COMMITTEE OF THE WHOLE
PUBLIC AGENDA

Tuesday, September 15, 2020, 7:00 pm
Zoom Meeting

Pages

     9.2   OSTA Update

     9.3   New Ministry Initiatives Update (if required)

10.   New Business - Information and Inquiries

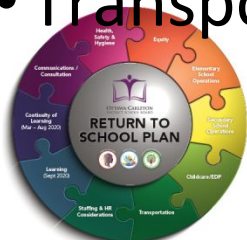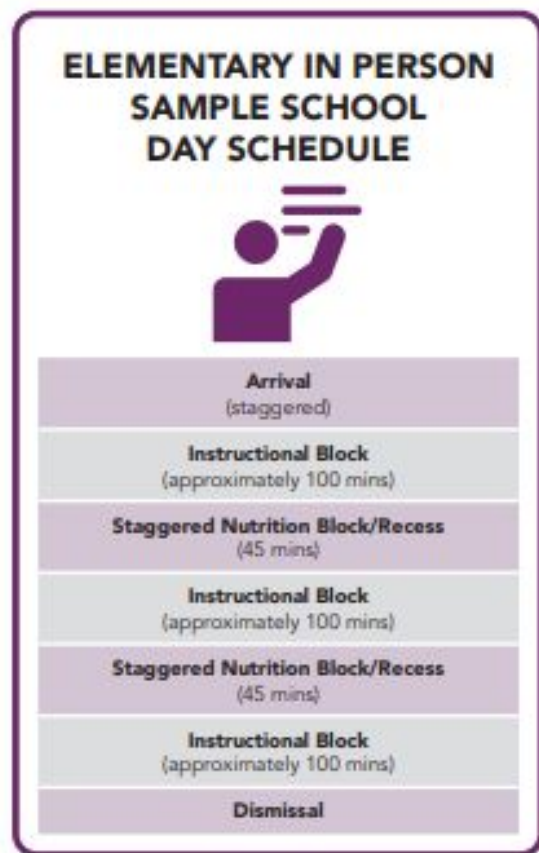11.   Adjournment

Overview

- Staffing

- Financial

- Models

- Special Education

- First Day

- Communications

- Reporting Outbreak Management

- Transportation

Elementary In Person

ELEMENTARY IN PERSON
SAMPLE SCHOOL
DAY SCHEDULE

Arrival
(staggered)

Instructional Block
(approximately 100 mins)

Staggered Nutrition Block/Recess
(45 mins)

Instructional Block
(approximately 100 mins)

Staggered Nutrition Block/Recess
(45 mins)

Instructional Block
(approximately 100 mins)

Dismissal

- Progressive start beginning September 14th, 15th or 16th.

- Day 1, Day 2 and 3 model starting with younger grades and adding daily. Specific grades vary by school.

Example, K-8 school

- Day 1 - grades 1-3, plus specialized class;

- Day 2 grades 1-3 joined by students in 4-6 and some kindergarten students;

- Day 3 joined by students in grades 7 and 8 and the rest of the kindergarten students.

RETURN TO SCHOOL PLAN

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Culture of Innovation

Culture of Caring

Culture of Social Responsibility
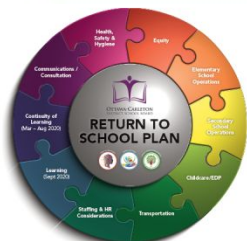
Farley Mowat Welcome Back!

Elementary Class Sizes

	Ministry Requirement	Original Projected Averages for Sept 2020	In Person Averages Sept 2020	Remote Averages Sept 2020
Kindergarten	Average of 26; cap of 29	25.57	22.4	28.9
Primary Grades 1,2, 3	Cap of 20 (10% up to 23)	19	17.6	21.1
Junior Grades 4,5,6	No maximum District average of 24.5	24.5	22.2	33.8
Intermediate Grades 7, 8	No maximum District average of 24.5	24.5	22.2	33.8

As of August 31, 2020

Secondary In Person

- September 8th and 9th orientation for Grade 9 students – well received

- All students started - September 10th (Cohort A) and 11th (Cohort B)

- Students at Sir Guy Carleton, Ottawa Technical High School, Alternate Schools, and Safe Schools classes follow a modified version of this schedule.

Secondary In Person

OCV – Ottawa Carleton Virtual

Innovative · Creative · Virtual

- 17,000 students
- 1 secondary
- 6 elementary campuses
- Start on Friday, September 18th
- 700 FTE teaching positions (194 secondary, 490 elementary teachers)

OCV – Ottawa Carleton Virtual

- Most staffing assignments completed
- Student transfers complete (technical)
- Change requests under consideration
- Working towards readiness for Sept 18th
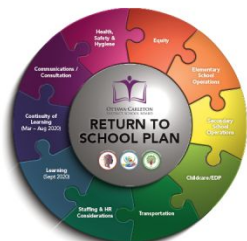
Staffing

- Assigned 7 principals and 10 vice principals to OCV requiring transfers or appointments of acting principals and vice principals

- Reassigned approximately 700 teachers to OCV plus internal school reassignments – essentially a complete redo of academic staffing in 3 weeks

- Approximately 1000 staff requests for accommodation – approved or under review

- Redeployment of Early Childhood Educators and Education Assistants as required
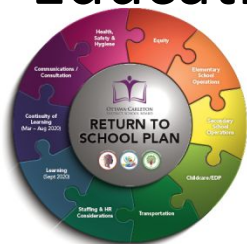
Workload Implications

- Workload implications have been significant on central and school based staff.

- Acknowledge the work of all employee groups

- Most recently, the impact on school administrators has been unprecedented
  - Staff changes
  - Distribution of PPE
  - Implementation of safety protocols
  - Parent communication

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Special Education

- Students with an Individual Education Plan (IEP) will be supported by their classroom educator in-person or in virtual school model.
- Students in Specialized Program Classes (SPC) will have hybrid model – combining students in person and remote.

Panel	# in person SPC students	# of remote learning SPC students	Total SPC Students
Elementary	979	348	1327
Secondary	439	111	550

As of September 10th and subject to adjustment

Childcare and Extended Day

- Extended day and the third-party programs will be running at all designated effective September 14.

- Due to the staggered entry, a child's first day at school will be their official EDP start date.

- Registration process is ongoing; currently estimating registration at around 50% relative to September 2019.

