) projects that international secondary school enrolments, that are usually between 800-900 students, are anticipated to decrease to 400-500 students. Elementary enrolments are usually expected to have increases from immigration, but with the borders closed, lower enrolment is projected. As well, revenue attributed to kindergarten enrolment could be impacted while parents wait for additional information on what measures will be put in place at schools and in terms of transportation;

- The Ministry has indicated its intent to support priority areas such as mental health and well-being, extra cleaning and support for special education;
- Several trustees supported delaying the budget approval process, but would like final approvals to be established prior to the end of August;
- Director Williams-Taylor stated her support for plan 1 with budget approvals in place by 30 July (as outlined on page 2 of the presentation), as it allows the District to move forward and for staff to take vacation time. She added that all plans are dependent on what is received by the Ministry and assumes the inclusion of all the technical components that are required;
- CFO Carson stated the staff have considered methods to increase budget discussions and have increased transparency around what investments are being considered but in this situation the issue is with revenue uncertainty;
- Schools operate with a fixed system and the District does not have the ability to increase percentages and must work within the allocated funds. If a budget was created without pertinent information, all the negative possibilities would need to be taken into consideration, which could result in recommendations with large reductions in services and staffing. Staff are reluctant to propose recommendations until all of the information is received, in order to provide current service standards with enhancements. For example, it has been assumed that the budget will require additional funds to be allocated towards facilities for enhanced air filtration in schools and for the maintenance schedule to replace filters more frequently. In addition, fresh air exchange upgrades have corresponding increases to utility costs;
- Trustee Campbell indicated he was hesitant to approve a budget given the reduced revenue projections for international students, kindergarten enrolment and the possible impact on the extended day program (EDP) revenue if there is a COVID-19 second wave. CFO

Carson agreed the District has concerns but Superintendent McCoy is currently meeting with the Federations to determine if funds can be reallocated that were previously budgeted for prior to the new collective agreements. The District will defer making recommendations on some areas until the fall to increase flexibility; and

- Trustee Fisher expressed a preference for increased communications as frameworks can change from week to week. He encouraged a "modular budget" based on items that will not change, which may leave flexibility for other decisions such as transportation and staffing classrooms. CFO Carson agreed that the budget needs to be fluid to ensure that decisions are not made which could force the District to make adjustments that have negative consequences.

5. New Business - Information and Inquiries

There was no new business to report.

6. Scheduled Committee of the Whole Budget Meetings:

CFO Carson confirmed that the meeting on 15 June would be cancelled and be postponed until 22 June 2020.

7. Adjournment

Meeting adjourned at 8:20 pm.

Sandra Schwartz, Chair



BOARD
Report No. 20-042

22 June 2020

New Stittsville Secondary School – Approval of Opening Grade Structure, Program, and Attendance Boundary

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

PURPOSE:

1. To seek approval of the program, attendance boundary, and opening grade structure for the new Stittsville secondary school, and other associated changes.

CONTEXT:

2. In March 2018, the District received confirmation of capital funding from the Ministry of Education (MOE) for the construction of a 1353 pupil place secondary school to serve grade 7 to 12 students in the Stittsville area. The new school is currently scheduled to open to students in September 2022.

The District acquired the land for the new school in May 2019. The site is 6.54 hectares in size or just over 16 acres. It is located at the southwest corner of Robert Grant Avenue and Cope Drive, in the western portion of the Fernbank development area (see General Location Map attached as Appendix A).

At the Board meeting of 22 October 2019, trustees approved a consultation plan and timeline for the new Stittsville secondary school study (Report No.19-078) to determine the program, attendance boundary and opening grade structure, and other associated changes.

As part of the approved study process a public consultation meeting was to be held in April 2020. Given the restrictions in place in response to the current Covid-19 pandemic, the Board's ability to hold a standard public consultation meeting in a school setting was not possible.

In order to carry on with this process, the Board, at its meeting of 28 April 2020 approved an amendment to the previously approved consultation plan and timeline (Report No. 20-039). The revision permitted public consultation employing an alternate format of delivery (see Timeline and Consultation Plan attached as Appendix B).

KEY CONSIDERATIONS:

3. Due to the lack of a local English public secondary school in Stittsville, secondary school students from this area are currently directed to either A.Y. Jackson Secondary School (SS) in Kanata or South Carleton High School (HS) in the Village of Richmond for grades 9 to 12. Intermediate students (grades 7 & 8) are directed to A. Lorne Cassidy Elementary School (ES), Goulbourn Middle School (MS), or Glen Cairn PS.

Stittsville (including the Fernbank area) is currently the fastest growing development area in the City of Ottawa. Over the past three years, building permits have been issued for an average of approximately 1,500 new residential units per year for this part of the District. As part of this study, future residential development was examined to determine if any changes to attendance boundaries were required to better balance enrolment growth among area schools.

Consideration was given to redirecting a future residential development area located west of the Carp River/Terry Fox Drive. This area is currently located within the attendance boundaries for Kanata area schools - Castlefrank Elementary School (ES) (K-3), Katimavik ES (4-8) and Earl of March SS (9-12). This area is more geographically aligned with Stittsville.

Where possible, the District prefers to have a family of schools configuration in place with uniform feeding patterns. The opening of a new secondary school in Stittsville allows for the opportunity to take steps towards creating this type of model for the Stittsville area.

At this time, it is not possible to fully align all area school attendance boundaries. Students in English with Core French (ENG) and Middle French Immersion (MFI) programs, residing south of Fallowfield Road are directed to Richmond Public School (PS)/Goulbourn Middle School (MS). Due to a lack of elementary instructional space south of Fallowfield Road, Early French Immersion (EFI) program students are directed to Stittsville area schools (A. Lorne Cassidy ES or Westwind PS/Goulbourn MS). All of these students residing south of Fallowfield Road feed to South Carleton HS for grades 9 to 12.

A future elementary school site has been reserved within the developing residential lands in the Village of Richmond. A new school in this area would provide the District with the opportunity to add a local EFI program south of Fallowfield Road and revise existing attendance boundaries and grade structures to potentially create a family of schools.

The opening of the new grade 7 to 12 secondary school in Stittsville will significantly impact the attendance boundaries and school enrolments of both South Carleton HS and Goulbourn MS.

Upon completion of the current MOE moratorium on pupil accommodation reviews, a comprehensive review of that part of the District, including South Carleton HS and Goulbourn MS, could be initiated.

4. The Working Group

The Board-approved consultation plan included the formation of a local working group. This group met three times between November 2019 and March 2020. The working group was comprised of school council representatives and principals from potentially impacted schools, Board staff, and local community association members. Trustees who represent potentially affected school communities were also invited to attend the meetings.

The role of the working group was to provide localized input and advice with regard to proposed options, community and neighbourhood alignments, and parental and family preferences as they relate to student movement.

Representatives provided their school councils with updates regarding the study and its on-going progress. They also collected feedback from their school communities to share with the working group.

The following summarizes the study objectives that helped guide the working group through this process:

- examine options for an opening grade structure, program offering, and attendance boundary for the new Stittsville secondary school;
- analyze options with consideration given to existing school and program feeding patterns and neighbourhood alignments;
- create a set of attendance boundaries and programs for local schools which, if possible, will help balance enrolments at local area schools, are logical and sustainable in the longer-term, and provide for viable student programming;
- account for future planning considerations such as the opening of additional schools in future years; and
- examine designated school directions for new and future residential development areas - are there boundary adjustments that could be considered to create more geographically logical attendance boundaries and/or better balance future enrolments between area schools?

The working group process was collegial and informative in providing local input regarding a variety of options. The options discussed took into account updated student enrolment and school-age population trends, residential development patterns, and student distribution data.

5. The Proposed Plan

At its last meeting in March 2020, the working group came to a consensus with respect to a proposed plan to be shared at the public consultation meeting. The plan was to be presented for the purpose of receiving input from parents/guardians, students, and members of the broader community.

The proposed plan that was to be presented at the public meeting was to include two possible opening grade structure options (grades 7 to 9 or grades 7 to 10), two attendance boundary options, and two kindergarten to grade 6 elementary school attendance boundary redirections.

Under a grade 7 to 10 opening grade structure with an attendance boundary that includes all of Stittsville and the rural area to the west, the school would open in September 2022, with a projected enrolment of 945 students and a utilization rate of 70%. If the rural area to the west were excluded from the new school's boundary, the school would open with an enrolment of 910 students and a utilization rate of 67%. Portables for instructional use would likely be required on site upon its second year of operation. The school's first cohort of grade 10 students would have attended grade 9 at another secondary school (A.Y. Jackson SS or South Carleton HS). This group of students would attend three different schools in three successive years, for grades 8, 9, and 10.

Under a grade 7 to 9 opening grade structure with the same attendance boundary, the school would open in September 2022, with a projected enrolment of 723 students and a 53% utilization rate. If the rural area to the west were excluded from the new school's boundary, the school would open with an enrolment of 694 students and a utilization rate of 51%. Portables would most likely not be required until its third year of operation. This option would allow students who started grade 9 at one of the sending schools (A.Y. Jackson SS or South Carleton HS) to remain at that school until the completion of grade 12.

As stated earlier, due to Covid-19 restrictions, holding a standard public meeting to present the proposed plan and receive public feedback was not possible. An online public consultation process was initiated to gather public input on a draft staff recommendation report. The draft recommendations were based on the proposed plan. The feedback received was reviewed and help to inform this recommendation report.

6. The Recommendations – New Stittsville Secondary School

Staff is recommending that the new Stittsville secondary school open with a 7 to 9 grade structure and add one grade per year thereafter until reaching its full complement of grades, 7 to 12. The school would offer an ENG program, an EFI program, and an MFI program for grade 7 and 8 students. It would also offer ENG and French Immersion (FI) programs for grade 9 to 12 students.

The new Stittsville secondary school attendance boundary would generally be comprised of the kindergarten (K) to grade 6 ENG attendance boundaries of A. Lorne Cassidy ES, Stittsville PS, Westwind PS, the future new Fernbank

elementary school and the portion of the Castlefrank ES (K-3)/Katimavik ES (4-8) attendance boundary located west of the Carp River/Terry Fox Drive (see Appendix C).

Under the recommended plan, the school's projected 2022 enrolment as a grade 7 to 9 school would be 723 students with a utilization rate of 53% (see Appendix D). In September 2025 with a full complement of grades (7 to 12), the enrolment is projected to be 1,656 with a utilization rate of 122%. It is anticipated the school would most likely begin to require portables on site for instruction in its third year of operation.

It should be noted that typically, a new school does not open with a full complement of grades. The recommendation would allow existing grade 9 to 12 students from sending schools (A.Y. Jackson SS & South Carleton HS) to remain at that school to graduate with their grade cohort.

The recommended attendance boundaries take steps toward creating a family of schools feeding pattern. All Stittsville area elementary schools would have a standardized K to 6 grade structure. All students at these schools would feed to the new school for grade 7, with the exception of those who reside south of Fallowfield Road or east of Eagleson Road.

7. The Recommendations – Carp River/Terry Fox Drive
A kindergarten to grade 6 attendance boundary redirection between Stittsville PS and Castlefrank ES (K-3)/Katimavik ES (4-8) – West of the Carp River/Terry Fox Drive (see Appendix E).

This portion of the District is more aligned geographically with the Stittsville area than Kanata. The recommended K to 6 redirection to a Stittsville area school, would be consistent with the grade 7 to 12 attendance boundary revisions being recommended for this area. There are currently no students residing within this future residential development area.

It is recommended that this redirection be implemented for September 2020 prior to any students moving into the area.

This change would redirect K to grade 6 students residing west of the Carp River/Terry Fox Drive in approximately 1,825 future residential units located within the current Castlefrank ES/Katimavik ES attendance areas, to Stittsville PS. These students would feed to the new Stittsville SS for grades 7 to 12 upon its opening.

8. The Recommendations – A. Lorne Cassidy ES/Stittsville PS
A kindergarten to grade 6 attendance boundary redirection between A. Lorne Cassidy ES and Stittsville PS (see Appendix F).

Relocating the grade 7 and 8 program at A. Lorne Cassidy ES to the new Stittsville secondary school would result in additional available instructional space at A. Lorne Cassidy ES. In order to make best use of this surplus space, a

kindergarten to grade 6 attendance boundary redirection between A. Lorne Cassidy ES and Stittsville PS, to increase enrolment at the school, and better balance new and future residential development areas, is being recommended.

Students residing in the redirected area, attending Stittsville PS, the year prior to the opening of the new Stittsville secondary school, and their siblings, born the year of the new school's opening or earlier, would be given a one-time option to remain/attend Stittsville PS until the completion of grade 6. These students would be provided transportation if they are eligible under Student Transportation Policy P.127 TRA and Procedure PR.556 TRA.

There is currently no significant future residential development planned within the current A. Lorne Cassidy ES attendance boundary, however, there are over 3,000 future residential units expected within the Stittsville PS catchment. This revision would redirect a portion of the students residing in existing and future residential units north of Hazeldean Road from Stittsville PS to A. Lorne Cassidy ES. It would also redirect a small area of existing homes south of Hazeldean Road and east of Stittsville Main Street (Amberlakes Drive, Slowgrass Crescent, Ravenscroft Court and Wildpine Court).

9. The Recommendations - Individual School Summaries

- **A.Lorne Cassidy ES** would become a K to grade 6 ENG/EFI/MFI school serving all of its existing attendance boundary area, and a redirected portion of the Stittsville PS attendance boundary;
- The grade 7 and 8 program would be relocated to new Stittsville secondary school;
- Students residing north of Fallowfield Road would feed to new Stittsville secondary school for grades 7 to 12, excluding those who live east of Eagleson Road;
- Students residing south of Fallowfield Road or east of Eagleson Road would feed to Goulbourn MS for grades 7 and 8, and continue to feed to South Carleton HS for grades 9 to 12.; and
- MFI students would continue to feed into the school at grade 4 from Stittsville PS, Westwind PS, and new Fernbank elementary school upon its future opening (TBD).
- **New Fernbank elementary school** (opening date TBD) would remain a K to grade 6 ENG/EFI school to serve students within its previously approved attendance boundary area;
- Currently, students residing within its attendance boundary are being accommodated at John Young ES, which is experiencing significant accommodation pressures;
- Beginning September 2020, an approved interim measure would redirect some of these students to Westwind PS, until the new elementary school can be opened; and
- Students would feed to new Stittsville secondary school for grades 7 to 12.

- **Stittsville PS** would remain a K to grade 6 ENG/EFI school serving students within its revised attendance boundary area;
 - Students would feed to new Stittsville secondary school for grades 7 to 12; and
 - Students residing in the area being redirected to A. Lorne Cassidy ES and attending Stittsville PS the year prior to the opening of the new Stittsville secondary school and their siblings born the year of the new school's opening or earlier, would be given a one-time option to remain/attend Stittsville PS until the completion of grade 6.
-
- **Westwind PS** would remain a K to grade 6 ENG/EFI school serving students within its existing attendance boundary area;
 - Students residing north of Fallowfield Road would feed to new Stittsville secondary school for grades 7 to 12, excluding those who live east of Eagleson Road; and
 - Students residing south of Fallowfield Road or east of Eagleson Road would continue to feed to Goulbourn MS for grades 7 and 8, and South Carleton HS for grades 9 to 12.
-
- **Goulbourn MS** would remain a grade 6 to 8 ENG/MFI and a grade 7 and 8 EFI school with a reduced attendance boundary, generally serving students residing south of Fallowfield Road. The portion of its current attendance boundary north of Fallowfield Road would be redirected to new Stittsville secondary school for grades 7 and 8, except for the portion east of Eagleson Road which would remain directed to Goulbourn MS;
 - Richmond PS ENG/MFI students would continue to feed into the school at grade 6;
 - A. Lorne Cassidy ES students residing south of Fallowfield Road or east of Eagleson Road would feed into the school at grade 7;
 - Westwind PS students residing south of Fallowfield Road or east of Eagleson Road would continue to feed into the school at grade 7; and
 - Grade 8 students would continue to feed to South Carleton HS for grades 9 to 12.
-
- **South Carleton HS** would remain a grade 9 to 12 ENG/FI school with a reduced attendance boundary, generally serving students residing south of Fallowfield Road. The portion of its attendance boundary north of Fallowfield Road would be redirected to new Stittsville Ssecondary school for grades 9 to 12, except for the portion east of Eagleson Road which would remain directed to South Carleton HS; and
 - Existing students in grades 9, 10, 11, and 12 residing within the New Stittsville SS attendance boundary would remain at South Carleton HS to graduate with their grade cohort.