- Currently sitting around 2450 children in the various stages of the registration process.
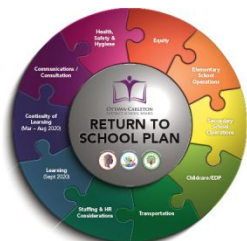
Transportation

- OSTA plays lead role

- Driver shortage has reduced available bus service

- Situation is fluid – daily updates on OSTA website

- OCDSB has been encouraging walking school routes and transportation safety
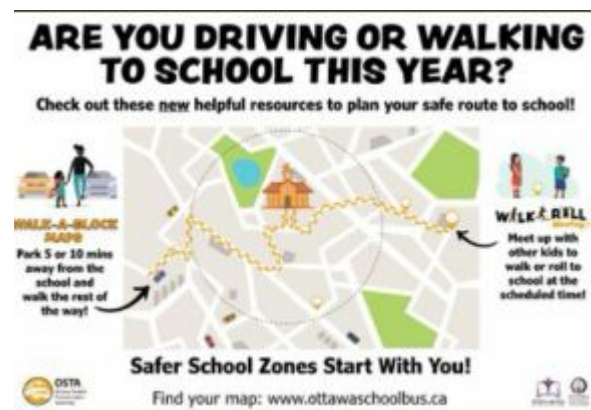
School Councils

- Meetings will be held using Google Meet

- Elections will be 30 days from September 14th

- School councils will need to be established for OCV schools

- Need for clarity on participation of parents of students attending OCV continuing on council at home school

- PIC meeting for discussion on September 21st

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Safety

- Employee Health and Safety a priority for PA day training

- Employee Health and Safety Video launched

- Schools have done excellent job implementing safety protocols

- OPH School Nurses are in schools and providing guidance

Personal Protective Equipment

- Supplies received from Ministry of Education

- All staff required to wear medical grade masks

- Shields offer eye protection and are encouraged

- Gowns, shields and gloves required for toileting, exposure to bodily fluids, and certain types of cleaning

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

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Daily Self-Assessment

All students and staff must conduct a <u>COVID-19 screening</u> prior to attending school or work using OPH screening tool.

Available in <u>English</u>, <u>French</u>, <u>Swahili</u>, <u>Spanish</u>, <u>Chinese</u>, <u>Arabic</u> and <u>Somali</u>

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Reporting Requirements

- Daily reporting from Ottawa Public with Do Not Attend Lists (students and staff who cannot attend school/work until cleared by OPH)

- Daily reporting to Ministry of Education by schools and district

- Daily reporting of Covid-19 cases on District website

Case and Outbreak Management

- Defined process with OPH for management of individual cases and outbreaks

- OPH defines outbreak as 2 or more cases in one school which are related to the school

- OPH is advising that individuals without a negative test result, or another diagnosis, that individuals with symptoms and their household contact self-isolate for 14 days

- OPH defines close contacts, positive cases, outbreaks and closures

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Symptomatic Student or Staff at School
School Decision Guide

Valid as of Sept 6, 2020

Ottawa | Public Health / Santé publique

START → Student or staff become ill at school → **STUDENT**

STAFF

Staff and household contacts leave to isolate at home

IPAC measures: deep clean classroom as per ministry guideline

Did the individual with symptoms get tested based on guidelines/HCP recommendations?

YES

NO

Individual with symptoms and household contacts stay isolated at home

Result received

Positive / Negative

Individual with positive test result and household contacts remain in isolation and follows OPH guidance

Individual with symptoms needs to isolate until without symptoms for 24 hours. Household contacts may return if without symptoms

Individual with symptoms and household contacts must self-isolate for a minimum of 14 days and be without symptoms for 24 hours before returning

Individual has alternative diagnosis provided by HCP

Individual with symptoms needs to isolate until without symptoms for 24 hours. Household contacts may return.

Student goes to isolation room

Staff supervising student uses PPE kit

School calls parent/guardian to pick up student

IPAC measures: deep clean isolation room as per ministry guidelines

School identifies if other household contacts are within the school

Student and household contacts at the school get picked up to self-isolate at home

IPAC – Infection Prevention and Control

PPE – Personal Protective Equipment

HCP – Healthcare Provider

OPH – Ottawa Public Health

END

RETURN TO SCHOOL PLAN

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

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Confirmed Positive Student/Staff
School Decision Guide

Valid as of Sept 7, 2020

Ottawa | Public Health Santé publique

START

OPH is informed of a positive test result of an individual at school

Principal is informed of a positive test result of an individual at school. Principal contacts CSST nurse

OPH CSST nurse will contact the principal in order to obtain the required student and staff lists. The investigation will be based on dates, duration and proximity of interactions, and PPE worn in order to assess exposure risk

OPH confirms positive result and confirms period of communicability at school. OPH will contact the individual with the positive result and begin case management investigation

As per letter to all parents/guardians and staff about the process sent from OPH through the school, OPH CM will contact parents/guardians/students and staff that are identified as close contacts by OPH, to provide isolation and testing instructions

OPH CSST will contact the principal, the superintendent and the school board to inform them that there is a confirmed positive test result of an individual at their school

This individual should already be isolated at home, as per guidelines provided to all who are tested. If not, Principal should ensure they isolate from others immediately and are sent home

OPH CM will be in contact with the individual with the positive result and close contacts regularly until discharged by OPH

OPH CSST nurse will provide the school with a letter to all parents/guardians and staff to inform them of an individual with a positive test result and the next steps

"Do Not Attend List" will be provided daily by OPH with student/staff names who are not to attend school. Schools must ensure compliance

END

*Secure File Transfer must be used in communicating details between school setting and OPH.

IPAC – Infection Prevention and Control   **PPE** = Personal Protective Equipment   **CSST** = COVID-19 School Support Team   **OPH** – Ottawa Public Health   **CM** – Case management

RETURN TO SCHOOL PLAN

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

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OCDSB COVID-19 Dashboard

Ottawa-Carleton District School Board / Our Schools / COVID-19 Response / OCDSB COVID-19 Dashboard

***Note**: The total number of staff cases in the table below may differ slighty from the total cases reported in the school charts as one staff member may impact multiple schools.

OCDSB Totals	
Total student cases of COVID-19	0
Total staff cases of COVID-19	0
Total classes closed due to COVID-19	0
Total cohorts closed due to COVID-19	0
Total schools closed due to COVID-19	0

OCDSB COVID-19 DASHBOARD

Communications Updates

- Central communications have been key strategy since March 14, 2020

- Shifting focus to school based communications with central supports

- Website remains central repository supported by email, letters, social media, media, community partners

- Stability in delivery model allows for enhanced communication

Key Communications Deliverables

- 5 videos

A Safe Return to School — 3:31

A Safe Return to School (Arabic) — 4:22

Employee Health and Safety — 0:03 / 3:47

Welcome to Kindergarten

Watch Director's 2020 Welcome Back Video Message for Staff

RETURN TO SCHOOL PLAN

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

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Key Communications Deliverables

- Student and Parent Webinars

- Over 2400 participants to date
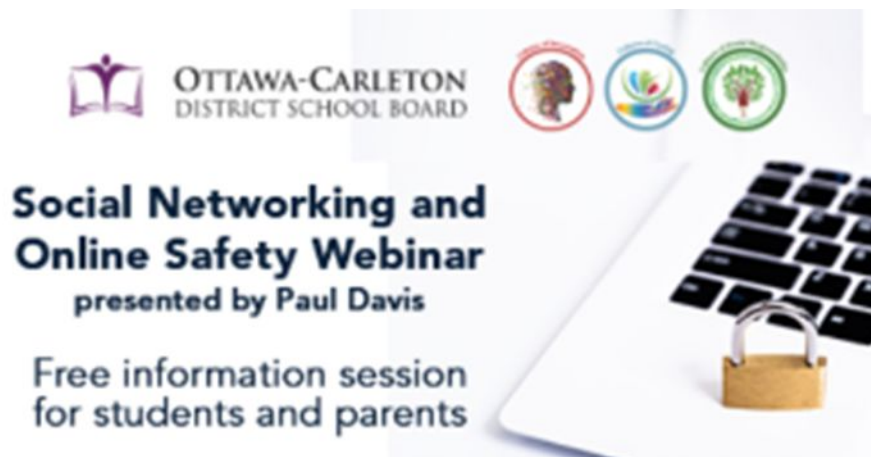
Key Communications Deliverables

- Branding and Communications Support OCV
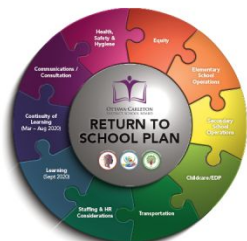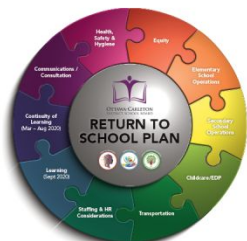
OSTA
Ottawa Student
Transportation
Authority

M E M O R A N D U M

TO:	Tom D'Amico, OCSB Director of Education Camille Williams-Taylor, OCDSB Director of Education
FROM:	Vicky Kyriaco, General Manager/Chief Administrative Officer
DATE:	September 14, 2020
RE:	**School Start Up 2020-2021**

Students

There are 36,500 students planned on yellow bus transportation and approximately 3000 students planned on vans and wheelchair buses.

Route Planning

	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
Large Vehicle Routes	613*	627	631	620	607	606	677
Small Vehicle Routes	n/a	1237	1305	1148	2116	1055	988
Presto Passes	9000**	11266	10485	9234	9099	9601	8385
WSB Routes/Leaders	14	8/12	13/18	12/15	12/16	8/10	6/7

* planned and changing daily
**assigned but up to 30% not using

Routes were given to operators for distribution to drivers on August 28, 2020, almost one month later than usual, due to the numerous scheduling changes that took place throughout August. On September 4 the Parent Portal was opened.

By Tuesday September 8, it became apparent that operators would not have enough drivers to cover all yellow bus routes. OSTA began re-configuring routes and working with OC Transpo to transition some students to public transit. Cancelled routes were posted and announced on September 11, 2020.

Rolling Start-Up Sept 8 2020

Due to numerous changes in scheduling throughout August, OSTA and Operators required time to re-design routes and distribute them to drivers. Yellow bus service was consequently delayed to Monday September 14, 2020.

Van and wheelchair bus service was able to start on a rolling basis. As routes were finalized and assigned to drivers, drivers called families and confirmed their child's first pick up date and timings.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

OTTAWA
CATHOLIC
SCHOOL BOARD

Yellow Bus Start-up Sept 14

On Friday September 11, OSTA announced that 30 routes would be cancelled due to driver shortage. An additional 7 routes were subsequently cancelled over the weekend and on Monday morning as drivers continued to call in and advise their employers they would not be returning to work. A total of 37 routes did not run on Monday September 14. In some cases only morning or only afternoon portions were cancelled, or both.

OSTA's first priority is student safety within the system. For this reason, it is important to let the system stabilize before making any other changes. Once the driver pool is confirmed, OSTA will focus on making changes in rural areas where internet is known to be spotty and for high needs school communities, as identified by the school boards. As drivers become available, service will be reinstated in other areas.

Driver Shortage

OSTA's Operators report a driver shortage of more than 100 drivers as of September 10, 2020. The prevalent reasons drivers have mentioned for not returning to work are concerns for their health due to COVID, and concern for their family's health. Many drivers are retired seniors in the 60+ vulnerable age/health range.

Some drivers are waiting to see how the start-up goes and may return in October is they feel confident the risk is being managed to their satisfaction. Others are requesting changes to their routes to address their concerns. OSTA is collaborating with operators to make changes where possible to address drivers' concerns.

Communication

OSTA has implemented an internal call centre set up, much like last year. The call centre was open as of September 8, 2020.

Parents can access transportation information for their children via OSTA's web-based Parent Portal. We actively encouraged subscription of email notification of delays, and other messages, and we currently have **59,562** email subscribers (an 11% increase over last year), although only 26.4K have children in the system. @OTTBus has **29.800** Twitter followers.

Schools can access OSTA via the emergency school lines or OSTA staff direct lines. They also have access to OSTA's web-based school portal.

Transportation Contracts

All Transportation contracts have been signed for large and small vehicles. The Presto agreement has been signed with OC Transpo. The contract with Ottawa Safety Council for Walking School Bus and the contract with EnviroCentre for School Active Transportation planning have been signed.

Operators have requested a revision of contract compensation due to additional cleaning requirements and extended runs. Also to be addressed is the impact of the driver shortage on service.

School Bus and Pedestrian Safety Day

School Bus and Pedestrian Safety Day was cancelled this year, due to concerns with group gatherings. Safety materials and videos were distributed to schools and through OSTA's channels to prepare first-time riders for their bus riding experience.

A new video for young riders has been produced and distributed which addresses hand and respiratory hygiene, social distancing, assigned seating and other new aspects of school bus safety.

Health, Safety and Seat Assignments

OSTA created child-friendly graphics for training and reinforcement purposes addressing respiratory and hand hygiene. Graphics are located in classrooms and buses to remind students to wear their mask, cough/sneeze in elbows, stay in assigned seats, etc.

Seating plans are being prepared by schools that group siblings together or classroom cohorts together. Students are assigned a seat number which are clearly marked within the bus. The seating plan is given to the bus driver to enforce. Ottawa Public Health will use the seating plans to conduct contact tracing in the event a COVID case is identified.

Public Transit Training

A new video for first time transit riders has been created that covers health and safety elements on public buses and trains. A new flyer was also designed to hand out with Presto cards outlining health and safety protocols when using public transit. Items like riders must wear masks, hand sanitizing and enhanced cleaning are described.

School Zone Safety

OSTA anticipated many parents would choose to drive their children to school rather than using transportation services, leading to greater traffic and safety concerns around the school site. In partnership with EnviroCentre, a Walk-a-Block map was created for every elementary school that shows parents how far 400m or 800m walk might be to encourage them to park away from the school and walk partway.

In collaboration with Algonquin College, OSTA also created Walk and Roll Meet Up Maps for every elementary school. These maps show stop locations where students can gether (yet stay apart) to walk to school together. Safety in numbers is the key to getting students to walk, and their parents to let them walk all the way to school.