- **Glen Cairn PS** would remain a grade 7 and 8 ENG/EFI/MFI school with a reduced attendance boundary. The Fernbank portion of its attendance boundary west of the Carp River/Terry Fox Drive would be redirected to new Stittsville secondary school; and
 - Students residing east of the Carp River/Terry Fox Drive would continue to feed to A.Y. Jackson SS for grades 9 to 12.
 - **A.Y. Jackson SS** would remain a grade 9 to 12 ENG/FI school with a reduced attendance boundary. The Fernbank portion of its attendance boundary west of the Carp River/Terry Fox Drive would be redirected to new Stittsville secondary school; and
 - Existing students in grades 9, 10, 11, and 12 residing within the new Stittsville Secondary school attendance boundary would remain at A.Y. Jackson SS to graduate with their grade cohort.
 - **Castlefrank ES** would remain a K to 3 ENG/EFI school with a reduced attendance boundary. A future Kanata West residential development area west of the Carp River/Terry Fox Drive would be redirected to Stittsville PS; and
 - Students residing east of the Carp River/Terry Fox Drive would continue to feed to Katimavik ES for grades 4 to 8.
 - **Katimavik ES** would remain a grade 4 to 8 ENG/EFI school with a reduced attendance boundary. A future Kanata West residential development area west of the Carp River/Terry Fox Drive would be redirected to Stittsville PS for grades 4 to 6 and new Stittsville secondary school for grades 7 and 8; and
 - Students residing east of the Carp River/Terry Fox Drive would continue to feed to Earl of March SS for grades 9 to 12.
 - **Earl of March SS** would remain a grade 7 to 12 school with a reduced grade 9 to 12 attendance boundary. A future Kanata West residential development area west of the Carp River/Terry Fox Drive would be redirected to new Stittsville secondary school for grades 9 to 12.
 - **Special Education Program Classes** - The relocation of current and the placement of future Special Education program classes at study area schools would be made through a separate process coordinated by the Learning Support Services Department.
10. The Recommendations – Considerations
Grade 8 students at new Stittsville secondary school its first year from both Glen Cairn PS and Goulbourn MS would have to attend three different schools in three successive years for grades 6, 7, and 8.

Under the recommendations two different feeding patterns would be created for EFI students attending A. Lorne Cassidy ES and Westwind PS. Students

residing north of Fallowfield Road would feed to the new Stittsville secondary school for grades 7 to 12, excluding those residing east of Eagleson Road. Students residing south of Fallowfield Road or east of Eagleson Road would feed to Goulbourn MS for grades 7 and 8, and South Carleton HS for grades 9 to 12.

An anomaly would be that Goulbourn MS would not be physically located within any of its attendance boundaries (ENG, EFI & MFI). Note that Goulbourn MS is currently not located within its MFI program attendance boundary.

In order to address this situation, the working group discussed setting Flewellyn Road, rather than Fallowfield Road, as the southern attendance boundary limit for new Stittsville secondary school and its feeder schools. It was agreed, however, that Fallowfield Road is the most logical division as it is the one used by most community programs.

11. Alternate Attendance Boundary Options

Working Option B – Rural Area West of Stittsville

This option is similar to the recommended plan, with the exception that the rural area west of Stittsville would not be within the attendance boundary for the new Stittsville secondary school.

The students residing in the rural area would remain directed to A. Lorne Cassidy ES for K to 6 ENG, EFI and grades 4 to 6 MFI. They would then feed to Goulbourn MS for grades 7 to 8 ENG, EFI and MFI and on to South Carleton HS for grades 9 to 12 (see Alternate Option B maps as Appendix G). There are approximately 50 grade 7 to 12 students residing in this area.

12. **Working Option C – An East-West Attendance Boundary**

Under an east-west attendance boundary option, more students would remain at A. Lorne Cassidy ES and South Carleton HS, and it would take longer for overcrowding to occur at the new school. Stittsville Main Street was used as the main east-west boundary division for the three options examined by the working group (see Alternate Option C map as Appendix H).

Capital funding was provided to serve Stittsville area students, however, under an east-west attendance boundary option, not all Stittsville area students would be accommodated at the new school. Students residing in the longer established Stittsville neighbourhoods would remain designated to attend South Carleton HS.

While this more compact attendance boundary design would slow accommodation pressures at the new school, it would delay the need for an addition to the new school and/or capital funding for the next secondary school to serve the remaining Stittsville area students.

There are approximately 375 to 560 grade 7 to 12 students currently residing in the areas north of Fallowfield Road that would not be directed to the new Stittsville secondary school under the three east-west attendance boundary options considered.

13. **Designated Schools for Fallowfield Village**

Fallowfield Village is a small residential area located north of Fallowfield Road, between Old Richmond Road and Moodie Drive. The village contains 72 residential lots, and there are approximately 25 K to grade 12 OCDSB students residing there. The students are currently directed to Richmond PS (K-5 ENG, 4-5 MFI), Westwind PS (K-6 EFI), Goulbourn MS (6-8 ENG & MFI, 7-8 EFI), and South Carleton HS (9-12).

A request was received as part of this study regarding whether consideration could be given to redirecting students from the village to Stittsville area schools, including the new Stittsville secondary school (see Appendix I).

Although the number of students in this area is small, significant accommodation pressures are anticipated for the new Stittsville secondary school and its feeder schools. Stittsville (including the Fernbank area) is currently the fastest growing residential development area in the City of Ottawa and it will take many years before full build-out is reached. It would therefore not be prudent to add more students to Stittsville area schools at this time.

There was also discussion about the possibility of considering geographically closer schools in Kanata South or Nepean. Both of these areas have a significant amount of ongoing new residential growth, and accommodation pressures exist at many of the schools in these areas. In this regard, a boundary revision between John McCrae SS/Cedarview MS and Longfields-Davidson Heights SS was recently approved to better balance significant accommodation pressures in Nepean.

Although the issue was raised at the working group level, only one response from the public has been received on the topic to date. Given the accommodation pressures that either exist or are projected at potential areas identified for redirection, staff are of the opinion that it is not the right time to recommend a change to current school designations for Fallowfield Village.

14. Input Received Regarding the Draft Staff Recommended Plan

An online public consultation process was held from 11 May 2020 to 10 June 2020, to gather input from parents/guardians, students, and members of the broader community on the draft staff recommendation report. Feedback was received using a study email address and a Thoughtexchange™ process.

Over 50 emails were received and 190 participants (71% were parents/guardians; 19% students; 4% staff; and 6% community members) took part in the Thoughtexchange™ process sharing 122 thoughts and assigning 2,619 stars to those thoughts.

The following summarizes the most numerous areas of discussion during the online public consultation:

- agreement with the draft staff recommended plan;
- excitement around the opening of the first English public secondary school in Stittsville;
- do not implement Option C;
- why is the new school being built so small?;
- open new school with a 7 to 10 grade structure;
- prefer Option B;
- do not want the September 2022 opening date delayed;
- provide a sibling provision to allow students to attend A.Y. Jackson SS or South Carleton HS with their older sibling;
- provide an option for students to choose to attend the new school or A.Y. Jackson SS/South Carleton HS;
- what is the future plan for South Carleton HS and all of its feeder schools, including Goulbourn MS and Richmond PS?;
- concern over projected enrolment at Goulbourn MS and/or South Carleton HS;
- prefer Option C;
- want a Riverside South Secondary School;
- want a Half Moon Bay Secondary School;
- expand the attendance boundary for South Carleton HS;
- new school attendance boundary is too large;
- expand the new school's attendance boundary;
- open the new school with a 7 to 11 or 7 to 12 grade structure;
- if the opening date is delayed would prefer the new school to open with a 7 to 10 grade structure rather than a 7 to 9, to allow students who thought they would be attending to still attend; and
- include the area behind Sobeys in the attendance boundary for the new school;

Overall the draft staff recommended plan was well received with most responses being in favour of the plan as it is. The least liked option was C (an east-west attendance boundary), which would provide a more compact catchment but excludes portions of the Stittsville area from the attendance boundary of the new school.

There is concern over the size of the new school not being able to accommodate all Stittsville area students in the future. This school design was used previously to build Longfields-Davidson Heights SS in South Nepean. Similar to that school, new Stittsville secondary school is being planned with the option to accommodate a future addition on site. The OCDSB also has a second designated secondary school site in the area where another school could be built and opened in the future.

The amount of new residential development in the larger Stittsville area, in combination with providing local accommodation to students residing in the Village of Stittsville proper, makes it unfeasible to build a single school which could serve all students in those areas at full build-out. The ultimate plan for accommodating grade 7 to 12 students in the area will occur through a staged approach over a long period of time, and will require the funding and construction of additional space.

There are concerns over the impact that the resulting lower enrolments at South Carleton HS and Goulbourn MS will have on the number of classes, breadth of course offerings, and extracurricular activities.

Staff is recommending that upon the completion of the current MOE moratorium on pupil accommodation reviews, a comprehensive review be initiated for this part of the District that includes South Carleton HS and all its elementary feeder schools.

This review would examine the specific needs of this part of the District, and include representatives from South Carleton HS and its feeder schools.

Some families expressed concerns over siblings having to attend different secondary schools - older sibling at A.Y. Jackson SS or South Carleton HS while younger sibling designated to attend the new school. With the long-awaited opening of the new school it is the expectation that students would want to attend their new local school. Not providing a sibling provision will ensure a sufficient number of students in each cohort in order to offer a variety of courses and extracurricular activities at the new school.

15. Staff Recommendation

Staff is recommending a plan which was guided by the study's key objectives while taking into consideration input from the working group, parents/guardians, students, and the public.

The recommended attendance boundaries work towards balancing enrolments at Stittsville area schools, are logical and align program feeding patterns, account for new and future residential development and future school openings, and take steps towards creating a Family of Schools configuration for the Stittsville area.

Note that all of the recommendations would come in to affect upon the opening of the new Stittsville secondary school, except for Recommendation B which would be implemented for September 2020.

Staff also recommends that a future pupil accommodation review of South Carleton High School and all its elementary feeder schools (K-8) be undertaken to examine the needs of these schools.

RESOURCE IMPLICATIONS:

16. The cost of conducting the study has been managed within existing departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

17. As noted under the context section of this report, an alternate method for conducting the public consultation meeting portion of the study to receive parent/guardian, student, and community input was approved by Board.

This approach included the following:

- Notice to the public of the virtual public consultation format, which included messaging from study school principals, school and school council email notice, OCDSB website notice and local community newspaper(s);
- Posting of a draft staff recommendation report and PowerPoint video presentation based on the draft report;
- Study Reports and working group packages posted for reference;
- Online email address and Thoughtexchange™ to receive public input;
- Updates of FAQs and answers provided on an ongoing basis; and
- Consultation duration of approximately 30 calendar days.

A PowerPoint presentation video was posted on the OCDSB website which presented highlights of a draft staff recommendation report based on input provided by the working group. The report outlined the boundary options being put forth for consideration, included background material considered throughout the working group process.

Over 50 feedback emails were received from the public and 190 participants (71% were parents/guardians; 19% students; 4% staff; and 6% community members) took part in the Thoughtexchange™ process sharing 122 thoughts and assigning 2,619 stars to those thoughts.

The amount of public input received was similar to what we would have expected under a standard public consultation process undertaken by the OCDSB for the opening of a new school.

STRATEGIC LINKS:

18. The opening of a secondary school within the developing Fernbank area will provide the District with the ability to serve Stittsville area students locally.

The addition of a school within its own caring community is consistent with the objectives of the Strategic Plan by improving equity of access to a choice of high quality programs in an environment which fosters innovation and creativity. The provision of additional new school facilities within a growth area of the District provides opportunity for each of the Strategic Plan's three key priority areas to be addressed; creating a culture of innovation, caring and social responsibility.

RECOMMENDATIONS:

- A. THAT an opening grade structure, program offering, and attendance boundary for the new Stittsville secondary school, and revised attendance boundaries for A. Lorne Cassidy Elementary School, Glen Cairn Public School, Goulbourn Middle School, Katimavik Elementary School, A.Y. Jackson Secondary School, Earl of March Secondary School, and South Carleton High School, be approved according to Appendix C of Report No.20-042, and implemented upon its opening;
- B. THAT revised kindergarten to grade 6 English with Core French Program and Early French Immersion Program attendance boundaries for Castlefrank Elementary School (K-3), Katimavik Elementary School (4-6), and Stittsville Public School (K-6), be approved according to Appendix E of Report No. 20-042, and implemented for September 2020;
- C. THAT revised Kindergarten to Grade 6 English with Core French Program and Early French Immersion Program attendance boundaries for A. Lorne Cassidy Elementary School and Stittsville Public School be approved according to Appendix F of Report No. 20-042, and implemented upon the opening of the new Stittsville secondary school;
- D. THAT students impacted by Recommendation C of Report No. 20-042 and their siblings born in the year new Stittsville secondary school opens or earlier be given a one-time option to remain at /attend Stittsville Public School until the completion of grade 6 and be provided transportation if they are eligible under Student Transportation Policy P.127 TRA and Procedure PR.556 TRA; and
- E. THAT any student on a cross boundary transfer at a school whose program cohort is being relocated to another school as a result of approved recommendations in Report 20-042 be allowed to move with their program cohort without having to reapply for a transfer.

Michael Carson
Chief Financial Officer

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

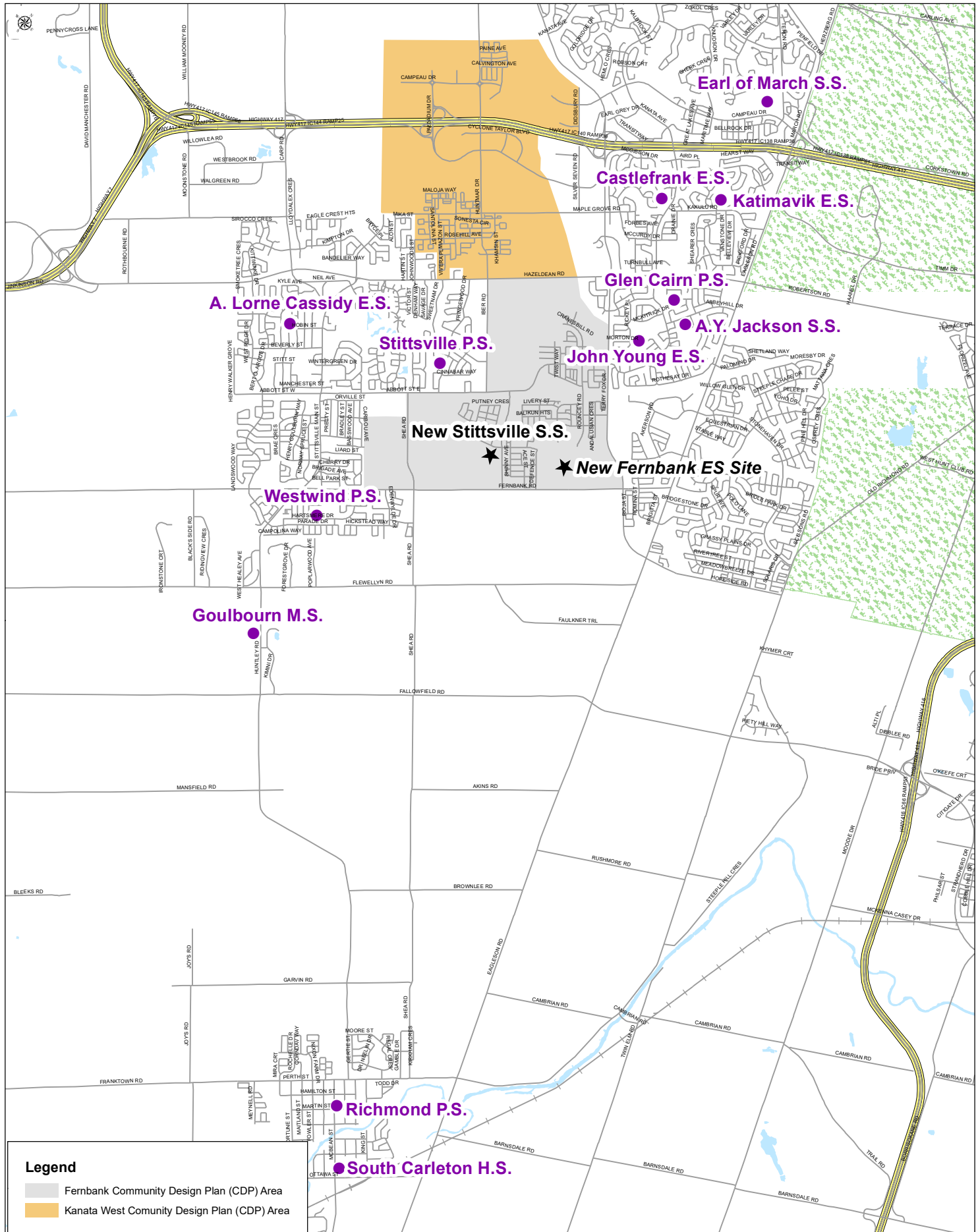
APPENDICES

- Appendix A General Location Map – New Stittsville Secondary School Study
- Appendix B New Stittsville Secondary School Study Timeline and Consultation Plan
- Appendix C New Stittsville Secondary School Attendance Boundary Maps
- Appendix D Five Year Projected Enrolments for Study Area Schools
- Appendix E K to 6 ENG & EFI Attendance Boundary Redirection Map – Between Castlefrank ES/Katimavik ES and Stittsville PS
- Appendix F K to 6 ENG & EFI Attendance Boundary Redirection Maps – Between A. Lorne Cassidy ES and Stittsville PS
- Appendix G Alternative Option B Attendance Boundary Composite Maps
- Appendix H Alternative Option C East-West Attendance Boundaries New Stittsville Secondary School (9 to 12) Map
- Appendix I Considered Fallowfield Village Redirection Maps



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

General Location Map - New Stittsville S.S. Site





NEW STITTSVILLE SECONDARY SCHOOL STUDY TIMELINE – as amended

Activity	Date
Notice of Intention to Commence Study and Approve Study ➤ Board Approval of Study Consultation Plan and Timeline	October 2019
Consultative Stage ➤ Formation of Working Group ➤ Working Group Meetings ➤ Public Consultation Meeting - Revised Consultation & Extended Format	November 2019 27 November 2019 27 January 2020 9 March 2020 May-June 2020
Recommendation and Decision Making Stage ➤ Regular Committee of the Whole or Special Board – Presentation of Staff Recommendation Report ➤ Regular or Special Board Meeting – Final Decisions	June 2020 June 2020
Communication and Implementation Stage ➤ Communication of Board Approved Decision ➤ Implementation of Board Approved Decision	June 2020 September 2022



CONSULTATION PLAN(REVISED)

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

DATE:	April 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	New Stittsville Secondary School Study – Approval of Alternate Public Meeting Consultation Format and Amendment to Study Timeline
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca
WHAT?	
<p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p>Request to proceed to the public consultation meeting, following the series of working group meetings, previously attended by the impacted area school communities, regarding the proposed new Stittsville secondary school boundary and other associated changes. Due to current the Covid 19 Pandemic, and government imposed physical distancing and restrictions to large group gatherings, an alternate means of consultation must be undertaken.</p> <p><i>The scope of the consultation included six elementary and three secondary schools; A. Lorne Cassidy ES, Stittsville PS, Goulbourn MS, South Carleton HS, Glen Cairn PS, AY Jackson SS, Castlefrank ES, Katimavik ES, and Earl of March SS.</i></p> <p><i>The consultation process will serve to implement recommendations regarding the attendance boundary, program, and opening grade structure for the new grade 7 to 12 secondary school. Those changes may result in associated revisions to some area schools not directly impacted by the new school opening.</i></p>	
WHY?	
<p>2. WHY ARE YOU CONSULTING? (Check all that apply)</p> <p><input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?</p> <p><input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?</p> <p><input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?</p> <p><input type="checkbox"/> Other? (Please explain)</p>	
<p>3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?</p> <p><i>The consultation will seek to recommend a plan to implement an opening grade structure, program, and attendance boundary for the new school. To minimize disruption to families and students it will also likely recommend the phasing of some of the recommended changes.</i></p> <p><i>The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.</i></p>	

**Appendix B (2)
to Report 20-039**

 OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community

- ☐ Students
☒ Parents/guardians
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☐ Advisory committees (Specify below)
☐ Special Education Advisory Committee, etc
☐ Other _____

Internal to OCDSB

- ☒ Trustees
☒ Superintendents
☒ Principals and/or Vice-principals
☐ Managers
☐ District staff
☐ Federations
☐ Other _____

External / Other (please identify)

- ☐ Agencies/associations _____
☒ Community groups _____
☒ General Public _____
☐ Other governments _____
☐ Other _____

Please describe or expand on who will be consulted and any partners in the consultation:

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

 In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

Yes, local Trustees, the Superintendent of Instruction for area schools, and the Chief Financial Officer.