OSTA also communicated with the City of Ottawa to discuss risk mitigation strategies, which were approved by City Council and/or various departments. Budget for additional adult crossing guards, additional By-Law and Police Traffic enforcement, communication and education, etc, was put in place and campaigns are ongoing.

Regards,

Vicky Kyriaco
General Manager/Chief Administrative Officer

Building Brighter Futures Together at the Ottawa-Carleton District School Board

TO: Chair and Members   DATE: 15 September 2020
        of the Board

RE: Review of Police Involvement in Schools

Trustee Rob Cambell has given notice that he will move as follows at the Committee of the Whole meeting 15 September 2020, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS there is significant public interest in both OCDSB relations with Ottawa Police Services (OPS) and the school system's role in the School-to-Prison pipeline;

WHEREAS the Board is committed to the dismantling of any internal systemic racism and to the urgent building of trust with impacted communities and students;

WHEREAS the Board is committed to re-examining its practices, policies, and outcomes with an equity lens, and this equity focus is an important part of the Board's 2019-2023 Strategic Plan;

WHEREAS none of (i) the nature nor the purpose of the Board's engagement with different sorts of School Resource Officers (SRO), (ii) Policy P.043.SCO Police Involvement in Schools, or (iii) the discretionary OCDSB commitments made in the multilateral Protocol governing all Board-Police relations, have been reviewed in several years; and

WHEREAS a review of all of SRO programs, the Board's Policy, and discretionary OCDSB Protocol commitments, is timely given that a Board review of its Safe Schools-related policies is already in progress;

THEREFORE BE IT RESOLVED:

A.   THAT the Board review Policy P.043.SCO Police Involvement in Schools, including:
       (i) all varieties of School Resource Officer (SRO), and
       (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing area School District and Police relations.

B.   THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes:
(i) internal and external consultation plans, per Policy P.110.GOV, as well a plan for the overall review with milestones, and
(ii) options for the inclusion of discussion with external academic or other experts and the creation of ad hoc or steering committees.

Camille Williams-Taylor   Michèle Giroux
Director of Education and   Executive Officer
Secretary of the Board   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.

Ottawa-Carleton
DISTRICT SCHOOL BOARD

POLICY P.043.SCO

TITLE: POLICE INVOLVEMENT IN SCHOOLS

Date Issued: August 1998
Last Revised: 27 May 2008
Authorization: Board: 26 June 1998

1.0   OBJECTIVES

The objectives of this policy are to:

a)   encourage ongoing, adaptive, and responsive partnerships between police and the school community;

b)   assist in providing for the greater safety, and protection of, students, teachers, staff and volunteers in schools;

c)   facilitate sharing and disclosure of appropriate information;

d)   promote joint consultation and partnerships between the school board and police services on maintaining a safe school environment;

e)   ensure that the obligations and requirements of both the education and the law enforcement systems are met;

f)   ensure that the rights of students and staff are respected when police are involved in schools and at school-sponsored events; and

g)   ensure compliance with the *Provincial Model for a Local Police/School Board Protocol*, the Regional Safe Schools Committee's *Protocol to Accompany Safe Schools Policies in the City of Ottawa*; the *Youth Criminal Justice Act* and, for students under the age of 12, the *Child and Family Services Act*.

2.0   POLICY

2.1   In order to support a safe learning and work environment, the Board shall establish and maintain strong partnerships with the Ottawa Police Service.

2.2   The Board shall:
a)   establish protocols with police services which enhance the school/police working relationship and facilitate police access to schools while respecting the individual

rights of all persons in schools;

b)   support a range of police involvement, primarily through the School Resource Officer (SRO); and

c)   actively encourage the co-operative development of preventative strategies within the context of progressive discipline with students, staff, parents, school councils, and the police in order to reduce the level of violence and aggression in our community and in our schools.

3.0   SPECIFIC DIRECTIVES

3.1   The Director of Education shall, on behalf of the Board, participate with other Ottawa area school boards and the Ottawa Police Service, in the establishment and revision of a *Protocol to Accompany Safe Schools Policies in the City of Ottawa*, which is a protocol developed to provide school administrators, teachers and police officers with a procedure for police involvement in the schools that is consistent in all school boards in the City of Ottawa and is in accordance with the Provincial Model for a Local Policy/School Board Protocol. Nothing in this *Protocol* is to be applied so as to contravene the *Criminal Code*, the Ontario *Education Act*, or the Ontario *Municipal Freedom of Information and Protection of Privacy Act*.

3.2   The Director of Education shall establish such procedures as may be necessary to implement this policy.

4.0   REFERENCE DOCUMENTS

Education Act
Ontario Regulations 298; 474/00, *Access to School Premises*
Child and Family Services Act. R.S.O. 1990, c. C.11
Violence-Free Schools Policy - MOET 1994
Municipal Freedom of Information and Protection of Privacy Act.
Youth Criminal Justice Act
Provincial Model for a Local Police/School Board Protocol, MOET, 2000
Protocol to Accompany Safe Schools Policies in the City of Ottawa, 2016
Board Policy P.026.SCO: Student Suspension and Expulsion
Board Policy P.032.SCO: Safe Schools
Board Policy P.034.SCO: Substance Abuse
Board Procedure PR.515.SCO: Student Suspension and Expulsion
Board Procedure PR.521.SCO: Safe Schools
Board Procedure PR.523.SCO: Substance Abuse
Board Procedure PR.524.SCO: Access to School/Board Premises
Board Procedure PR.525.SCO: Weapons
Board Procedure PR.528.SCO: Critical Incident Review Process
Board Procedure PR.534.SCO: Investigation, Search and/or Seizure (Students)
Board Procedure PR.533.SCO: Police Involvement in Schools

PROTOCOL TO ACCOMPANY SAFE SCHOOLS POLICIES IN THE CITY OF OTTAWA

Developed by:
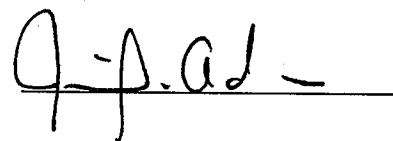**The Regional Safe Schools Committee of Ottawa**

Revised August 2016

TABLE OF CONTENTS

1. *Signatories to the Protocol*

This Protocol for Police Involvement in the Schools of the city of Ottawa has been revised and adopted by the following partners:
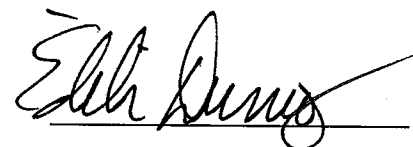
Jennifer Adams,
Director of Education/Secretary of the Board
Ottawa-Carleton District School Board
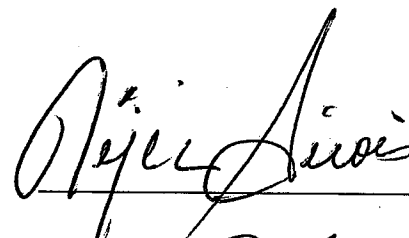
Denise Andre, Director of Education
Ottawa Catholic School Board

Directeur de l'éducation
Conseil des écoles publiques de l'Est de l'Ontario

Rejean Sirois, Directeur de l'éducation
Conseil des écoles catholiques
du Centre-Est

Charles Bordeleau, Chief
Ottawa Police Service

Revised August, 2016

To facilitate effective communication among the organizations, which are signatories to this protocol (listed at the beginning of this document), each organization will designate one or more staff members as contact persons. Such designations should be reviewed and communicated annually to the other signatories. The persons will be contacted in matters related to this protocol, which may include media-related issues.