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- ☒ Media advertisement (print and/or radio)
☒ Letter distribution
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☒ School newsletter
☒ Website (schools and/or OCDSB sites)
☐ Other _____

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

Stakeholders will be informed via school email, school parent council email which will include online format, date and duration and opportunity for feedback for the alternate method of consultation.

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- ☐ Focus groups
☐ Interviews
☒ Mail-out or email circulation
☐ Open houses / workshops / cafes
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☒ Public meetings : **Online Format only – extended timeframe**
☐ Survey / questionnaire
☒ Web-based notice / Web-based comments
☐ Other _____

Please describe:



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

**Appendix B (2)
to Report 20-039**

WHEN?		
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
TARGETTED DATE FOR FINAL DECISION:	June 2020	
PROJECTED DATE(S)	ACTIVITY/MILESTONE	<u>NOTES**</u>
October 2019	Board Approval of Study Consultation Plan and Timeline	
November 2019	Formation of Working Group	
November 2019 to March 2020	Working Group Meetings	
May-June 2020	Public Consultation Meeting – Alternate Online Format	
June 2020	Committee of the Whole Meeting – Presentation, Debate, and Recommendations – Format to be determined based on current government imposed group gathering restrictions.	
June 2020	Regular Board Meeting – Final Study Decisions - Format to be determined based on current government imposed group gathering restrictions.	
**In filling out this chart, please note: <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required. Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

**Appendix B (2)
to Report 20-039**
9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

<input checked="" type="checkbox"/> Email circulation	<input checked="" type="checkbox"/> School / principal communications / newsletter
<input checked="" type="checkbox"/> Letter distribution	<input checked="" type="checkbox"/> Website (schools and/or OCDSB sites)
<input type="checkbox"/> Letter of Transmittal to committee/Board	<input type="checkbox"/> Media reports
	<input type="checkbox"/> Other

Please describe:

OTHER
10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):

Consultation costs will be managed within existing departmental budgets.

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

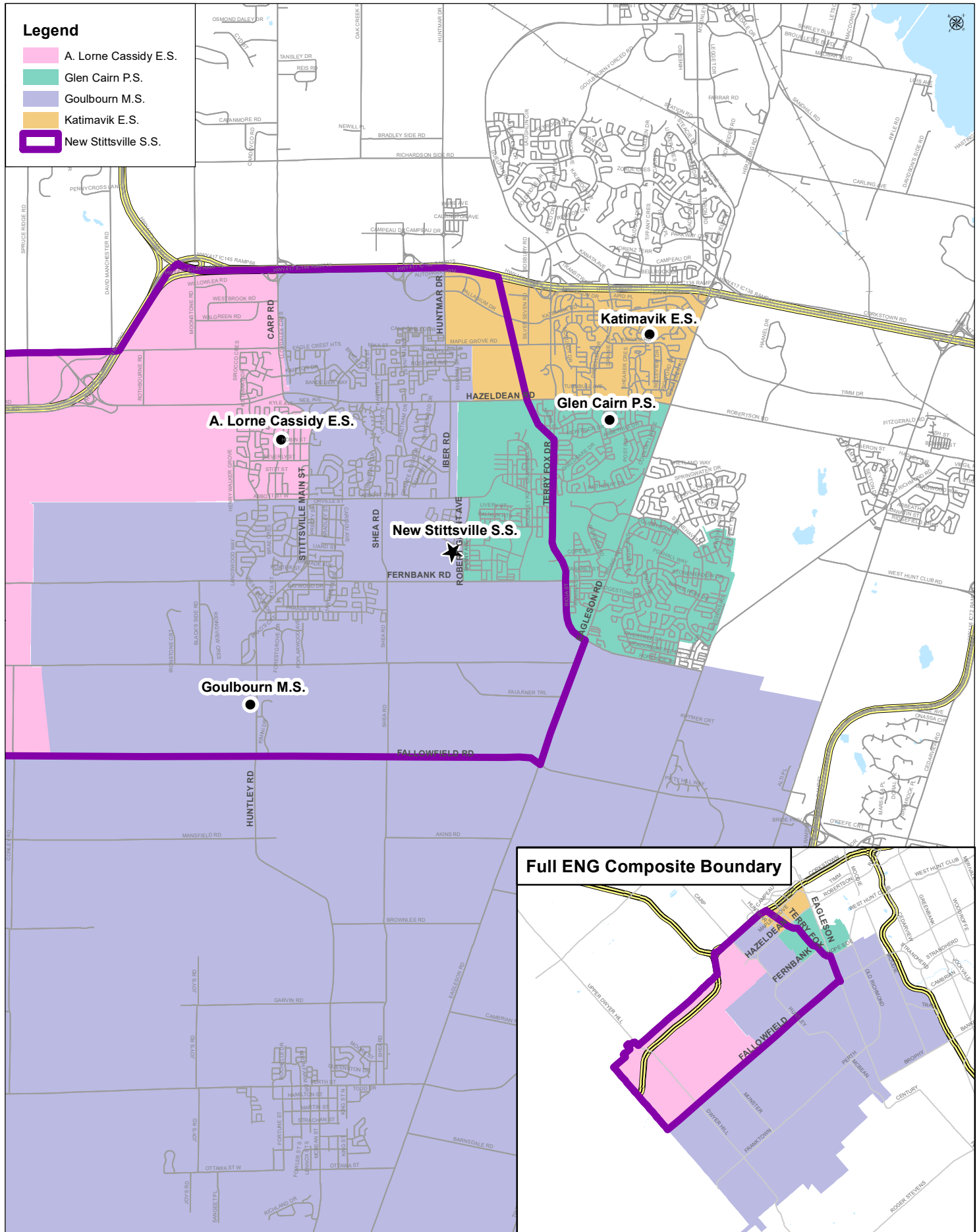
Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

As this is an alternate method of Public Meeting Consultation being employed a survey could be issued to participants and study area communities to determine the effectiveness and receipt of comments and ideas for modifications etc.

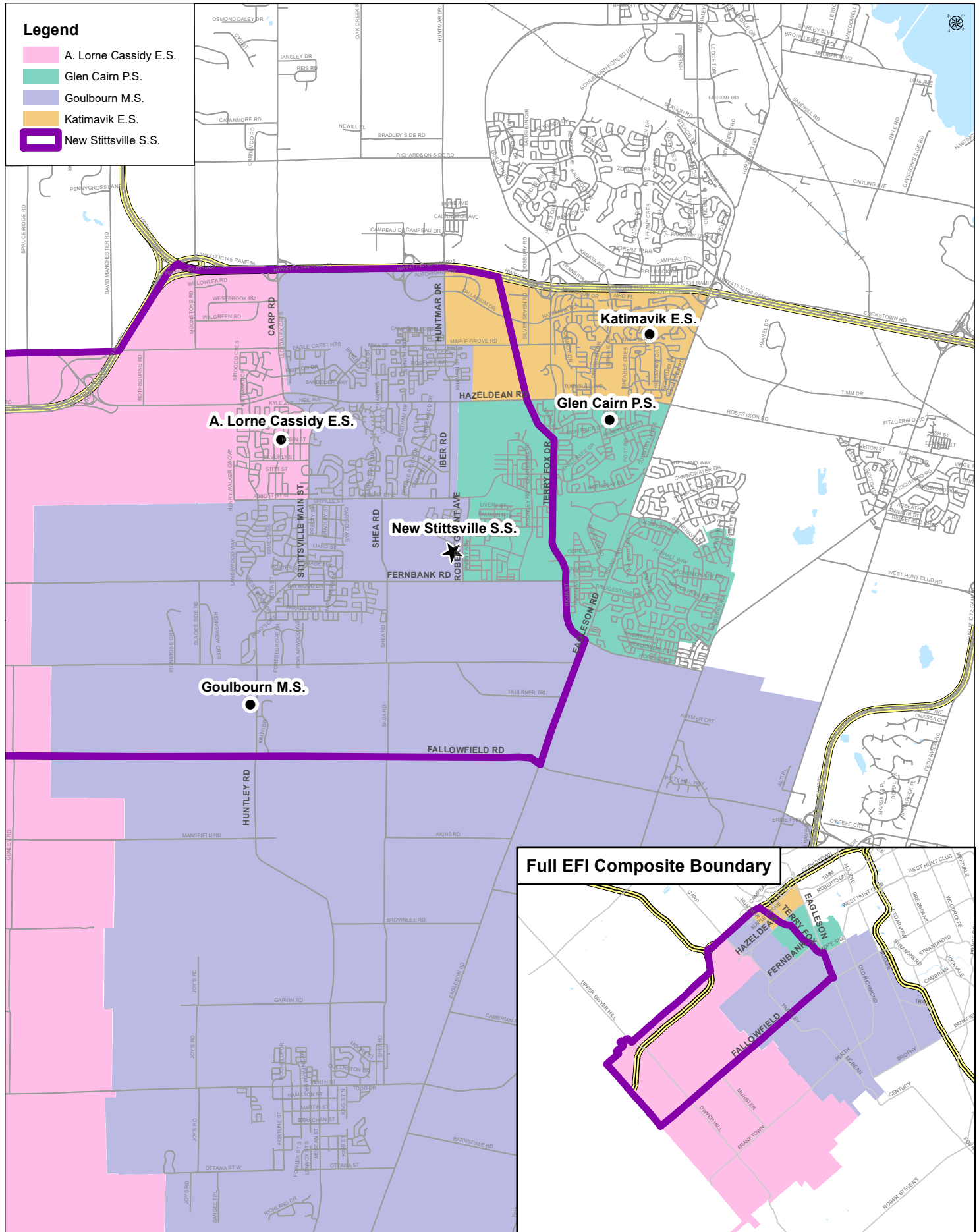
Recommended Attendance Boundaries

New Stittsville SS Study

7 to 8 ENG Composite Map



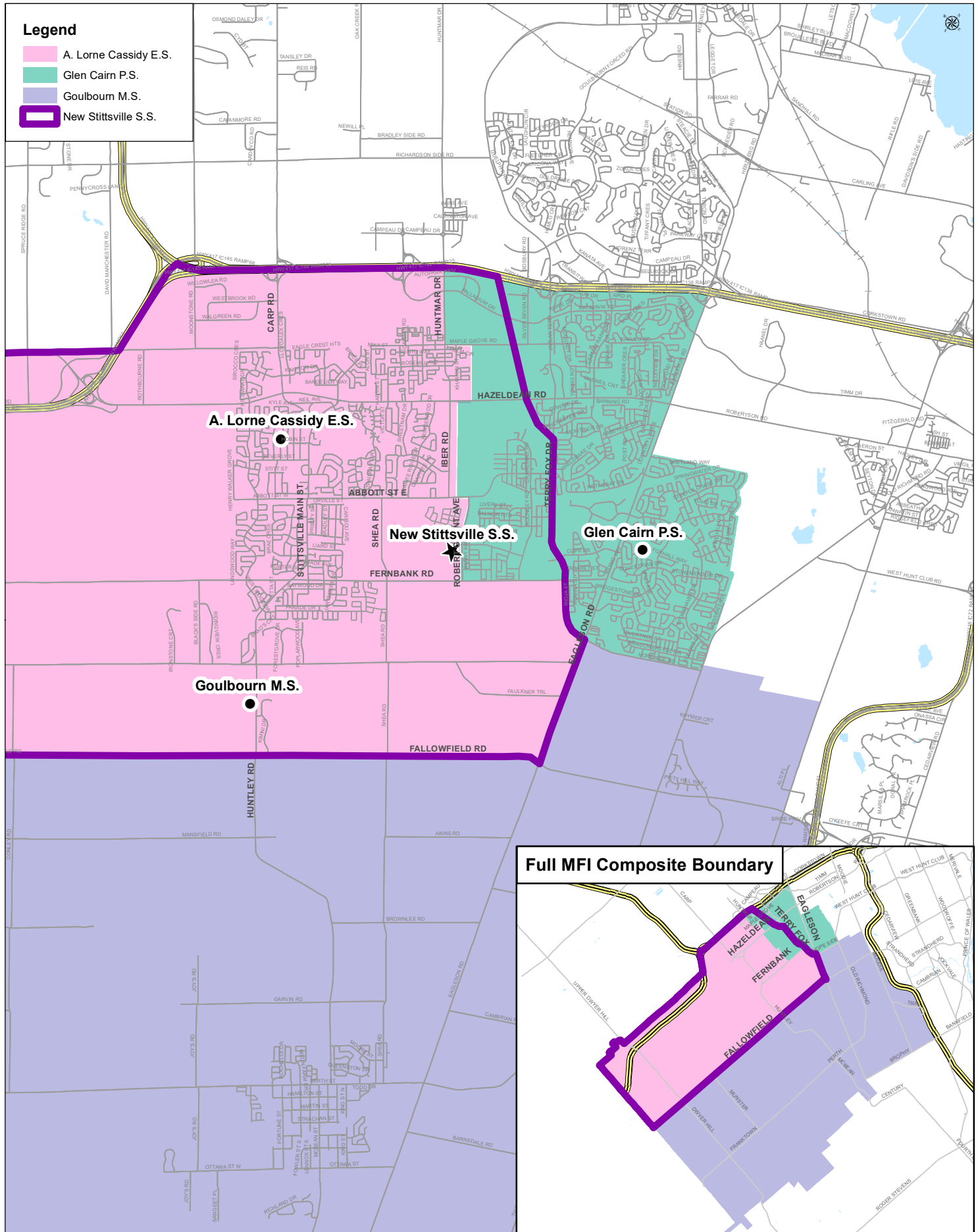
Recommended Attendance Boundaries New Stittsville SS Study 7 to 8 EFI Composite Map