Protocol for Police Involvement in the Schools of Ottawa

2. Guiding Principles

Consistent with past practices, the Protocol for Police Involvement in the Schools of Ottawa is designed to support and enhance the efforts of schools, their communities, and the Ottawa Police Service in providing safe places in which to learn and work. It does so by consistently supporting boards' safe schools policies and local codes of conduct, which promote respect and civility in the school environment. The Protocol recognizes that all members of the school community enjoy equal rights in accordance with the Ontario Human Rights Code, while acknowledging the need to provide a balance between rights and responsibilities.

3. Introduction

In keeping with the policy direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services (MCSCS) the *Protocol to Accompany Safe Schools Policies in the City of Ottawa* (the Protocol) is intended to provide school administrators, teachers, and police officers with a procedure for police involvement in the schools which is consistent in all school boards in the City of Ottawa. This protocol will apply equally to school board properties or when students are involved in or attending school/board-sponsored activities. It will assist in providing greater safety and protection of students, teachers, principals, staff, and volunteers in the school. It will also facilitate appropriate sharing and disclosure of information.

It is the practice of the school boards in the City of Ottawa to cooperate with the Ottawa Police Service in maintaining safe and orderly environments in the schools and facilities of the boards and at all board-sponsored activities. In addition to responding to and investigating school-related incidents, police are essential partners in the prevention of crime and violence in the school environment. Police officers, school administrators and school personnel agree to work in a supportive, cooperative and equal partnership aimed at creating school environments that promote respect, responsibility, and civility. Our partnership will be maintained in a highly professional manner and will be an exemplary model of collaboration and cooperation. Furthermore, our goal is to encourage and foster constructive, ongoing, adaptive, and responsive partnerships between police and the school communities. Our coordinated approach is intended to be multifaceted, in an effort to best serve the well-being needs of our students, families and communities.

The School Resource Officer (SRO) program has proven the value of this cooperation and has provided a mutually supportive framework. Nothing in this protocol will be interpreted or applied so as to contravene obligations and procedures required by provincial and federal legislation (e.g., *Ontario Human Rights Code*,

Criminal Code, Youth Criminal Justice Act, Education Act, Safe Schools Act, Ontario Municipal Freedom of Information and Protection of Privacy Act, Child and Family Services Act, Occupational Health and Safety Act, Police Services Act, Ontario Human Rights Code, and *Fire Protection and Prevention Act*).

It is important to remember that this protocol will be used regardless of whether the complaint or investigation was initiated by the police, principal or designate, central staff of the board, a victim, or a victim's parent or guardian.

If, for any reason, a principal or vice-principal is not present at the time an incident is being investigated, the teacher in charge of the supervision of the activity will act as the designate on behalf of the school.

4.   Role and Mandate of Police Service

In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety.

The legislated duties of police officers, outlined fully in section 42 *of the Police Services Act*, include the preservation of peace, preventing crimes and other offences as well as encouraging and assisting other persons in their prevention, assisting victims of crime, apprehending criminals and other offenders, laying charges, and participating in prosecutions.

The members of the Ottawa Police Service will fulfill their duties in a variety of ways including conducting investigations, promoting a reduction of crime committed both against and by young people, diverting young people away from crime and antisocial behaviour, and working in partnership with government and community-based organizations to support positive youth development.
In addition to the duties outlined above, police will also be involved in doing the following:

❏   engaging and working proactively in partnership with school officials to ensure the effectiveness of this protocol;
❏   enforcing the *Youth Criminal Justice Act,* the *Criminal Code*, and other federal, provincial, and municipal legislation and related regulations;
❏   assisting in the development of young people's understanding of good citizenship; and
❏   providing information on community safety issues.

5.   Role and Mandate of School Boards

In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety.

The principal will continue to have a role consistent with his or her statutory responsibility for the health and welfare of students and to maintain discipline in the school.

The school boards have a responsibility, along with community partners, to develop, implement and maintain measures to provide and ensure the safest possible learning/work environments for students, staff and others lawfully on school property. Schools and school boards are encouraged to provide opportunities to access training and resources to support the implementation of this Protocol to all staff including those that are part-time or itinerant.

Specific roles and responsibilities include:

❏ complying with the requirements related to the duties of principals and teachers under the *Education Act* and regulations;
❏ complying with the requirements legislated under the *Child and Family Services Act* (e.g., "duty to report");
❏ administering school-related disciplinary action (e.g., suspensions and expulsions);
❏ developing a code of conduct, as required under the *Safe Schools Act, 2000*;
❏ developing policies/procedures that support a safe learning and working environment;
❏ ensuring that resources (e.g., drug awareness, conflict resolution) are accessible to assist school staff in promoting crime prevention;
❏ developing policies on how to respond to crises, including a media plan;
❏ developing specialized programs and services within available resources to respond to the needs of students;
❏ ensuring that prevention and intervention strategies are available;
❏ providing staff with opportunities for acquiring the skills necessary to promote safe school environments;
❏ developing an effective consultation mechanism for soliciting input from staff, students, parents, school councils and police in the development of local protocols; and
❏ developing and maintaining community partnerships, (e.g., health, social services, child welfare).

6. *Role of the Principal or Designate*

The role of the principal or designate is to maintain, in accordance with the requirements of relevant legislation and school board policies, a safe, orderly learning and working environment for students, staff, and others lawfully on school property. As part of that role, the principal or designate:

❏ acts in *loco parentis* to the students of the school, consistent with board policy and procedure, and legislative requirements;

❏ implements safe schools and violence prevention policies and procedures;
❏ communicates awareness of policies and procedures to staff, students, parents and school communities;
❏ clearly explains the school/ board's code of conduct to staff, students and their families, including—the potential reach of school discipline with respect to behaviours taking place outside of school that have a *negative impact on school climate**;
❏ conducts investigations of incidents for which *suspension** or *expulsion** must be considered under the *Education Act*, including the responsibility to take *mitigating and other factors** into account, as set out in Ontario Regulation 472/07; and
❏ provides staff with opportunities to acquire the skills necessary to promote safe, equitable, and inclusive school environments.
(asterisk * indicates a term defined in this document)

7.   *Definitions / Explanation of Terms*

It is recognized that the principal and other school personnel are not expected to be legal experts and therefore should not be required to apply strict legal interpretations.