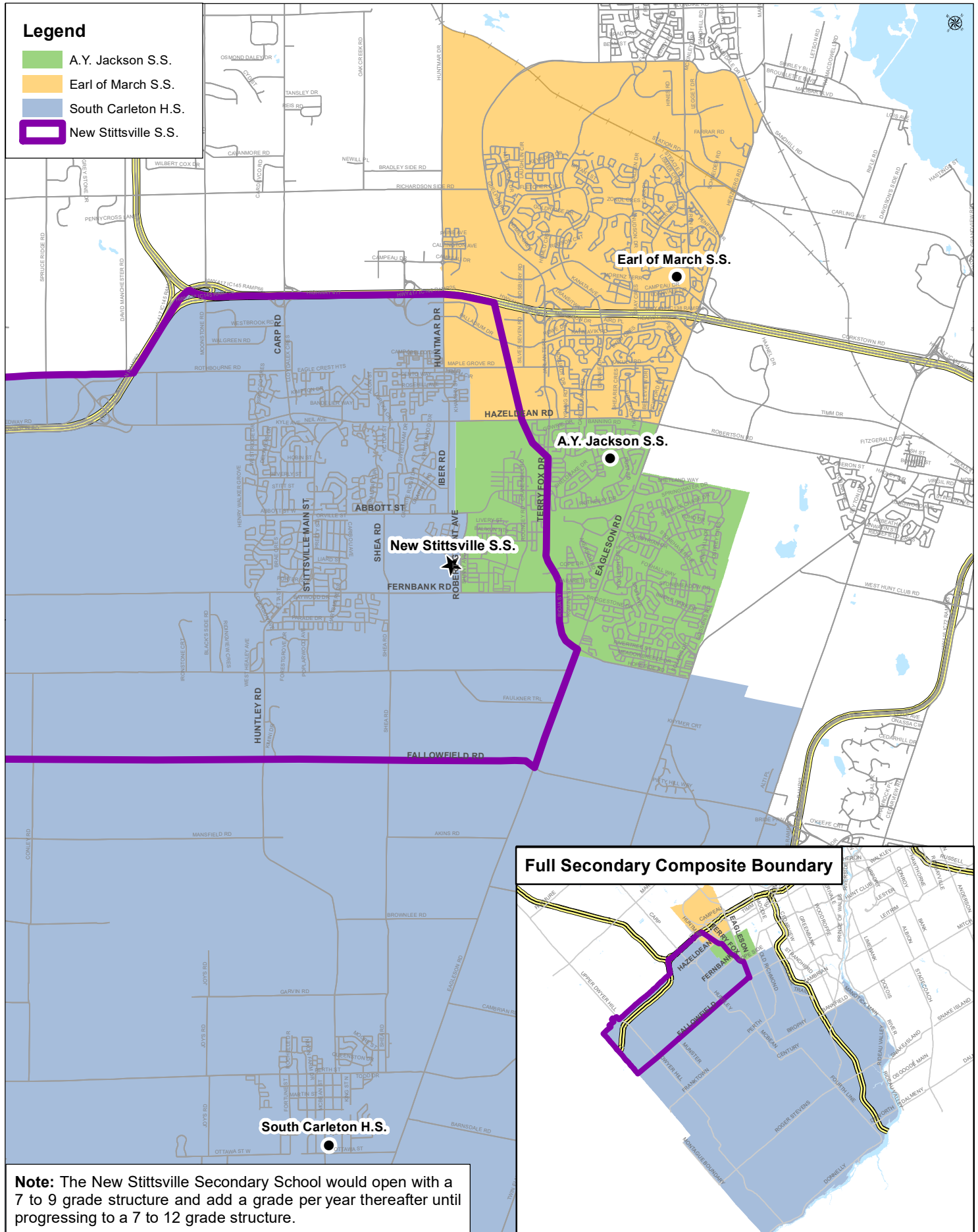
Recommended Attendance Boundaries

New Stittsville SS Study

7 to 8 MFI Composite Map



Recommended Attendance Boundaries New Stittsville SS Study Secondary School (Grade 9 to 12) Composite Map



Stittsville Secondary School Study

2022 Enrolment Projections - Recommended Option

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
A. Lorne Cassidy ES	600	KG TN	45	52														97	75%
		ENG			7	9	12	5	14	11								58	
		EFI			45	43	47	42	40	36								253	
		MFI					9	15	17									41	
		Total	45	52	52	52	59	56	69	64								449	
Stittsville PS	626	KG TN	72	77														149	99%
		ENG			18	20	31	27	30	29								155	
		EFI			60	53	63	48	43	51								318	
		Total	72	77	78	73	94	75	73	80								622	
New Stittsville SS	1353	ENG									97	94						191	53%
		EFI									146	104						250	
		MFI									25	28						53	
		9-12											229					229	
		Total									268	226	229	0	0	0		723	
TOTAL	3221		117	129	130	125	153	131	142	144	268	226	229	0	0	0	0	1794	56%
Goulbourn MS	400	KG TN																0	50%
		ENG								21	19	25					16	81	
		EFI									13	11						24	
		MFI								26	19	23						68	
		G.ENG									13	12						25	
		Total								47	64	71					16	198	
South Carleton HS	1344	Total											190	356	343	302	5	1196	89%
TOTAL	1744		0	0	0	0	0	0	0	47	64	71	190	356	343	302	21	1394	80%
Glen Cairn PS	352	KG TN																0	93%
		ENG									85	81					8	174	
		EFI									66	57						123	
		MFI									13	16						29	
		Total									164	154					8	326	
A.Y. Jackson SS	759	Total											238	262	265	276	11	1052	139%
TOTAL	2117		0	0	0	0	0	0	0	0	164	154	238	262	265	276	19	1378	65%
Castlefrank ES	416	KG TN	54	55														109	72%
		ENG			9	18	21										10	58	
		EFI			45	45	44											134	
		Total	54	55	54	63	65										10	301	
Katimavik ES	387	KG TN																0	91%
		ENG						30	30	21	24	22					28	155	
		EFI						47	44	31	38	38						198	
		Total						77	74	52	62	60					28	353	
Earl of March SS	1484	ENG									145	156					5	306	148%
		EFI									93	89						182	
		MFI									86	80						166	
		9-12											358	405	398	367	17	1545	
		Total									324	325	358	405	398	367	22	2199	
TOTAL	2287		54	55	54	63	65	77	74	52	386	385	358	405	398	367	60	2853	125%

Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)

Stittsville Secondary School Study

2023 Enrolment Projections - Recommended Option

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
A. Lorne Cassidy ES	600	KG TN	44	53														97	75%
		ENG			7	9	11	8	6	14								55	
		EFI			46	45	44	42	40	39								256	
		MFI						13	10	17								40	
		Total	44	53	53	54	55	63	56	70								448	
Stittsville PS	626	KG TN	73	74														147	99%
		ENG			18	21	25	33	30	30								157	
		EFI			64	54	49	60	47	43								317	
		Total	73	74	82	75	74	93	77	73								621	
New Stittsville SS	1353	ENG									99	97						196	77%
		EFI									160	147						307	
		MFI									19	28						47	
		9-12											248	244				492	
		Total									278	272	248	244	0	0		1042	
TOTAL	3221		117	127	135	129	129	156	133	143	278	272	248	244	0	0	0	2111	66%
Goulbourn MS	400	KG TN																0	48%
		ENG								18	24	19					16	77	
		EFI									13	13						26	
		MFI								22	26	17						65	
		G.ENG									12	13						25	
		Total								40	75	62					16	193	
South Carleton HS	1344	Total											193	199	356	357	5	1110	83%
TOTAL	1744		0	0	0	0	0	0	0	40	75	62	193	199	356	357	21	1303	75%
Glen Cairn PS	352	KG TN																0	107%
		ENG									123	92					8	223	
		EFI									61	62						123	
		MFI									18	14						32	
		Total									202	168					8	378	
A.Y. Jackson SS	759	Total											227	261	285	286	11	1070	141%
TOTAL	2117										202	168	227	261	285	286	19	1448	68%
Castlefrank ES	416	KG TN	53	57														110	71%
		ENG			9	17	20										10	56	
		EFI			46	41	41											128	
		Total	53	57	55	58	61										10	294	
Katimavik ES	387	KG TN																0	93%
		ENG						24	33	32	20	25					28	162	
		EFI						41	48	43	29	38						199	
		Total						65	81	75	49	63					28	361	
Earl of March SS	1484	ENG									122	166					5	293	152%
		EFI									72	90						162	
		MFI									89	85						174	
		9-12											386	376	430	422	17	1631	
		Total									283	341	386	376	430	422	22	2260	
TOTAL	2287		53	57	55	58	61	65	81	75	332	404	386	376	430	422	60	2915	127%

Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)

Stittsville Secondary School Study 2024 Enrolment Projections - Working Option A

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
A. Lorne Cassidy ES	600	KGTN	45	52														97	74%
		ENG			7	9	12	7	10	6								51	
		EFI			47	46	47	40	40	40								260	
		MFI						12	14	12								38	
		Total	45	52	54	55	59	59	64	58								446	
Stittsville PS	626	KGTN	72	75														147	100%
		ENG			18	22	25	25	37	30								157	
		EFI			61	57	50	47	59	47								321	
		Total	72	75	79	79	75	72	96	77								625	
New Stittsville SS	1353	ENG									99	101						200	99%
		EFI									152	161						313	
		MFI									19	20						39	
		9-12											270	263	252			785	
		Total									270	282	270	263	252	0		1337	
TOTAL	3221		117	127	133	134	134	131	160	135	270	282	270	263	252	0	0	2408	75%

Goulbourn MS	400	KGTN																0	50%
		ENG								20	21	24					16	81	
		EFI									11	13						24	
		MFI								25	22	24						71	
		G.ENG									13	12						25	
		Total								45	67	73					16	201	
South Carleton HS	1344	Total											211	202	199	370	5	987	73%
TOTAL	1744		0	0	0	0	0	0	0	45	67	73	211	202	199	370	21	1188	68%

Glen Cairn PS	352	KGTN																0	123%
		ENG									137	133					8	278	
		EFI									60	55						115	
		MFI									21	19						40	
		Total									218	207					8	433	
A.Y. Jackson SS	759	Total											235	250	280	308	11	1084	143%
TOTAL	2117										218	207	235	250	280	308	19	1517	72%

Castlefrank ES	416	KGTN	53	56														109	70%	
		ENG			10	17	18										10	55		
		EFI			48	42	38											128		
		Total	53	56	58	59	56										10	292		
Katimavik ES	387	KGTN																0	93%	
		ENG						23	27	35	31	21					28	165		
		EFI						39	41	47	40	29						196		
		Total						62	68	82	71	50					28	361		
Earl of March SS	1484	ENG										124	140				5	269	153%	
		EFI										95	70					165		
		MFI										72	88					160		
		9-12												404	405	398	455	17		1679
		Total										291	298	404	405	398	455	22		2273
TOTAL	2287		53	56	58	59	56	62	68	82	362	348	404	405	398	455	60	2926	128%	

Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)

Stittsville Secondary School Study 2025 Enrolment Projections - Recommended Option

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)	
A. Lorne Cassidy ES	600	KG TN	44	53														97	76%	
		ENG			7	10	12	8	9	10								56		
		EFI			46	47	48	42	38	39								260		
		MFI						12	13	16								41		
		Total	44	53	53	57	60	62	60	65								454		
Stittsville PS	626	KG TN	75	74														149	101%	
		ENG			18	21	27	26	29	37								158		
		EFI			62	55	53	48	46	59								323		
		Total	75	74	80	76	80	74	75	96								630		
New Stittsville SS	1353	ENG									92	101						193	122%	
		EFI									169	152						321		
		MFI									14	20						34		
		9-12											285	287	271	265		1108		
		Total									275	273	285	287	271	265		1656		
TOTAL	3221			119	127	133	133	140	136	135	161	275	273	285	287	271	265	0	2740	85%
Goulbourn MS	400	KG TN																0	47%	
		ENG									16	22	21					16		75
		EFI										10	11					21		
		MFI									20	25	20					65		
		G.ENG										12	13					25		
		Total									36	69	65					16		186
South Carleton HS	1344	Total											205	221	202	207	5	840	63%	
TOTAL	1744			0	0	0	0	0	0	0	36	69	65	205	221	202	207	21	1026	59%
Glen Cairn PS	352	KG TN																0	138%	
		ENG										149	148					8		305
		EFI										78	56					134		
		MFI										23	22					45		
		Total										250	226					8		484
A.Y. Jackson SS	759	Total											244	259	270	302	11	1086	143%	
TOTAL	2117											250	226	244	259	270	302	19	1570	74%
Castlefrank ES	416	KG TN	55	57														112	73%	
		ENG			11	18	19										10	58		
		EFI			48	45	40											133		
		Total	55	57	59	63	59										10	303		
Katimavik ES	387	KG TN																0	96%	
		ENG						21	26	29	34	33					28	171		
		EFI						36	40	41	44	41						202		
		Total						57	66	70	78	74					28	373		
Earl of March SS	1484	ENG										134	144				5	283	154%	
		EFI										90	94					184		
		MFI										83	72					155		
		9-12												354	427	434	426	17		1658
		Total										307	310	354	427	434	426	22		2280
TOTAL	2287			55	57	59	63	59	57	66	70	385	384	354	427	434	426	60	2956	129%

Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)

Stittsville Secondary School Study

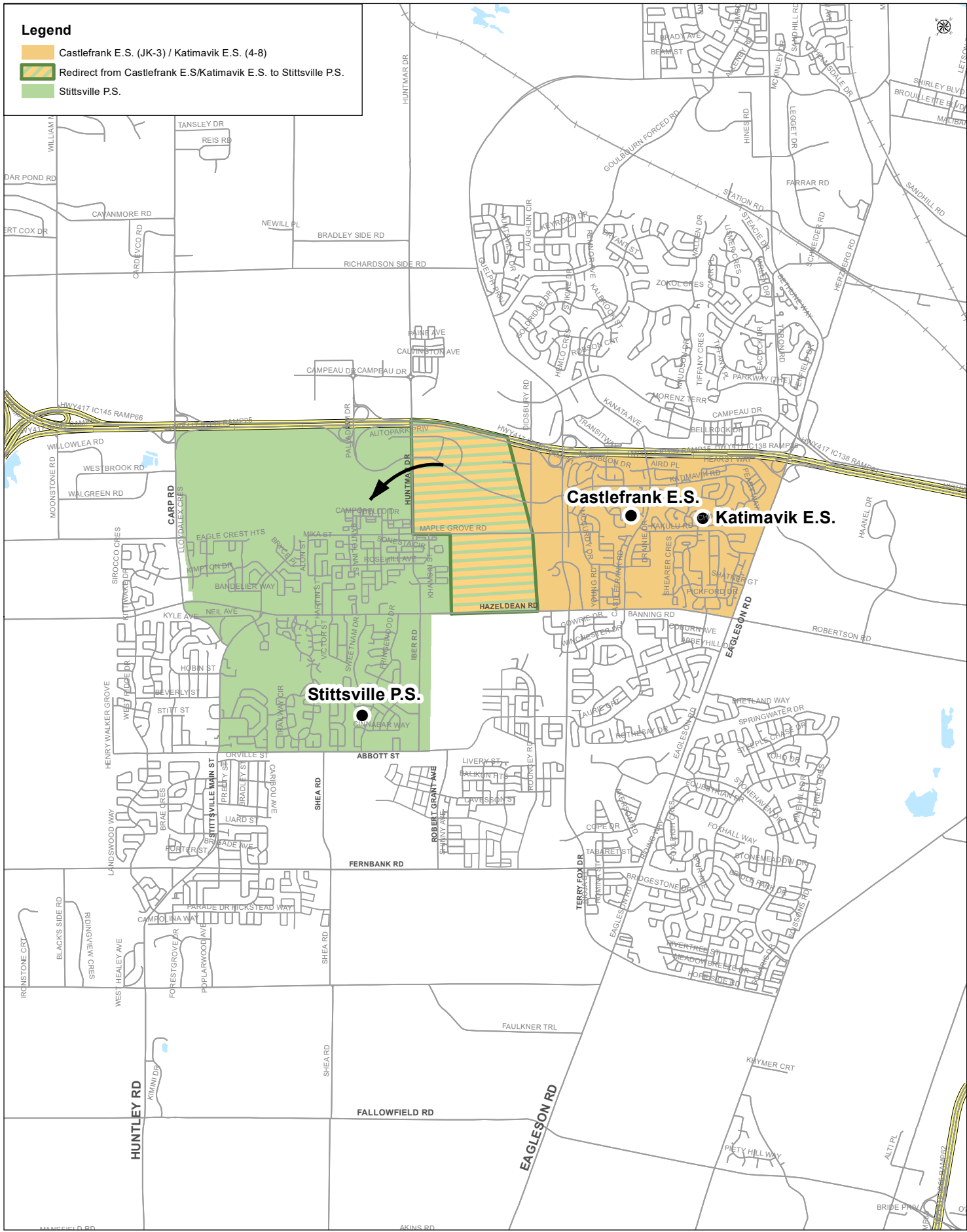
2026 Enrolment Projections - Recommended Option

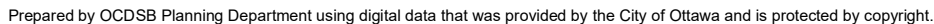
School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
A. Lorne Cassidy ES	600	KG TN	45	52														97	76%
		ENG			7	9	13	8	10	9								56	
		EFI			47	46	49	43	40	38								263	
		MFI						13	14	15								42	
		Total	45	52	54	55	62	64	64	62								458	
Stittsville PS	626	KG TN	77	77														154	99%
		ENG			18	22	26	28	30	29								153	
		EFI			61	56	51	51	47	46								312	
		Total	77	77	79	78	77	79	77	75								619	
New Stittsville SS	1353	ENG									122	95						217	131%
		EFI									189	171						360	
		MFI									18	15						33	
		9-12											286	301	295	284		1166	
		Total									329	281	286	301	295	284		1776	
TOTAL	3221		122	129	133	133	139	143	141	137	329	281	286	301	295	284	0	2853	89%
Goulbourn MS	400	KG TN																0	48%
		ENG								21	18	22					16	77	
		EFI									11	10						21	
		MFI								25	20	23						68	
		G.ENG									13	12						25	
		Total								46	62	67					16	191	
South Carleton HS	1344	Total											198	215	221	211	5	850	63%
TOTAL	1744		0	0	0	0	0	0	0	46	62	67	198	215	221	211	21	1041	60%
Glen Cairn PS	352	KG TN																0	145%
		ENG									151	161					8	320	
		EFI									73	71						144	
		MFI									24	24						48	
		Total									248	256					8	512	
A.Y. Jackson SS	759	Total											258	271	281	292	11	1113	147%
TOTAL	2117										248	256	258	271	281	292	19	1625	77%
Castlefrank ES	416	KG TN	57	59														116	75%
		ENG			11	20	20										10	61	
		EFI			49	45	42											136	
		Total	57	59	60	65	62										10	313	
Katimavik ES	387	KG TN																0	94%
		ENG						22	24	28	28	36					28	166	
		EFI						38	37	40	39	44						198	
		Total						60	61	68	67	80					28	364	
Earl of March SS	1484	ENG									115	156					5	276	156%
		EFI									97	89						186	
		MFI									73	83						156	
		9-12											383	375	457	464	17	1696	
		Total									285	328	383	375	457	464	22	2314	
TOTAL	2287		57	59	60	65	62	60	61	68	352	408	383	375	457	464	60	2991	131%

Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)



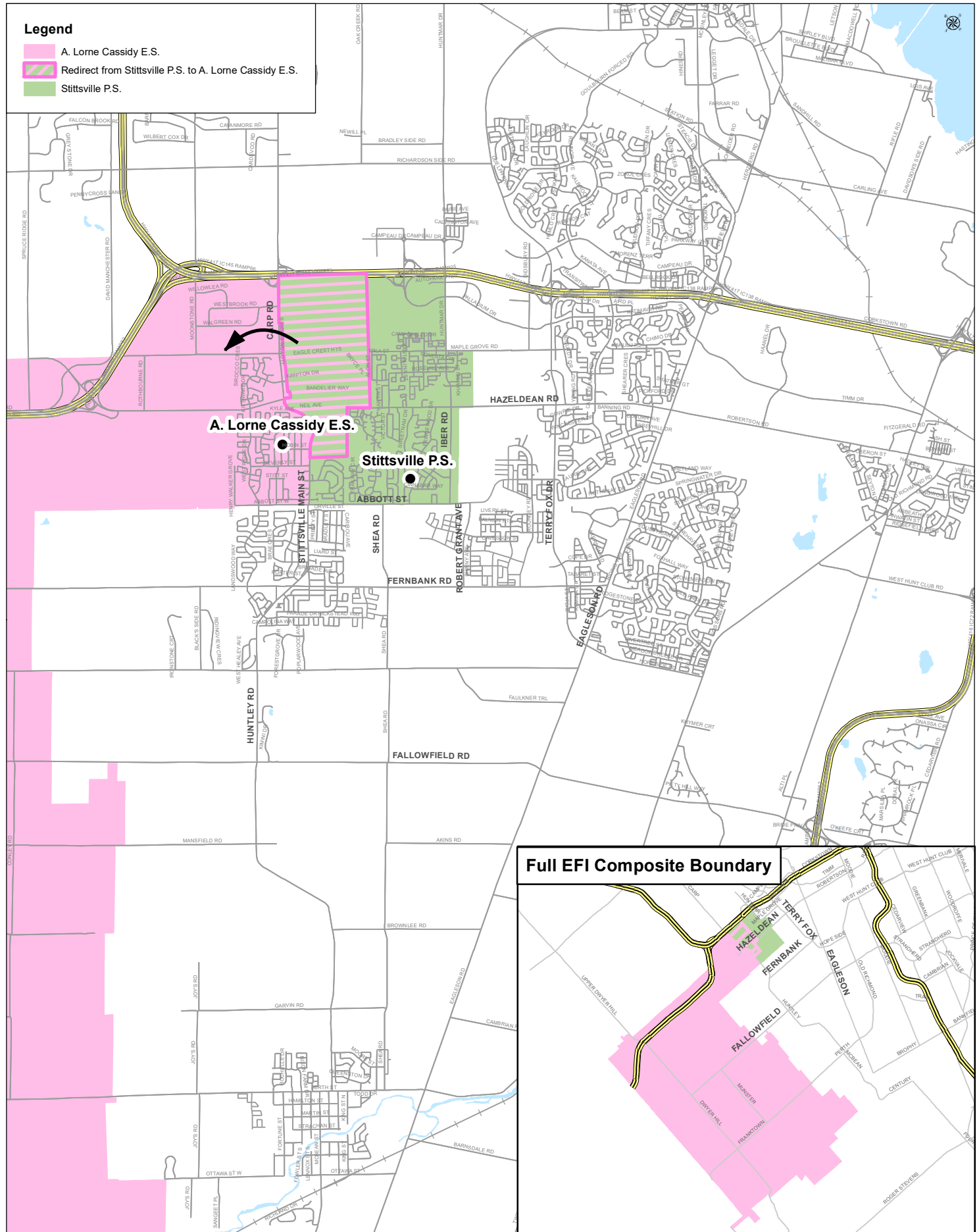
Recommended K to 6 ENG and EFI Attendance Boundary Revision Between Castlefrank ES /Katimavik ES and Stittsville PS



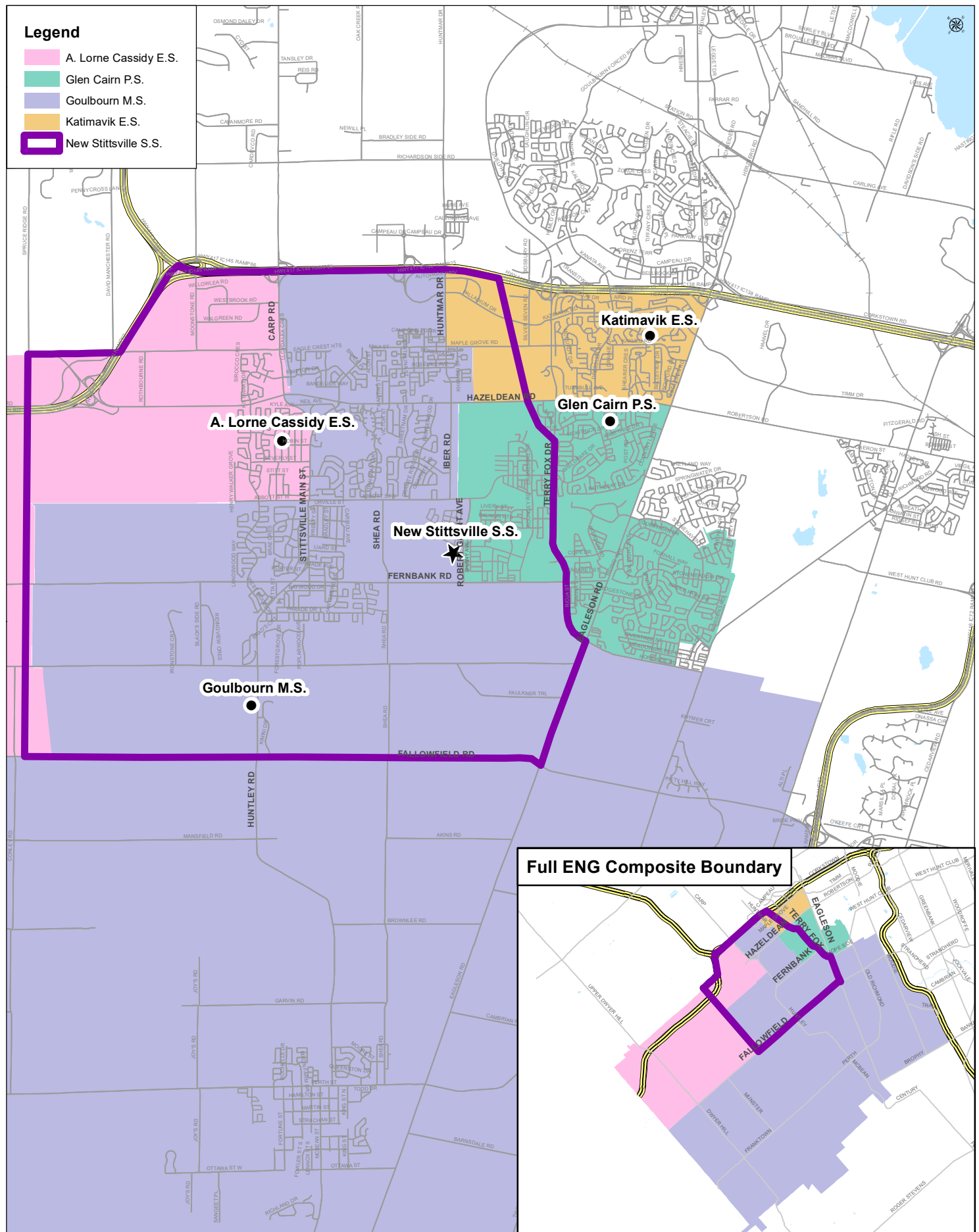




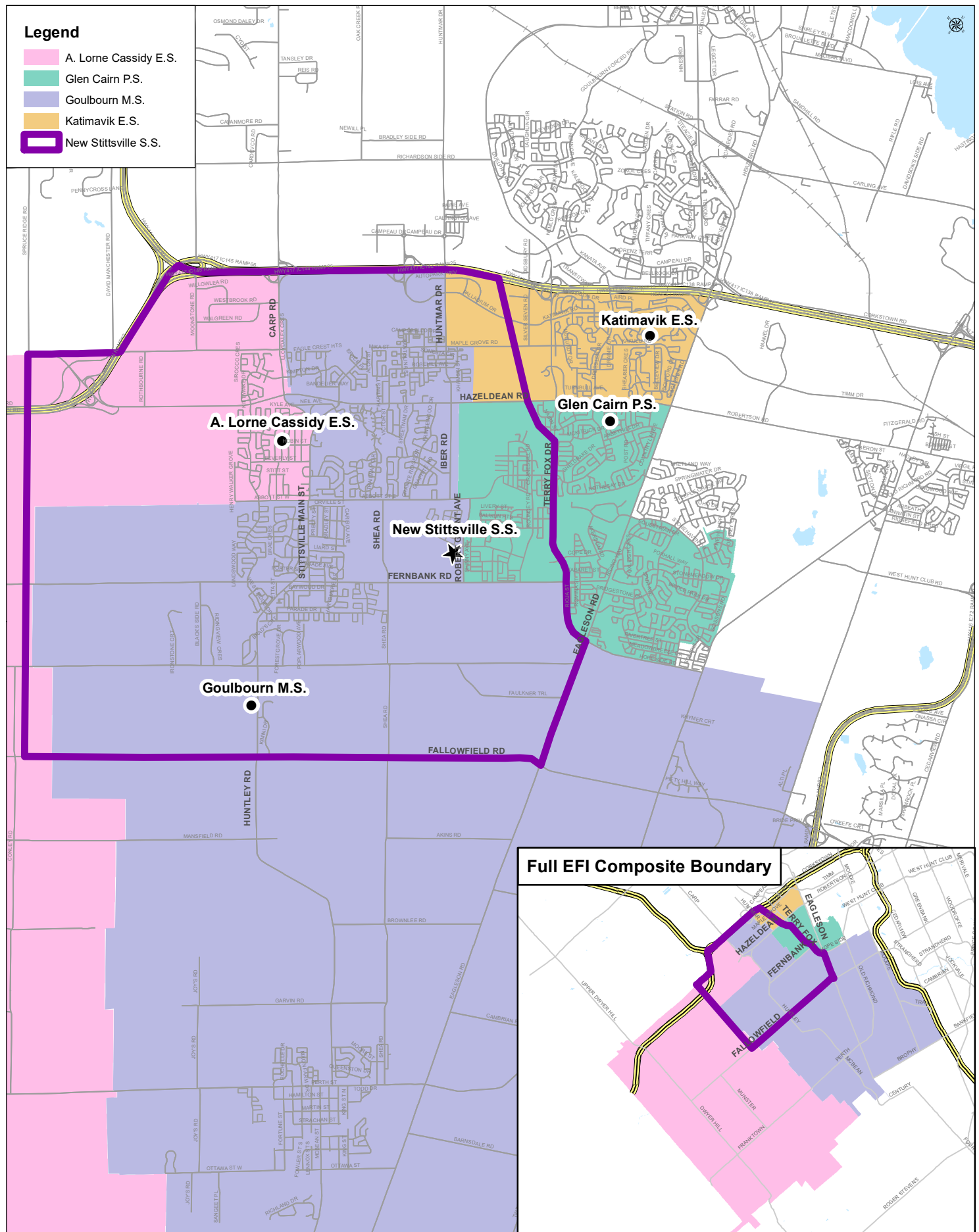
Recommended K to 6 EFI Attendance Boundary Redirection Between A. Lorne Cassidy ES and Stittsville PS



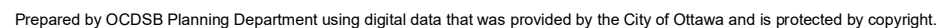
Alternate Option B Attendance Boundaries New Stittsville SS Study 7 to 8 ENG Composite Map



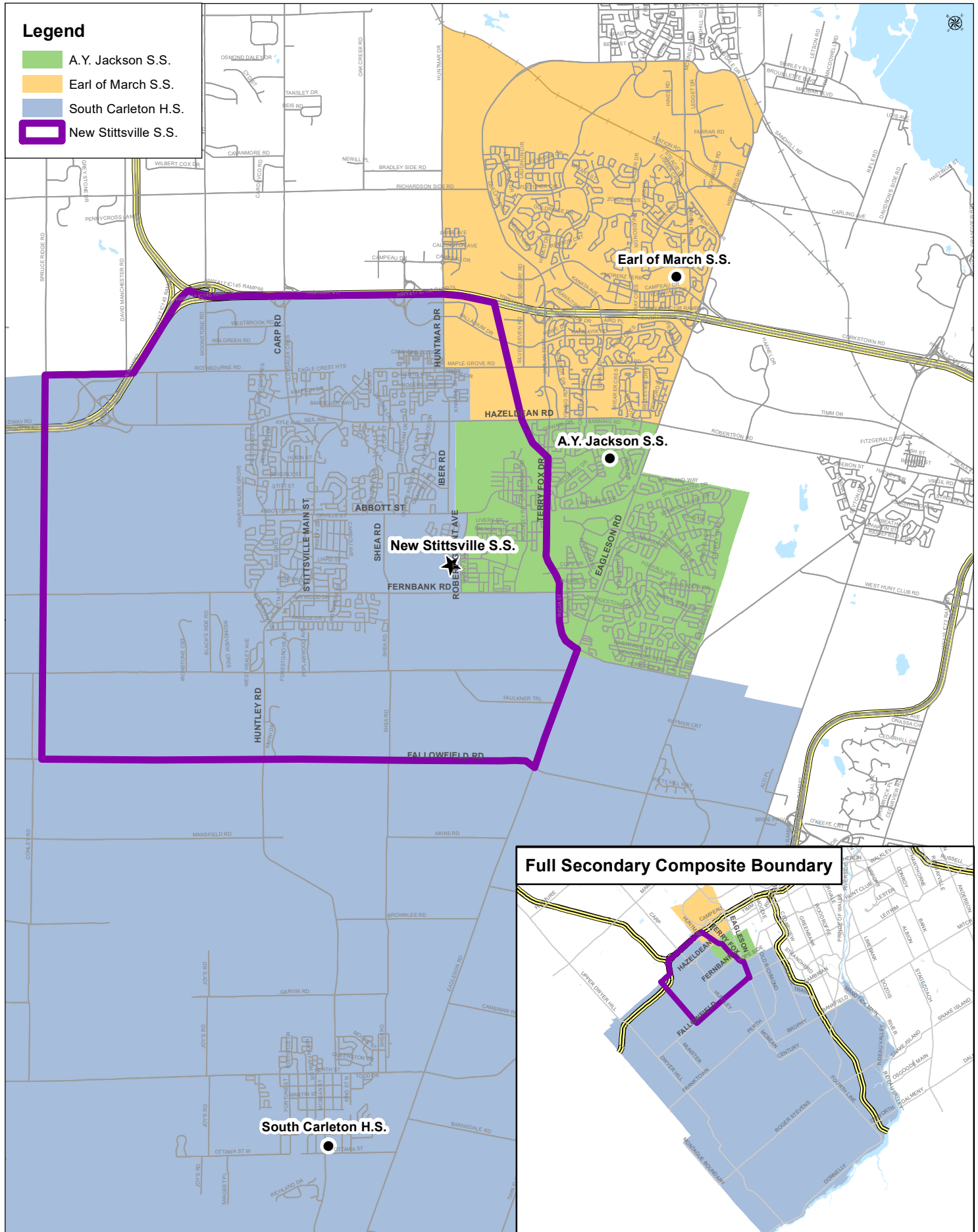
Alternate Option B Attendance Boundaries New Stittsville SS Study 7 to 8 EFI Composite Map



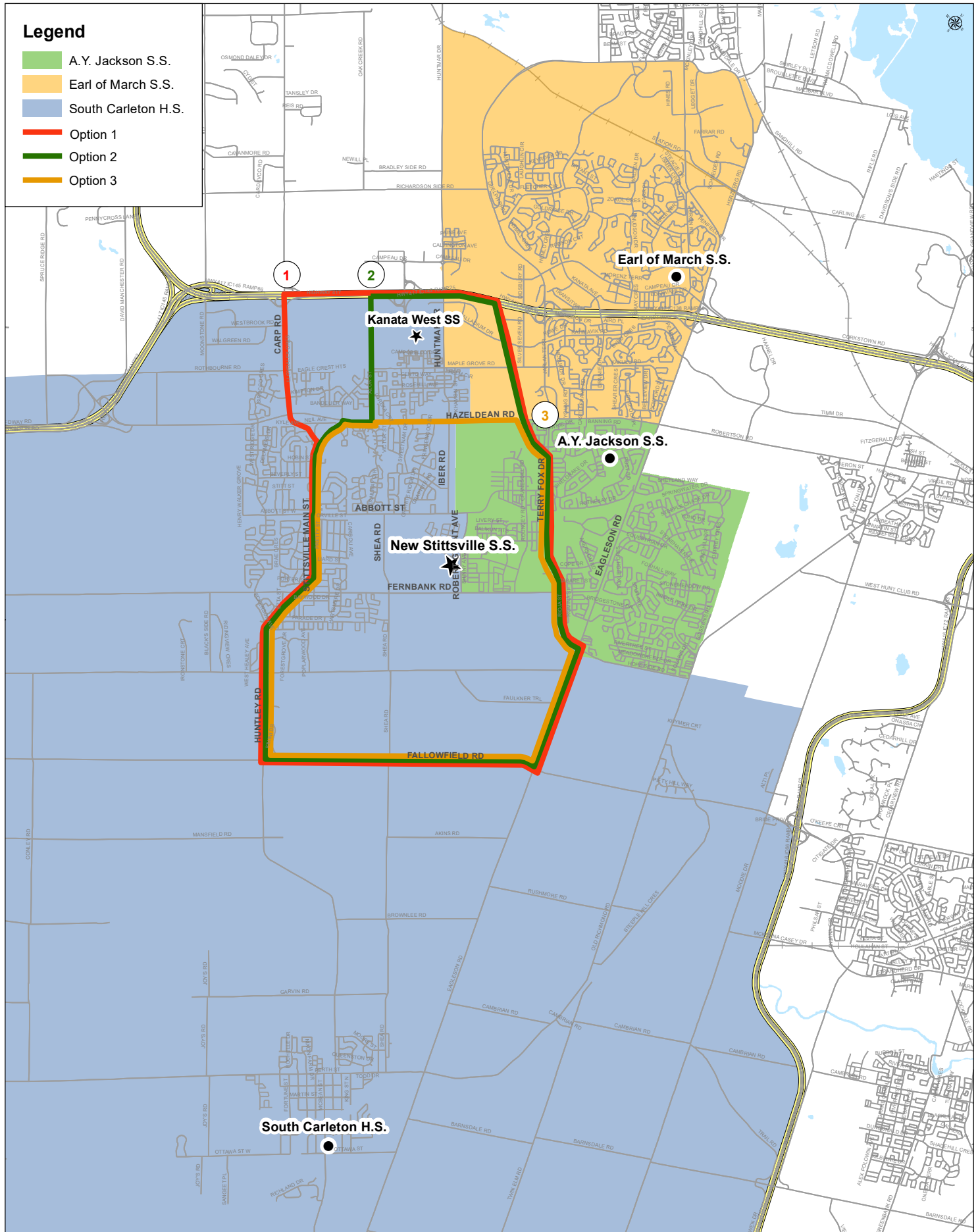
OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



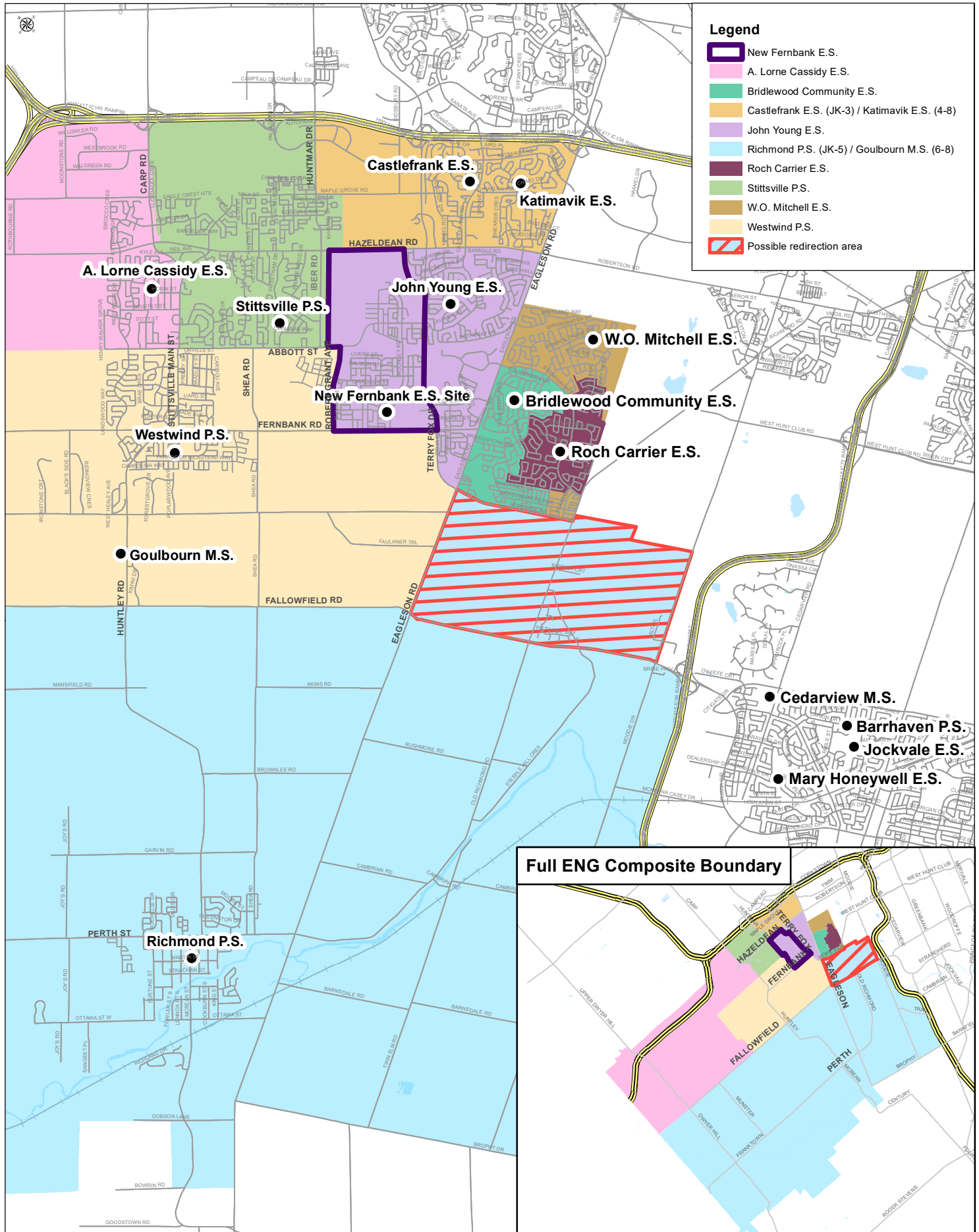
Alternate Option B Attendance Boundaries New Stittsville SS Study Secondary School (Grades 9 to 12) Composite Map



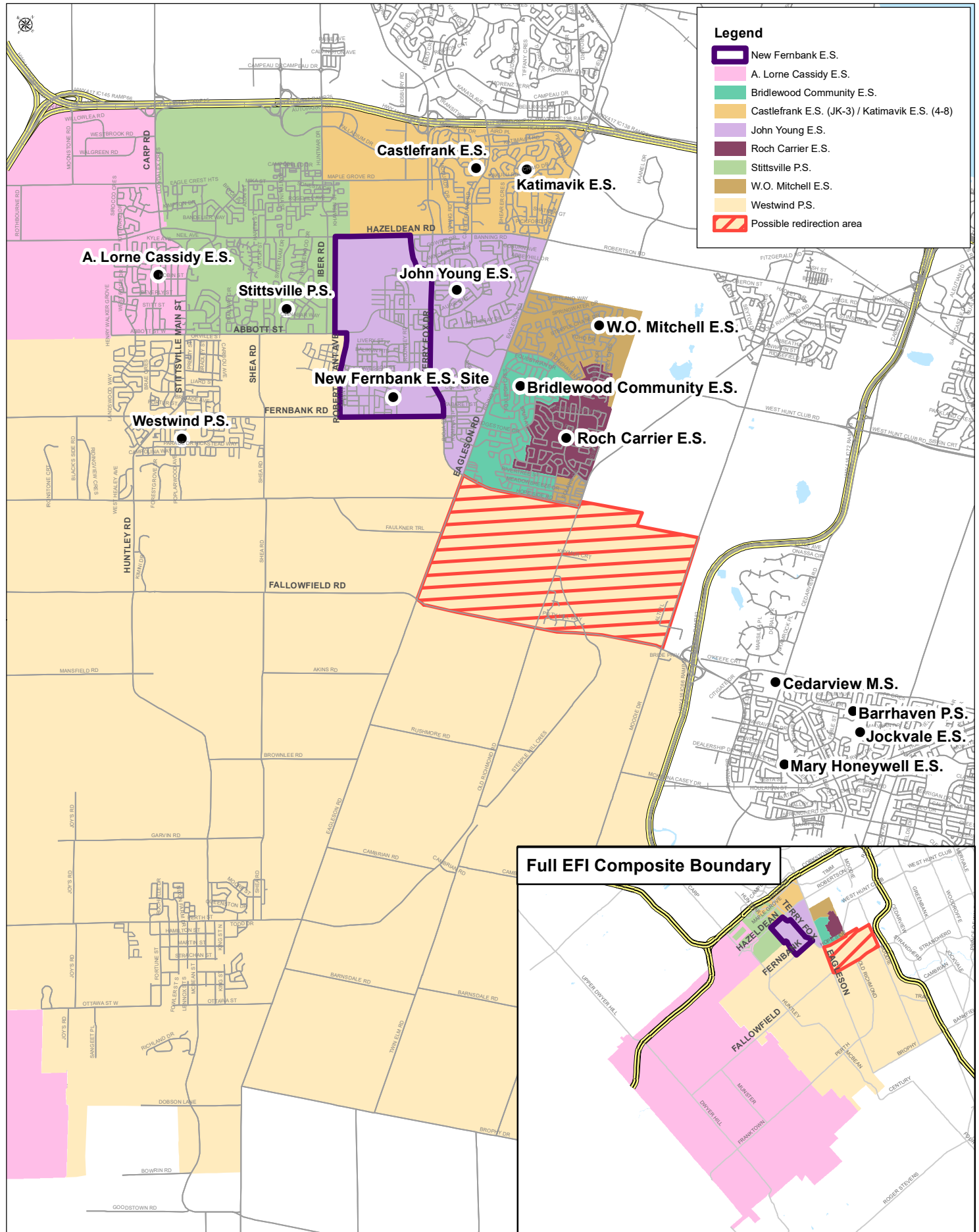
Alternate Option C East - West Attendance Boundary New Stittsville SS Study Secondary School (Grades 9 to 12) Composite Map



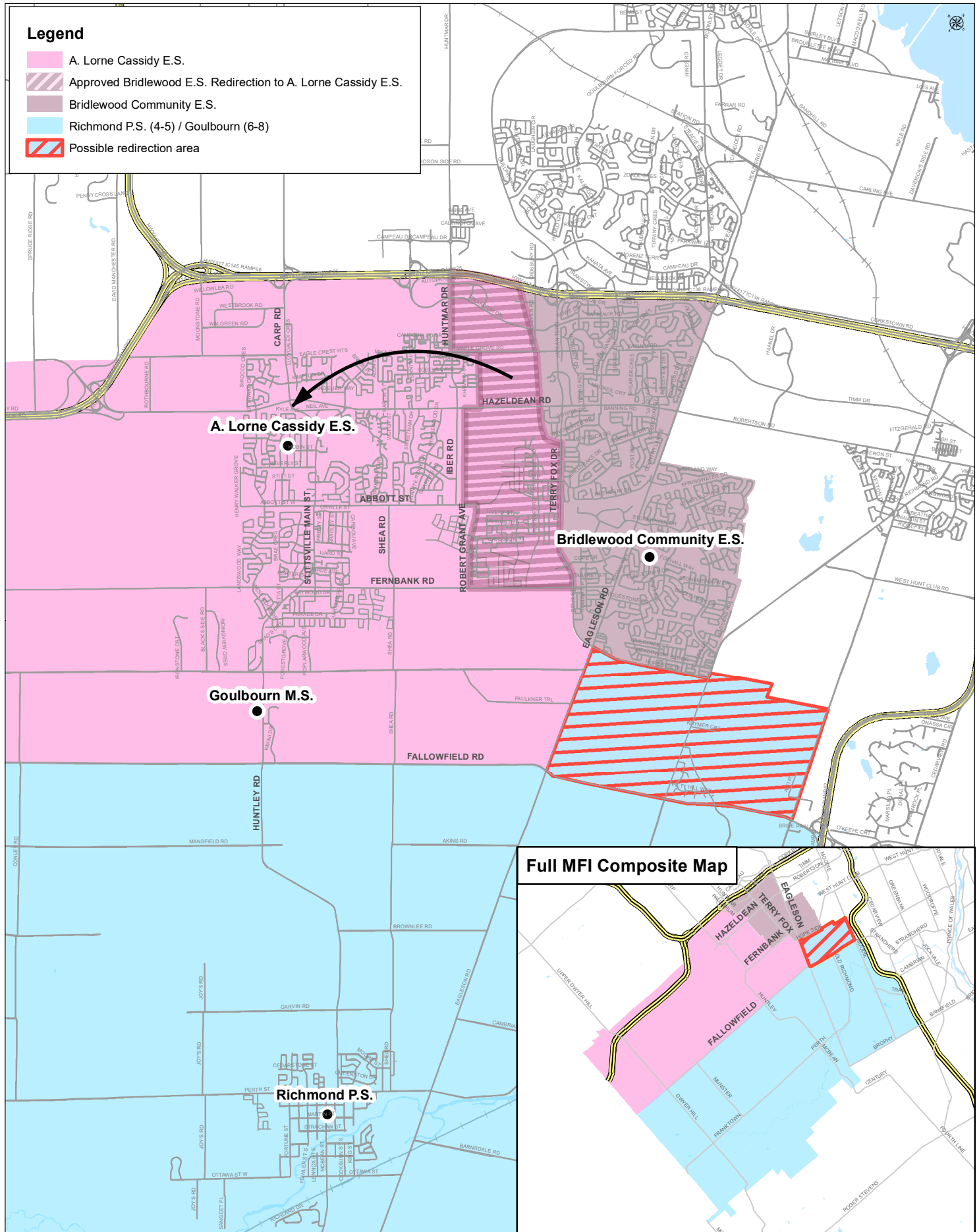
Current K to 6 ENG Composite Map Considered Fallowfield Village Redirection



Current K to 6 EFI Composite Map Considered Fallowfield Village Redirection



Current 4 to 6 MFI Composite Map Considered Fallowfield Village Redirection





Board (PUBLIC)

22 June 2020

Report No. 20-055

Purchase of Replacement and New Chromebooks

**Key Contact: Shawn Lehman, Superintendent of Instruction,
613-596-8211 ext. 8391**

PURPOSE:

1. To authorize the purchase of 5000 student chromebooks to replace some of the devices loaned to students as a result of school closure due to Covid-19 and to prepare for various learning scenarios in the fall of 2020, which we anticipate will require additional mobile technology for students and schools.

CONTEXT:

2. On March 12, 2020 the Province announced that schools would close until March 30th due to Covid-19 and risk of transmission of this virus. Subsequently, the Province and Ministry of Education extended the closure period on several occasions which resulted in school being closed until the end of the year. This necessitated school districts, staff and students to shift to a Learn at Home model. The province provided a Learn at Home framework for parents to access in the early stages requiring access to technology. Initially, OCDSB created a District wide Learn at Home framework for staff, students and parents to use which was also built on a platform best accessed through technology. Educators facilitated learning using Google tools or the Virtual Learning Environment (VLE).

In mid March, the District had schools survey families to determine how many students would require mobile technology and how many students did not have internet or reliable wireless technology.

The District has 23,500 student chromebooks in our schools. As of September 2019, 5,000 of these Chromebooks were no longer receiving updates from Google and will be removed from the fleet of board owned chromebooks during the 2020 - 2021 school year.

Since the end of March, schools and the board have collaboratively deployed 11,000 chromebooks to students and families to assist with learning at home. We

have 12,500 student chromebooks remaining in our schools with these devices being spread out over many of our sites; some buildings have provided all of their inventory to students and families through the deployment process.

KEY CONSIDERATIONS:

3. B< has the money in its budget to support the cost of the chromebooks; however, this request is in excess of what staff can support and requires specific board approval.

As we prepare for September 2020, there are three scenarios that the District is planning for:

- a) Full Return to In School Learning with no reduced class size limitations;
- b) Adaptive Delivery Model: return to school with physical distancing and smaller cohorts. This would require technology to be used and available to students while at school and learning at home; and
- c) Continued Full Remote Learning with all students learning at home which will necessitate mobile devices being required to support students while learning at home.

The other consideration we need to keep in mind is how technology will be used at school in the first two scenarios, the cleaning guidelines and if the technology will be able to be shared by students throughout the school day. In any in school model involving physical distancing, technology will play a key role for teachers to support students with 1:1 or small group targeted instruction, and to facilitate collaboration between students.

Program and Learning, Innovation and Adolescent Learning, Learning Support Services, Equity and Inclusion and Business and Learning Technologies (B<) are working on a technology model to ensure equitable distribution of mobile technology to students and school communities.

B< has decided not to collect mobile devices or hotspots from students and families at the end of June, except for students who are graduating or leaving the board. We are unsure what our schools will look like in September and students may continue to require use of these devices.

RESOURCE IMPLICATIONS:

4. B< will use money from its 2019-2020 budget to purchase 5,000 chromebooks at a cost of \$2,260,000.

COMMUNICATION/CONSULTATION ISSUES:

5. We have had conversations with some school principals who are concerned they do not have any chromebooks remaining in schools or they do not have enough chromebooks to support a 4:1 students to mobile technology ratio. We are also planning for damaged or broken devices being returned in the fall that are no longer usable.

The additional 5,000 chromebooks will complement the chromebooks we already have in our schools.

STRATEGIC LINKS:

6. This initiative is connected to the culture of innovation and our ability to modernize instructional practice and promote a culture of collaboration and learning. As part of the work in the B< three year plan, Transforming How we Learn and Work, this will enhance digital fluency for our students and leverage technology through instructional practice to improve student learning.

RECOMMENDATION:

THAT the Board authorize the expenditure of \$2,260,000 for 5000 student chromebooks.