When a principal believes that an incident or infraction has occurred requiring police involvement, the principal must take the required action.   However, the following definitions are provided to serve as a guideline to assist principals and their designates in assessing incidents and carrying out obligations pursuant to the *Education Act* and other relevant legislation. It should be noted that board policies and procedures may expand or extend this definition.

For the purpose of this document, the following terms will be defined as follows:

abduction: As per the *Criminal Code of Canada*, the definition of abduction is as follows:

  a) Everyone who, being the parent, guardian or person having the lawful care or charge of a person under the age of fourteen years, takes, entices away, conceals, detains, receives or harbours that person, in contravention of the custody provisions of a custody order in relation to that person made by a court anywhere in Canada, with intent to deprive a parent or guardian, or any other person who has the lawful care or charge of that person. Further to that:

  b) Everyone who, being the parent, guardian or person having the lawful care or charge of a person under the age of fourteen years, takes, entices away, conceals, detains, receives or harbours that person, whether or not there is a custody order in relation to that person made by a court anywhere in Canada, with intent to deprive a parent or guardian, or any other person who has the lawful care or charge of that person.

assault: A person commits an "assault" when:
   a)   without the consent of another person, he applies force intentionally to that other person, directly or indirectly;
   b)   he attempts or threatens, by an act or a gesture, to apply force to another person, if he has or causes that other person to believe on reasonable grounds that he has, present ability to effect his purpose; or
   c)   while openly wearing or carrying a weapon or imitation thereof, he accosts or impedes another person or begs.

barricading: Creating a further barrier to a classroom or office that would obstruct the entry of an intruder, should the locked door be compromised. Barricading can be done by a number of means, including but not limited to adding a secondary locking mechanism or blocking the doorway with a large moveable object or with multiple smaller moveable objects. The barricade should be capable of being removed to allow exit from the room once the lockdown incident has been resolved.

criminal harassment: Criminal harassment occurs when:
   a) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and
   b) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.

exigent circumstances: Urgent,   pressing,   and/or   emergency circumstances. Exigent circumstances usually exist when immediate action is required for the safety of the police or others. Such circumstances may include a bomb threat, a person possessing or using a weapon, or a fire on school property. (See Appendix A for Bomb Threat Procedures)

explosive substance: Includes:
   a)   anything intended to be used to make an explosive substance;
   b)   anything, or any part thereof, used or intended to be used, or adapted to cause, or to aid in causing an explosion in or with an explosive substance; and
   c)   an incendiary grenade, fire bomb, Molotov cocktail or other similar incendiary substance or device and a delaying mechanism or other object or material intended for use in connection with such a substance or device.

expulsion: The removal of a student from his or her school or from all schools of the board. Students expelled only from their school are assigned to another school of the board. Students expelled from all schools of the

board must be offered a program for expelled students. Activities for which expulsion must be considered are found in section 310(1) of the *Education Act*. An example is using a weapon to cause or to threaten bodily harm.

extortion: The use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something against their will.

extra-judicial measures: Measures used by police to hold a young person accountable for his or her alleged criminal behaviour, in a timely manner, outside the formal youth justice system. The formal system would include charging the individual and going through the court process. Extra-judicial measures hold a youth accountable for his or her actions and provide sanctions outside of judicial proceedings. Some examples of sanctions include substance abuse counselling, volunteer work, repair of or compensation for damaged or stolen property, and a letter of apology.

gang-related occurrences: Incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

hate- and/or bias-motivated occurrences: Incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are wilfully intended to promote or incite bias or hatred against such a group.

lockdown: A procedure used in response to a major incident or threat of violence within the school, or in relation to the school. (See Appendix B for details)

mischief: Everyone commits "mischief" who wilfully:
   a) destroys or damages property;
   b) renders property dangerous, useless, inoperative or ineffective; or
   c) obstructs, interrupts or interferes with the lawful use, enjoyment or operation of property.

mitigating and other factors: Circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student, as required by the *Education Act* and as set out in Ontario Regulation 472/07 (quoted below):

Mitigating factors:

a) For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the *Act*, the following mitigating factors shall be taken into account:

   i. The pupil does not have the ability to control his or her behaviour.

   ii. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.

   iii. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other factors:

b) For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the *Act*, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

   i. the pupil's history;

   ii. whether a progressive discipline approach has been used with the pupil;

   iii. whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;

   iv. how the suspension or expulsion would affect the pupil's ongoing education;

   v. the age of the pupil;

   vi. In the case of a pupil for whom an individual education plan has been developed:

   vii. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan;

   viii. whether appropriate individualized accommodation has been provided; and

   ix. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

negative impact on school climate: A possible result of inappropriate activities or behaviours, whether those activities/behaviours occur inside or outside the school. Actions or behaviours that occur outside school may still have a negative impact on school climate. For example, cyber bullying often occurs outside school, but if it targets individual students and causes them to be afraid to come to school, it is having a negative impact on school climate.

non-consensual sharing of intimate images: Knowingly publishing, distributing, transmitting, selling, making available, or advertising an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave

their consent. The term "intimate image" refers to a visual recording such as a photograph, film, or video recording of a person in which the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

Parent/legal guardian: Refers to a parent or legal guardian; that is, a person legally entrusted with the care of, and managing the property and rights of, another person, usually a child/youth who is under the age of 18. 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 considered to be adults.

police involvement: Indicates any type of police involvement including telephone consultations, reports taken over the telephone, attendance at a school to conduct an investigation, lectures or any other way in which police provide guidance or assistance.

police response: The attendance of police at a school for the purpose of conducting an investigation or assisting with another request.

possession: Having in one's personal possession or in joint possession with another person, illegal material (i.e. drugs, stolen property, child pornography).

relationship-based violence: Any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may comprise a single act of violence, regardless of the level of physical injury, or a number of acts forming a pattern of abuse through the use of assaultive and controlling behaviour.

robbery: The use of violence or threats of violence to steal money or other property from a victim.

sexual assault: Any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used – instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

suspension: The removal of a student from his or her school and all school-related activities for a minimum of one school day to a maximum of twenty school days. Activities for which suspension must be considered are found in subsection 306(1) of the *Education Act*. An example is possessing alcohol or illegal drugs.

threats: Any statement, act, or communication, by any means, including electronic means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out. Includes threats made on social networking sites or through instant messaging, text messaging, e-mail and so on (See Appendix C - VTRA Protocol)

trafficking: Assisting in any manner with the distributing of a controlled drug or substance, as set out in the *Controlled Drugs and Substances Act*, or with the distributing of weapons.

weapon: Any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

Note: Individual Boards may choose to expand, within Policy and Procedure, the definitions above.

8. *Occurrences Requiring Police Involvement or Response*

The degree of police involvement in dealing with a school-related incident will be determined by the police in consultation with the school or board employee, parent, student or any other individual making the report. The police officer will make his or her decision based upon factors such as, but not limited to the type of incident, its severity, time of occurrence, or whether suspect is known or not.

Mandatory Notification of Police

School principal or designate will ensure police notification for the following types of incidents:

- ❏ possession of a weapon including, but not limited to, firearms
- ❏ use of weapon to cause bodily harm or to threaten serious harm
- ❏ physical assault causing bodily harm requiring medical attention
- ❏ threats* of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, e-mail, and so on; (refer to VTRA protocol - Appendix C)
- ❏ sexual assault
- ❏ possession of illegal drugs
- ❏ trafficking in drugs or weapons
- ❏ robbery
- ❏ extortion
- ❏ hate and/or bias-motivated incidents

❏ gang-related incidents
❏ criminal harassment
❏ possession of an explosive substance
❏ bomb threat
❏ all deaths directly impacting the school community
❏ abduction
❏ possession of child pornography
❏ non-consensual sharing of intimate images

Discretionary Notification of Police

❏ threats
❏ giving alcohol to a minor
❏ being under the influence of alcohol or illegal drugs
❏ incidents of vandalism/mischief
❏ trespassing incidents.

Principals should consider mitigating and other factors when deciding whether to call the police in these discretionary situations. It is expected that all other school-related occurrences not specified in the protocol will be dealt with by the principal or designate on a case-by-case basis, and that police will be notified at the principal's discretion.

For students with special education needs, school boards should identify circumstances where a police response is neither necessary nor appropriate. (Refer to section 14 of this document.)

Where children under the age of 12 are involved, principals are expected to apply the rules outlined above for reporting incidents to the police. Children under 12 cannot be charged with an offence under the *Criminal Code, Youth Criminal Justice Act, or the Provincial Offences Act*, but police may take reports of incidents allegedly committed by students in this age group and may respond in an appropriate manner.

9. *Information Sharing and Disclosure*

A number of different statutes deal with information sharing and disclosure. These include federal legislation (*Criminal Code, Youth Criminal Justice Act*) and provincial legislation (*Municipal Freedom of Information and Protection of Privacy Act, Education Act, Child and Family Services Act*). In situations where federal and provincial laws are in conflict with each other, the federal law takes precedence. (Refer to section 15 of this document)

Child and Family Services Act (CFSA)- Duty to Report

The *Child and Family Services Act* (CFSA) outlines the requirements for *Duty to Report* a child or youth in need of protection (Section 72, CFSA). Despite the provisions of any other Act, if a person, including a person who performs

professional or official duties with respect to children, has reasonable grounds to suspect the child or youth under the age of 16 has been emotionally or physically harmed or is at risk of emotional or physical harm, the person must report the suspicion and the information on which it is based to the Children's Aid Society (CAS) directly. Please refer to the Protocol for the Investigation of Child and Youth Maltreatment between The Children's Aid Society and Ottawa Police Service and local School Boards for more details regarding the procedures to follow.

Police Access of OSR (Ontario Student Record)

The police can access a student's Ontario Student Record (OSR) by warrant or Production Order or with the written consent of a *parent** or of the student, if the student is 18 years of age or older. In exigent circumstances, the police can access a student's OSR without a warrant, under section 487.11 of the *Criminal Code.*

Youth Criminal Justice Act (YCJA)

The YCJA sets out the procedural requirements for dealing with students charged with offences.
(Refer to Part 6 (ss. 110 to 129) of the YCJA, "Publication, Records and Information".) http://laws-lois.justice.gc.ca/eng/acts/y-1.5/FullText.html

There may be occasions when it is necessary for police to share confidential information with school officials. Section 119 of the YCJA provides the circumstances under which confidential information may be shared.

The following subsections of Part 6 of the YCJA are of particular relevance for police/school board protocols:
- ❏ subsection 110(1), which states that no person shall publish the name of the young person or any information that would identify the young person as a young person dealt with under the YCJA;
- ❏ subsection 111(1), which states that "no person shall publish the name of a child or young person, or any other information related to a child or a young person, if it would identify the child or young person as having been a victim of, or as having appeared as a witness in connection with, an offence committed or alleged to have been committed by a young person";
- ❏ subsection 118, which states that no person shall be given access to a record, and no information in the record shall be given to any person, where to do so would identify the young person as a young person dealt with under the YCJA;
- ❏ subsection 125(1), which states that "[a] peace officer may disclose to any person any information in a record kept under section 114 (court records) or 115 (police records) that it is necessary to disclose in the conduct of the investigation of an offence"; and

❏ subsection 125(6), which permits a provincial director, youth worker, peace officer, or any other person engaged in the provision of services to young persons to disclose, within the access period, to a representative of a school board or school any information kept in a record under sections 114 to 116 of the YCJA if the disclosure is necessary:

❏ to ensure the safety of staff, students or others;
❏ to facilitate rehabilitation of the young person; and
❏ to ensure compliance with an order made by the youth justice court for a young person released from custody to attend school.

Such sharing of information does not require the young person's consent.

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

This legislation regulates the collection and disclosure of personal information that is not related to the YCJA.

Privacy legislation in Ontario **does not prevent** the rapid sharing of personal information in certain situations. While it is appropriate to recognize that personal information is protected by Ontario's privacy and access laws, it is also important to realize that these protections are not intended to stand in the way of the disclosure of vital – and in some cases, life-saving – information in emergency or other urgent situations. In emergency and other limited situations, the head of a school board or those acting on his or her behalf, can – and in some cases must – disclose information that would normally be protected by Ontario's access to information and privacy laws. School board employees who are health information custodians (a term defined in the *Personal Health Information Protection Act*), such as psychologists and social workers, also may disclose personal health information in emergency situations that normally would be protected under the PHIPA. https://www.ipc.on.ca/images/Resources/educate-e.pdf

For more information about what personal information may – or, in some cases, must – be disclosed to protect the health or safety of individuals or for compassionate reasons, see IPC Fact Sheet Number 7, Disclosure of Information Permitted in Emergency or other Urgent Circumstances and Practice Tool for Exercising Discretion: Emergency Disclosure of Personal Information by Universities, Colleges and other Educational Institutions on the IPC's website, www.ipc.on.ca. Examples cited include, but are not limited to, concerns arising about a possible suicide attempt, concerns about a student's mental state and the possible risk of significant harm to the public, and concerns that a student may harm themselves or others.

Police Services Act (PSA)

This legislation sets out the powers and duties of municipal police services in Ontario.

Pursuant to s41(1.1) of the *Police Services Act* and in accordance with O Reg 265/98 (*Disclosure of Personal Information*), the Chief or his designate, may disclose personal information about an individual to the School Board in the following circumstances:

1)   the individual has been convicted or found guilty of an offence under the *Criminal Code* or any other federal or provincial Act, the Chief or his designate reasonably believes the individual poses significant risk to other persons or property, and disclosing personal information will reduce this risk;

2)   the individual has been charged, convicted, or found guilty of an offence under the *Criminal Code* or any other federal or provincial Act. In this circumstance, the Chief or his designate may share with the School Board:

   i.   the individual's name, date of birth, and address;
   ii.   the offences the individual has been charged with or convicted of;
   iii.   the outcome of all significant judicial proceedings in which the individual is the accused;
   iv.   the procedural stage of the criminal justice process of the offence and the physical status of the individual in the process noted in (iii); and
   v.   the date of release or impending release of the individual from custody regarding an offence, including parole or temporary absence.