Shawn Lehman
Superintendent of Instruction

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



BOARD (PUBLIC)
Report 20-057

22 June 2020

Provisions for Calling Extraordinary Meetings of the Board

Key Contact: Michele Giroux, Executive Officer, Corporate Services, (613) 596-8211 ext. 8310

PURPOSE:

1. To recommend adopting a resolution authorizing the calling of extraordinary meetings of the Board to deal with COVID-19 related issues.

SUPPORTING OUR STRATEGIC PLAN:

2. Improved governance practices is one of the desired outcomes of the culture of social responsibility. In its responsibility for implementing responsive governance structures and practices, the Board is responsible for adhering to its own By-laws and Standing Rules.

CONTEXT:

3. In accordance with Section 8.6 of the Board's By-laws, attached as Appendix A, the Board may adopt a resolution authorizing extraordinary meetings to be called by the Chair without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members. The enabling resolution must state the nature of the business to be transacted at such extraordinary meetings.

KEY CONSIDERATIONS:

3. The OCDSB is currently in the process of its planning for the gradual and safe resumption of in-person instruction at its schools and awaits further direction from the Ministry. It is anticipated that key decisions may require Board approval and to be responsive to Ministry timelines, it is preferable to invoke the provisions of the Board By-laws with respect to the calling of extraordinary meetings of the Board. Staff is proposing that the provisions of Section 8.6 of the By-laws be invoked for the period of 22 June 2020 to 31 December 2020, if required.

RESOURCE IMPLICATIONS:

4. There are no financial implications associated with the invoking of the provision of the extraordinary meeting.

COMMUNICATION/CONSULTATION ISSUES:

5. There is no consultation required.

RECOMMENDATION:

THAT the Board invoke the provisions of Section 8.6 of the Board's By-laws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to planning as a result of COVID-19, for the period from 22 June 2020 to 31 December 2020.

Michele Giroux
Executive Officer, Corporate Services

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

APPENDICES

Appendix A: Board By-laws and Standing Rules (excerpt re Extraordinary Meetings)



Appendix A

Report 20-057

EXCERPT FROM:

OCDSB By-Laws and Standing Rules November 2018

Extraordinary Meetings

- 8.6 (a) Provided a resolution has been previously adopted by the Board authorizing the calling of extraordinary meetings and stating the nature of the business to be transacted thereat, the Chair may call extraordinary meetings without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members.
- (b) Notwithstanding the provision of an enabling resolution, the Chair may convene an Extraordinary meeting of the Board following the minimum six (6) hours' notice as required under 8.6 (a) to cover emergency situations for which no pre-authorization was possible, provided that the first item of business at such meeting will be to confirm a resolution enabling the meeting and stating the business to be transacted, with the approval of a two-thirds majority of all Board members.
- (c) Recognizing that it may not be possible to contact all Board members by telephone, records of all telephone calls shall be kept, including date and time of call, name of caller, and whether or not the caller spoke with the Board member, left a message, or was unable to reach the Board member. Records shall similarly be kept of e-mail or facsimile transmissions, together with Board members' acknowledgement thereof.
- (d) A quorum being present, all business transacted at such meeting which is within the scope of the authorizing Board resolution, shall be binding on the Board, its officers and employees.



BOARD

Report 20-048

22 June 2020

MINOR REVISION TO POLICY P.137.SCO CONCUSSION MANAGEMENT

**Key Contact: Nadia Towaij, Superintendent of Program and Learning
K-12, 613-596-8211 ext. 8573**

PURPOSE:

1. To seek approval of the proposed minor revision to Policy P.137.SCO Concussion Management in alignment with PPM 158 School Board Policies on Concussion.

CONTEXT:

2. On 28 January 2020, the Board approved a number of revisions to Policy P.137.SCO Concussion Management to ensure its alignment with the recently released PPM 158 School Board Policies on Concussion (Appendix A).

The District has been working to implement the revised concussion policy, including the preparation of a procedure for both the elementary and secondary levels to support the implementation of the newly mandated requirements. Amidst this work, staff received legal advice pertaining to one of the requirements of the revised PPM 158 related to the codes of conduct, which necessitated a minor revision to the policy.

KEY CONSIDERATIONS:

3. Requirements of PPM 158
On 2019 Rowan's Law Day, the Ministry issued an update to PPM 158 to strengthen concussion safety which mandated the following requirements:
 - a. The confirmation of annual review of approved concussion awareness resources by individuals participating in Board-sponsored interschool sports;
 - b. The establishment and confirmation of annual review of concussion code of conduct for individuals participating in Board-sponsored interschool sports;
 - c. Annual concussion training for relevant school staff;
 - d. The establishment of an updated process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity; and

- e. The establishment of a process to document and track a student's progress from the removal from an activity due to a suspected concussion to the return, through graduated steps, to learning and to physical activity.

4. Concussion Codes of Conduct

The above-listed requirements were embedded in the recently revised and approved P.137.SCO Concussion Management. This includes requiring participants in interschool Board-sponsored sports to confirm their review of concussion codes of conduct (Requirement b).

The District has made a decision to adopt OPHEA's (Ontario Physical and Health Education Association) concussion materials including their codes of conduct. Initially, staff plan to embed codes of conduct expectations in the responsibilities section of the procedure. The District received legal advice recommending that the concussion codes of conduct be maintained as stand-alone resources due to their significance. The minor revision to the policy, attached as Appendix B to this report, addresses this recommendation.

RESOURCE IMPLICATIONS:

- 5. There are no resource implications associated with this minor policy revision.

COMMUNICATION/CONSULTATION ISSUES:

- 6. The requirements of PPM158 with regards to concussion awareness, prevention, and management are complex. Working with the communications team, messages to staff, students, and families will be carefully considered to ensure they are clear, concise, and supportive of the safety and well-being of all students.

STRATEGIC LINKS:

- 7. Clarifying our expectations of different stakeholders, particularly when expectations concern the safety and well-being of all students, aligns with our Social Responsibility pillar of the Strategic Plan 2019-2023.

RECOMMENDATION:

THAT the proposed revisions to P.137.SCO Concussion Management, attached as Appendix B to Report 20-048, be approved.

Nadia Towaij
Superintendent of Instruction

Camille Williams-Taylor
Director of Education

APPENDICES

[Appendix A](#) - PPM 158 School Board Policies on Concussion

[Appendix B](#) - Updated Policy P.137.SCO Concussion Management



Ministry of Education

Policy/Program Memorandum No. 158

Date of Issue: September 25, 2019

Effective: January 31, 2020, until revoked or modified

Subject: **School Board Policies on Concussion**

Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 158, March 19, 2014.

Introduction

The Ministry of Education is committed to helping all students¹ succeed and lead safe, healthy, and active lives. As part of its commitment to student safety, injury prevention, and well-being, the Ministry of Education supports concussion awareness, prevention, identification, management, tracking, and training in schools² through legislation, policy, and resources.

The purpose of this updated memorandum is to reflect legislative and policy changes that have occurred since the original memorandum on school board³ policies on concussion was released in 2014. This memorandum addresses concussion safety across all school and school board activities and applies to all publicly funded elementary and secondary schools. It does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

On March 7, 2018, the Ontario government enacted Rowan's Law (Concussion Safety), 2018, and amended the Education Act, to protect amateur athletes, including students, by improving concussion safety on the field and at school. The amendments to the

1. In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

2. In this memorandum, *school(s)* is used to refer to all school and school board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after-school programs for children aged 4 to 12 years.

3. In this memorandum, *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools.

Education Act came into force on July 1, 2019, and give the Minister of Education the authority to require school boards to comply with policy and guidelines on concussions, consistent with Rowan's Law.⁴

With the authority under the Education Act, the Minister requires all school boards in Ontario to have a policy on concussion safety for students that meets certain minimum requirements, as outlined in this memorandum. All school board policies must, at a minimum, require:

- receipt of confirmation of annual review of approved [Concussion Awareness Resources](#)⁵ by individuals participating in board-sponsored interschool sports;
- the establishment of Concussion Codes of Conduct for individuals participating in board-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant Code of Conduct by those individuals;
- annual concussion training for relevant school staff;
- the establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity;
- the establishment of a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

(See the section "Minimum Components of the School Board Policy on Concussion", for further details about each of these requirements.)

The implementation of this policy in all school boards is another important step in creating safe and healthy learning environments in Ontario. It also reinforces the knowledge, skills, and attitudes regarding injury prevention that are developed through expectations in various subjects and disciplines in the Ontario curriculum.

Concussion: Definition and Diagnosis

Concussion is the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a

4. Education Act, Part XIII.1, subsection 321.

5. See footnote 11 in this document.

concussion and their parents⁶ to seek a medical assessment by a physician or a nurse practitioner. The definition of *concussion* given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.⁷

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally, and/or socially.⁸ Most individuals with a concussion get better in one to four weeks, but, for some, the healing process may take longer.⁹ It is possible for a concussion to have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck

6. In this memorandum, *parent(s)* refers to parent(s) and guardian(s) as used in the Education Act. It may also be taken to include caregivers or close family members who are responsible for raising the child. For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are to be treated as adults.

7. Ophea. (2019). Ontario Physical Activity Safety Standards in Education. Concussion Definition. Retrieved August 14, 2019, from <https://safety.ophea.net/print/pdf/815>.

8. Zemek, R. L., Grool, A. M., Duque, D. R., DeMatteo, C., Rothman, L., Benchimol, E. I., . . . & Macpherson, A. K. (2017). Annual and seasonal trends in ambulatory visits for pediatric concussion in Ontario between 2003 and 2013. *The Journal of pediatrics*, 181, 222–228. Retrieved August 14, 2019, from <https://www.sciencedirect.com/science/article/abs/pii/S002234761631201X?via%3Dihub>.

9. McCrory, P., et al. (2017). Consensus statement on concussion in sport – the 5th international conference on concussion in sport held in Berlin, October 2016. *British Journal of Sports Medicine*, 51(11), 838–847. Retrieved August 14, 2019, from <https://bjsm.bmj.com/content/bjsports/51/11/838.full.pdf>.

pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to “second impact syndrome”, a rare condition that causes rapid and severe brain swelling and often has catastrophic results.¹⁰

Updating the School Board Policy on Concussion

When updating their policy on concussion, school boards are encouraged to consult with school staff; students; parents; teacher federations; principals’ associations; education support-staff unions; Indigenous communities, partners, and organizations; and other education partners, as appropriate. School boards are also encouraged to consult with physicians, nurse practitioners, and their local board of health.

The roles and responsibilities of relevant school staff and board staff, as well as students, parents, and school volunteers, must be clearly articulated throughout the school board’s policy.

Ophea maintains a [concussion protocol](#), as part of the Ontario Physical Activity Safety Standards in Education (OPASSE). It was developed in partnership with the Ministry of Education; the Ministry of Health; the Ministry of Tourism, Culture and Sport; medical professionals; sport and recreation organizations; health organizations; and educational organizations. The concussion protocol, which is based on current research and evidence, is consistent with Rowan’s Law and the Ontario government’s Concussion Awareness Resources. The concussion protocol includes detailed information and procedures on:

- concussion prevention;
- concussion identification, including the signs and symptoms of a concussion;
- the initial response related to a suspected concussion;
- the Return to School Plan, which includes information on planning for the return to learning and return to physical activity for students with a diagnosed concussion.

The Ministry of Education considers the Ophea concussion protocol to be the minimum standard for risk management practices related to concussion. When developing their policy on concussion, school boards should refer to the Ophea concussion protocol.

10. Tator, C. H. (2013). Concussions and their consequences: Current diagnosis, management and prevention. *CMAJ*, 185(11), 975–979. Retrieved August 14, 2019, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3735746/>.

Minimum Components of the School Board Policy on Concussion

Each school board's policy on concussion is expected to contain, at a minimum, the following components:

1. Concussion Awareness Strategies

To establish consistency of concussion awareness across the province, the government of Ontario has developed a set of [Concussion Awareness Resources](#). These resources were developed by leading experts in injury prevention and are available on the government's concussion website. School boards are expected to use these resources to ensure that the information students receive regarding concussions at school is consistent with the information they receive from sport organizations.

The school board policy on concussion must include strategies to receive confirmation, from each of the following individuals, that an approved Concussion Awareness Resource¹¹ was reviewed every school year prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports
- parents of students under 18 years of age who are participating in board-sponsored interschool sports
- coaches¹² participating in board-sponsored interschool sports
- team trainers¹³ participating in board-sponsored interschool sports
- officials¹⁴ participating in board-sponsored interschool sports

The school board policy on concussion should also include strategies for making the approved Concussion Awareness Resources available – for example, through letters or emails, in a student handbook, and/or on the board website – to students; parents; school and school board staff; volunteers; Indigenous communities, partners,

11. In this memorandum, an *approved Concussion Awareness Resource* is one made available on the Ontario government's [concussion website](#). It may also refer to resources that have been approved by the school board, provided that the school board has ensured they are consistent with the government's Concussion Awareness Resources.

12. In this memorandum, a *coach* includes any type of coach, including a head coach or assistant coach.

13. In this memorandum, a *team trainer* is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition.

14. In this memorandum, an *official* includes an umpire, a referee or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition.

and organizations; organizations that use school facilities such as community sport organizations and licensed child-care providers operating in the school board's schools; as well as relevant community-based organizations, as appropriate.

The school board policy should also contain provisions for connecting student learning about concussions with the curriculum, where relevant. To further support awareness among students, the policy should include implementation plans for an annual concussion awareness event for students, to be held on or around [Rowan's Law Day](#), which occurs on the last Wednesday in September.

2. Concussion Awareness Training

Each school board's policy on concussion must include strategies for providing annual concussion training for relevant school staff about the policy itself and the content of the approved Concussion Awareness Resources. School boards are encouraged to provide the concussion training by the last Wednesday in September, Rowan's Law Day, every school year. The policy on concussion should also include provisions for new school staff to access training throughout the school year.

It is expected that school boards, in consultation with teachers' federations, principals' associations, and education workers' unions, will determine the scope of training required to support implementation of their concussion policy, as well as the mode of delivery of the training and any privacy implications that may arise. The scope of training should be consistent with expected duties of school staff, as outlined in the school board policy.

3. Concussion Prevention Strategies

The school board policy on concussion must include strategies for preventing and minimizing the risk of sustaining concussions at school.

Concussion Codes of Conduct

The school board policy must establish Concussion Codes of Conduct for several groups participating in board-sponsored interschool sports – students and parents of students under 18 years of age, as well as coaches and team trainers. School boards must review their Concussion Codes of Conduct whenever their concussion policy is reviewed or updated, at a minimum.

The Concussion Codes of Conduct must include the following requirements. Depending on their roles and responsibilities, individuals involved in board-sponsored interschool sports must commit to the relevant requirements below:

- maintaining a safe learning environment
- teaching and/or learning and applying the rules of a physical activity/sport
- implementing the skills and strategies for a physical activity in a proper progression
- fair play and respect for all
- acknowledging and respecting the consequences for prohibited play that is considered high-risk for causing concussions
- providing opportunities to discuss potential issues related to concussions
- recognizing and reporting concussions
- acknowledging the importance of communication between the student, parents, school staff, and any sport organization with which the student is registered
- supporting the implementation of a Return to School Plan for students who have a concussion diagnosis
- prioritizing a student's return to learning as part of the Return to School Plan

Ophea's [sample Concussion Codes of Conduct templates](#), which are geared to the roles and responsibilities of the individuals involved in board-sponsored interschool sports, provide further details.

The school board policy must include strategies to receive confirmation every school year, from each of the following individuals, that the relevant Concussion Code of Conduct was reviewed prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports
- parents of students under 18 years of age who are participating in board-sponsored interschool sports
- coaches participating in board-sponsored interschool sports
- team trainers participating in board-sponsored interschool sports

The school board policy on concussion should also include strategies for making the Concussion Codes of Conduct available – for example, through letters or emails, in a student handbook, and/or on the board website – to students; parents; school and school board staff; volunteers; Indigenous communities, partners, and organizations; organizations that use school facilities such as community sport organizations and licensed child-care providers operating in the school board's schools; as well as relevant community-based organizations, as appropriate.

4. Identification of a Suspected Concussion

School boards should refer to the Ophea [concussion protocol](#) when developing the process for the identification of suspected concussions.

The school board policy must establish a process for:

- identifying suspected concussions;
- immediately and safely removing a student who is suspected of having sustained a concussion from an activity, regardless of whether the concussion was sustained or is suspected to have been sustained at school or elsewhere;
- calling Emergency Medical Services if there is an emergency or if a student has any “red flag” signs and/or symptoms;¹⁵
- informing the student and the student’s parents, if the student is under 18 years of age, that removal from the activity was necessary due to a suspected concussion;
- advising the student who is suspected of having sustained a concussion and the student’s parents, if the student is under 18 years of age, that the student should undergo a medical assessment by a physician or nurse practitioner;
- sharing information about the school board’s process for supporting a student with a suspected concussion, and the school board’s Return to School plan.

The school board policy should also clarify that:

- a student who is suspected of having sustained a concussion, or the student’s parents, if the student is under 18 years of age, should be encouraged to provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner to support the student’s return to learning;
- a student who is suspected of having sustained a concussion, or the student’s parents, if the student is under 18 years of age, must provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner and has not been diagnosed with a concussion, along with confirmation that the student has been medically cleared, before the student can return to full participation in physical activity.

15. For a complete list of “red flag” signs and/or symptoms of a concussion, please refer to the Ophea [concussion protocol](#).

5. Return to School Plan

Each school board's policy on concussion must include a Return to School Plan for students who have been diagnosed with a concussion, regardless of whether the concussion was sustained at school or elsewhere. The Return to School Plan supports both the student's return to learning and their return to physical activity.

The school board's policy, through the Return to School Plan, must:

- establish a process outlining the graduated steps that a student is expected to follow in order to return to learning and to physical activity;
- require that the student and the student's parents, if the student is under 18 years of age, be informed of the importance of sharing with the school any medical advice or recommendations received in relation to the student's concussion diagnosis and their return to learning and physical activity;
- require that the student and the student's parents, if the student is under 18 years of age, be informed of the importance of disclosing the concussion diagnosis to any relevant organizations with which the student is involved or registered (e.g., sport organizations);
- require that the student or the student's parents, if the student is under 18 years of age, provide confirmation of medical clearance by a physician or nurse practitioner as a prerequisite for the student's return to full participation in physical activity.

When these requirements are met, school boards can rely on the information received from a student or the student's parents, if the student is under 18 years of age, in carrying out the school board's responsibilities as part of the Return to School Plan.

When developing the Return to School Plan, school boards should refer to the [Ophea concussion protocol](#). Those developing the plan should note that the return-to-learning process is designed to meet the particular needs of the student, so there is no preset plan of strategies and/or approaches to assist with the return-to-learning activities. The return-to-physical activity process follows an internationally recognized graduated approach.

If a student who is recovering from a concussion is experiencing long-term difficulties that begin to affect their learning, the school board should follow established processes for identifying and documenting instructional approaches and resources that may be required for responding to the student's ongoing learning needs (e.g., individualized classroom accommodations).

6. Concussion Tracking

In accordance with relevant privacy legislation,¹⁶ the school board policy on concussion must include a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

In addition, school boards are encouraged to develop a process to track additional information on an ongoing basis in order to inform updates to their concussion policy, as part of the regular policy review cycle.

The Ministry of Education recognizes the sensitive nature of personal health information and reminds school boards to collect, use, and disclose only the relevant diagnostic information needed to fulfil the requirements of this policy and to disclose it only to the parties identified in this policy.

Similarly, when developing a process to document and track concussions, the school board must limit the collection, use, access, and disclosure of personal and health information to that which is reasonably necessary to carry out the school board's concussion identification procedures and Return to School Plan. Personal and health information collected by the school board must be retained, disclosed, and disposed of in accordance with the school board's personal information retention policy.

Implementation

School boards must implement their updated concussion policy no later than January 31, 2020. School boards must ensure that a process is in place to support ongoing implementation of and compliance with their school board policy at the school level.

School Board Reporting

In accordance with paragraph 27.1 of subsection 8(1) of the Education Act, school boards will be required to report to the Minister of Education, upon implementation and upon request thereafter, on their activities to achieve the requirements outlined in this memorandum.

16. School boards should note that diagnostic and/or clinical information meets the definition of personal health information under the Personal Health Information Protection Act, 2004.



Ministry of Education

Policy/Program Memorandum No. 158

Support for School Boards

The Ontario government has established a [concussion website](#) with key partners. It has been developed to provide reliable, evidence-based information on concussion awareness, prevention, identification, and management for parents, children and youth, educators, coaches, athletes, and health care providers. The website includes the government's Concussion Awareness Resources.

The Ministry of Education's [concussion web page](#) also provides information and resources for school boards on concussion awareness, prevention, identification, and management. The page includes a link to the Ophea [concussion protocol](#).

The [Ontario Public Health Standards: Requirements for Programs, Services, and Accountability](#) (the Standards) identify the minimum expectations for public health programs and services to be delivered by Ontario's boards of health. The Standards include the requirement that public health units reduce the burden of preventable injuries and substance use through consideration of a number of topics, including concussions.

**POLICY P.137.SCO**

TITLE: CONCUSSION MANAGEMENT

Date issued: 27 January 2015

Last revised: ~~28 January 2020~~

Authorization: Board: 27 January 2015

1.0 OBJECTIVE

To ensure awareness about head injury prevention and establish practices to manage concussions.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** refers to the Board of Trustees.
- 2.2 **Concussion** refers to a brain injury that causes changes in how the brain functions, leading to signs and symptoms that can be physical, cognitive, emotional and/or related to sleep. A concussion can occur from a direct blow to the head, face or neck but may also occur from a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull. A concussion can occur with or without a loss of consciousness and cannot normally be seen by means of medical imaging tests or magnetic resonance imaging (MRI) scans.
- 2.3 **District** refers to the Ottawa-Carleton District School Board.
- 2.4 **Return to School Plan** is a personalized strategy to support a student's Return to Learning and Return to Physical Activity after having sustained a concussion.
- 2.5 **Return to Learn** refers to the student's return to doing school work, including activities that involve reading and writing. It does not include physical activities.
- 2.6 **Return to Physical Activity** refers to the student's return to participation in any physical activity that increases the student's heart rate. It includes a student's return to activities such as sports or physical education classes.

3.0 POLICY

Guiding Principles

- 3.1 The Board is committed to ensuring the safety and well-being of students.
- 3.2 The Board recognizes that:

- a) head injuries and/or concussions can adversely impact the cognitive, physical, emotional and social development of students; and
 - b) head injuries and/or concussions can occur in any activity and are not restricted to only sports or other high-risk activities.
- 3.3 The Board believes that:
- a) activities that pose a higher risk for head injuries and/or concussions require additional consideration based on the type of activity and its associated risk;
 - b) awareness of the signs and symptoms of concussion and effective concussion management practices are key preventative strategies; and
 - c) administrators, educators (including occasional teachers), school staff, students, parents, and school volunteers play an important role not only in the prevention of concussion but also in the identification of a suspected concussion, as well as the ongoing monitoring of students with a diagnosed concussion throughout their Return to School Plan.
- 3.4 The Board recognizes the international consensus statement on concussion in sports.
- 3.5 The Board recognizes the Ontario Physical and Health Education Association (OPHEA)'s concussion protocol, as part of the Ontario Physical Activity Safety Standards in Education (OPASSE).

4.0 SPECIFIC DIRECTIVES

Awareness and Training

- 4.1 The Board recognizes Rowan's Law Day and shall ensure annual concussion awareness events for students and parents are held on or around Rowan's Law Day, which occurs on the last Wednesday in September.
- 4.2 The District shall make available information and resources regarding concussion prevention, identification, and management to:
- a) all staff;
 - b) students;
 - c) parents;
 - d) volunteers;
 - e) community partners; and
 - f) childcare providers.
- 4.3 Annual training shall be made available to relevant school staff and extra-curricular leaders to promote awareness and understanding of concussion management practices.

- 4.4 The District shall engage students in concussion-related discussions, including the following:
- a) the importance of fair play and respect for all;
 - b) understanding prohibited play that is considered high-risk for causing concussions;
 - c) understanding the risks of concussion in everyday activities; and
 - d) the importance of the recognition and reporting of concussion symptoms.
- 4.5 Other Prevention Strategies shall include:
- a) minimizing slips and falls in compliance with the Occupiers Liability Act;
 - b) incorporating the rules of a physical activity/sport in the District's learning materials; and
 - c) the proper progressive implementation of the skills required for any physical activity.

Identification and Management

- 4.6 The District shall have practices and procedures in place to govern the identification and management of concussions based on the safety guidelines established by the Ontario Physical and Health Education Association (OPHEA).
- 4.7 The management of a student's concussion is a shared responsibility, requiring regular communication between home, school, sports organizations with which a student is involved and registered, and the student's medical doctor or nurse practitioner or other licensed healthcare providers, such as nurses, physiotherapists, chiropractors, and athletic therapists, who may play a role in the management of a diagnosed concussion.
- 4.8 The District shall use a multi-step Return to School plan which includes: Rest, Return to Learn (symptoms improving), Return to Learn (symptom-free), Return to Physical Activity (light), Return to Physical Activity (specific sports) and Return to Physical Activity (full participation).
- 4.9 Where there is a reason for concern about the possibility of a head injury and/or concussion, the safe practice shall be to discontinue student participation in the activity.
- 4.10 The District shall make it a priority to communicate with parents immediately when a concussion is suspected.
- 4.11 A student with a suspected concussion shall not return to full participation in physical activity unless they are medically cleared by a physician or a nurse practitioner.

Implementation

- 4.12 Every year prior to participation in inter-school Board sponsored sports, ~~the District shall receive confirmation of the review of~~ **one of the Ministry of Education approved** concussion awareness resources **and the respective concussion code of conduct**

will be submitted to the District from the following individuals: ~~this policy, and the associated procedure from each of the following individuals:~~

- a) participant students;
- b) ***their*** parents/guardians;
- c) participant coaches;
- d) team trainers; and
- e) other participating staff.

4.13 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

Education Act, 1990, Section 321

Rowan's Law, 2018

[Consensus Statement on concussion in sport](#) by the Concussion in Sport Group.

OPHEA-[Concussion Protocol](#)

Ministry of Education [PPM 158, School Board Policies on Concussion](#)

[The Berlin Consensus Statement on Concussion in Sport, October 2016](#)

OCDSB Procedure PR.561.SCO Concussion Management



TO: Board

DATE: 22 June2020

RE: OCDSB Motion for OPSBA Annual General Meeting Consideration

Trustee Scott has given notice that she will move the following motion at the Board meeting of 22 June 2020 for submission to the Ontario Public School Boards' Association (OPSBA) for consideration at the OPSBA 2020 Annual General Meeting.

Whereas, the provincial education funding formula was revised to recognize school districts' need to belong to their provincial trustee/school board associations at a time before the Ontario Student Trustees Association (OSTA-AECO) had been established; and

Whereas, Section 55(7) of the Education Act stipulates that a student trustee shall have "the same status as a board member with respect to access to board resources and opportunities for training";

Whereas, the Ontario Student Trustees Association (OSTA-AECO) provides high-quality professional development opportunities to Ontario student trustees to help them work effectively in their roles to improve Ontario's education system for its students; and

Whereas, school boards' lack of funding for membership in Ontario Student Trustees Association (OSTA-AECO) may be a barrier to the participation of many student trustees who would benefit from having access to the resources of their provincial association,

THEREFORE BE IT RESOLVED,

THAT OPSBA support and advocate for the recognition of annual fees for membership in the Ontario Student Trustees Association (OSTA-AECO) in the determination of funding for school district governance in the provincial Grants for Student Needs.

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

Michèle Giroux
Executive Officer
Corporate Services

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



BOARD (PUBLIC)
Report 20-056

22 June 2020

Appointment of a Trustee to the Integrity Commissioner Selection Committee

Key Contact: Michele Giroux, Executive Officer, Corporate Services, (613) 596-8211 ext. 8310

PURPOSE:

1. To appoint a member to the Integrity Commissioner Selection Committee.

SUPPORTING OUR STRATEGIC PLAN:

2. Conducting an open and transparent process for engaging an Integrity Commissioner is consistent with the Culture of Social Responsibility objective of the 2019-2023 Strategic Plan. The appointment of an Integrity Commissioner was an element of the 2019-2020 Board's Annual Work Plan.

CONTEXT:

3. An Integrity Commissioner Selection Committee was formed on 28 January 2020. At that time, Trustees Boothby and Blackburn were elected to the committee. However, staff has received notice of Trustee Blackburn's resignation from the Integrity Commissioner Selection Committee and a replacement is required as the committee was unsuccessful in achieving its mandate and will need to renew the process in August 2020.

KEY CONSIDERATIONS:

4. Integrity Commissioner Selection Committee Composition
The Integrity Commissioner Selection Committee is comprised of the Chair of the Board, Vice-Chair of the Board, two members of the Board appointed by the Board of Trustees, the Director or Director's designate, the Executive Officer and the Manager of Risk and Supply Chain Management and was established for the purpose of supporting the management of the search and selection process for an Integrity Commissioner.
5. Terms of Reference
The Integrity Commissioner Selection Committee shall:

- review and provide input on the draft RFP prepared by Risk Management staff;
- provide guidance on search strategy details, including posting/advertising, communication and/or targeted recruiting;
- receive and review potential candidates;
- determine a shortlist of candidates;
- interview candidates (if required); and
- recommend a preferred candidate to the Board.

6. Timelines and Meetings

The Integrity Commissioner Selection Committee will meet one (1) to two (2) times between now and mid-August 2020 to review a revised RFP. The RFP will be posted for three (3) weeks. The meeting schedule in the fall is dependent on the applications received. Meetings will be conducted using the Zoom meeting platform and typically range between one (1) and (3) hours. It is anticipated that the Integrity Commissioner Selection Committee will conclude its mandate and make a recommendation to the Board in late November.

RESOURCE IMPLICATIONS:

7. There is no cost associated with reposting the RFP to the Bids and Tenders digital platform under the District's annual subscription. Advertisements will be placed in the County of Carleton Law Association newsletter, on the Association of Municipal Managers, Clerks, and Treasurers of Ontario (AMCTO) website and in Ontario Reports, a weekly publication sent to every lawyer in the province. The Integrity Commissioner Selection Committee may also explore the option of the use of an executive search firm to assist in the shortlisting of candidates or firms.

COMMUNICATION/CONSULTATION ISSUES:

8. No external consultation is required. Staff and committee members may seek input from other school boards who have Integrity Commissioners or are seeking Integrity Commissioners on their evaluation process and compensation schedule.

RECOMMENDATION:

THAT Trustee _____ be appointed as a member of the Integrity Commissioner Selection Committee.

Michele Giroux
Executive Officer, Corporate Services

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

Attachments:

Appendix A: Policy P.141.GOV Integrity Commissioner



Appendix A to Report 20-056

POLICY P.141.GOV

TITLE: INTEGRITY COMMISSIONER

Date issued: 17 December 2019

Last revised:

Authorization: Board: 17 December 2019

1.0 OBJECTIVE

To establish the office of the Integrity Commissioner to provide advisory support to the Board and its members in matters of ethics and in the investigation of code of conduct complaints.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Board Member** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*.
- 2.3 **Complaint** means a written allegation filed with the Integrity Commissioner that a Board member has breached Board Policy P.073.GOV Board Member Code of Conduct.
- 2.4 **Staff Members** means employees of the Ottawa-Carleton District School Board.
- 2.5 **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*, and includes student trustees.

3.0 POLICY

Role of the Integrity Commissioner

- 3.1 The Integrity Commissioner shall receive, review and mediate and/or investigate complaints under Board Policy P.073.GOV Board Member Code of Conduct.
- 3.2 The Integrity Commissioner, upon request by the Chair of the Board, shall provide guidance and recommendations to the Board on issues of ethics and integrity related to the application of Board Policy P.073.GOV Board Member Code of Conduct.
- 3.3 The Integrity Commissioner may, upon request, provide confidential written and oral guidance or advice to individual trustees in respect to situations they face in the

exercise of their official duties. Should the matter apply to other members, the advice shall be provided to the whole Board with no reference to the requesting trustee.

- 3.4 The Integrity Commissioner may, upon request, provide advice or recommendations to the Board on matters relating to policies and procedures, professional development and/or legislative changes affecting the Board governance and standards of ethical behaviour of trustees.
- 3.5 The Integrity Commissioner may provide general information, briefings or training to trustees about their duties and obligations under provincial and/or federal legislation, regulations or guidelines, including but not limited to the following:
 - a) *Education Act*;
 - b) *Municipal Elections Act*;
 - c) *Municipal Conflict of Interest Act*;
 - d) *Ontario Human Right Code*;
 - e) *Criminal Code of Canada*;
 - f) *Municipal Freedom of Information and Protection of Privacy Act*;
 - g) *Occupational Health and Safety Act*;
 - h) *Ombudsman Act*; and
 - i) Student Trustees Attendance and Conflict of Interest Guidelines, Education Act, 2007.
- 3.6 The Integrity Commissioner shall be appointed by the Board and carry out their duties independently.

Selection and Appointment of the Integrity Commissioner

- 3.7 The selection process for the Integrity Commissioner shall be conducted in accordance with the procurement policies of the District and overseen by a selection committee of Board members appointed by the Board and chaired by the Chair of the Board or designate.
- 3.8 The selection committee shall recommend a candidate for the Integrity Commissioner position for approval by the Board.
- 3.9 The Board shall appoint an Integrity Commissioner for a two-year term renewable for up to six years in total.
- 3.10 The appointment of the Integrity Commissioner shall be made by approval of the majority of Board members present and voting, at a regular or special meeting of the Board.

- 3.11 The removal of the Integrity Commissioner, for any reason, shall be made only by approval of two-thirds of all members of the Board at a regular or special meeting of the Board.

Accountability

- 3.12 The Integrity Commissioner is accountable to and reports to the Board.
- 3.13 The Integrity Commissioner shall annually report to the Board on:
- a) the number and nature of complaints handled by their office;
 - b) the number and nature of complaints received that were outside the jurisdiction of their office; and
 - c) other activities undertaken in the preceding year.
- 3.14 All annual reports from the Integrity Commissioner to the Board will be made available to the public.
- 3.15 The Integrity Commissioner shall redact any confidential information from their public reports in accordance with *the Municipal Freedom of Information and Protection of Privacy Act*.
- 3.16 The Integrity Commissioner may make interim reports to the Board where necessary and as required.

4.0 REFERENCE DOCUMENTS

Education Act, 1990

Municipal Election Act, 2017

Municipal Conflict of Interest Act, 2017

Criminal Code, 1985

Municipal Freedom of Information and Protection of Privacy Act, 1990

Occupational Health and Safety Act, 1990

Ombudsman Act, 1990

Board Policy P.025.GOV Board Member Conflict of Interest

Board Policy P.073.GOV Board Members Code of Conduct

Board Procedure PR.625.HR: Corporate Code of Conduct for Business Relationships