3)   the individual is under investigation, charged with, or found guilty of an offence under the *Criminal Code* or any other federal or provincial Act. In this circumstance and as in accordance with s. 5(3) of 0.Reg 265/98 under the *Police Services Act*, the procedure for disclosing personal information shall be in accordance with a memorandum of understanding between the Chief and the School Board.

Information the Chief or his designate shares with the School Board shall be for protecting the public and victims of crime and for enforcing and complying with any federal or provincial Act, regulation or government program. In deciding whether to disclose personal information, the Chief or his designate shall consider the availability of resources and information, what is reasonable in the circumstances of the case, and what is consistent with the law and the public interest.

10.   School Procedures for Reporting to Police

In an emergency requiring police, ambulance or fire services, school staff will immediately call 911. Each board has a crisis response protocol and an emergency number that must be called in the event of such an emergency. Ensure relevant information that police may require to deal with situation is readily available.

In a non-emergency situation, school staff will consult with the principal or designate before police are contacted.

11. *Initial Police Contact in Person*

Under exigent circumstances, or if the principal is being investigated, the officer is not required to follow the procedures set out below.

Arrival of a Police Officer

a) When police officer(s) arrive at a school, the officer(s) will contact the principal or designate to explain the purpose of the visit, and will properly identify themselves and plan with the principal how to proceed.

b) The principal or designate shall, upon request, when a criminal investigation or an investigation leading to a court proceeding or tribunal is being conducted, provide the police officer(s) with the student's full name, date of birth, address and telephone number.

This complies with the *Municipal Freedom of Information and Protection of Privacy Act* which states:

"An institution shall not disclose personal information in its custody except if disclosure is to an institution or a law enforcement agency in Canada to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement is likely to result."

c) Police officers may have access to additional personal information on the student only on the production of the appropriate legal authorizing document such as Production Order, etc.

d) Police officers will consider alternatives that limit the disruption to the school day.

e) Obtain information from the principal about the student (e.g., regarding accommodation needs or barriers to communication) before making contact with the student.

f) Contact, or make arrangements with the principal to contact, parents of students under the age of 18 (See section 12(a) in this document).

Police Contact by phone or email
Schools which are contacted by police seeking confidential information via phone or email should verify by calling the Ottawa Police Service at 613-236-1222 to confirm the identity of the person requesting information.

12. *School and Police Investigation of Incidents*

Principals have a legislated responsibility under the *Education Act* to conduct investigations related to suspensions and expulsions. These investigations require that principals interview involved students and/or staff.

Police and principals will work together to ensure that the requirements of the *Education Act* are fulfilled and that the integrity of criminal investigations are maintained. For example, under the *Education Act,* a principal may take up to twenty school days to complete an investigation. Should the incident warrant a recommendation of expulsion the investigation may need to be concluded even sooner. Police need to be mindful of this fact and should, where possible, share information with the principal which may be relevant to that decision.

Where a principal or designate is investigating an incident which is, or may be, investigated by police, principals and their designates will first discuss their intention to interview involved students and staff with the police. This will minimize the possibility of jeopardizing a police investigation or subsequent court proceedings.

There are situations, (e.g., sexual assault investigations), where police may ask principals not to interview or re-interview victims, suspects or witnesses. In such situations, principals and police are required to cooperate to find mutually acceptable measures through which a principal may satisfactorily meet the requirements of the *Education Act* without jeopardizing the police investigation.

When police conduct an investigation, they may provide a verbal account of the investigation to the principal in relation to any school safety concerns that exist. Principals may make notes regarding the information and use those notes as part of their investigation.

A principal or designate who interviews students who are part of a criminal investigation may become a witness in court proceedings. Notes taken by the principal or designate during interviews with students may be required for court proceedings.

Principals will inform police of any logistical information about the school (e.g., the hours of the school day, daily class schedule, spaces in use, etc.) which may be relevant to the investigation process. Police will endeavour to work within these logistical considerations in order to minimize disruption to the school. Police should not use the school as a place of convenience in which to interview or arrest students for matters that do not pertain to the school unless all other options have been exhausted.

a) Legal Rights

In the investigation of school-related incidents where a young person is a suspect, particular attention should be given by the principal and police to procedures that are consistent with the following provisions:

❏ Parental notification upon arrest (s. 26, *Youth Criminal Justice Act*);
❏ Right to Counsel (s. 25, *Youth Criminal Justice Act*);
❏ Right not to make a statement (s. 146, *Youth Criminal Justice Act*); and,
❏ Protection of privacy (s.110, *Youth Criminal Justice Act*).

During a police investigation at a school, it is the responsibility of the police to explain to a young person his or her rights in a manner that enables him or her to understand those rights.

b) Preliminary Investigation

A principal or designate is responsible for carrying out a preliminary investigation to establish the nature and extent of an alleged offence on school property or at school-supervised activities. If there are reasonable grounds that an offence which requires police involvement has been committed, the principal or designate will contact Ottawa Police Service as outlined in section 7 of this protocol.

It is understood that all police officers conducting investigations involving schools will comply with the provisions of all relevant legislation including, but not limited to, *the Youth Criminal Justice Act, the Criminal Code, the Canadian Charter of Rights and Freedoms, the Provincial Offences Act, The Municipal Freedom of Information and Protection of Privacy Act, and Child and Family Services Act.*

In any investigation, officers will follow all relevant Policies and Procedures of the Ottawa Police Service including those dealing with Arrest, Search and Release, Youth Investigations, Child Abuse and Sexual Assault Investigations.

c) Search and Seizure

Duties of the Principal:
The principal or designate will advise the students at the beginning of each school year that desks and lockers are considered board property and that a search of such property by school or board administration is lawful at any time there is reasonable cause to do so. Codes of Behaviour and student handbooks will contain this information.

In carrying out his/her duty to maintain proper order and discipline in the school and provide a safe school environment, the principal or designate, who has reasonable grounds to do so, may conduct a search of board property (e.g., desk,

locker), at any time without prior notice. School principals or designates will not normally search a student's person or personal belongings. The principal or designate may only conduct a search of personal property (e.g., school bag), when he or she believes on reasonable grounds that a serious breach of the *Code of Conduct* which poses a clear threat to safety has occurred and has reasonable grounds to believe that the pupil is in possession of a weapon or hazardous substance. The principal or designate should first ask the pupil to voluntarily display the possession(s) and the principal or designate will contact the police.

Personal Technology: (Cell phones, tablets, laptops)

Principals or designates may confiscate personal technology if they have reason to believe that it may contain information that could be harmful or endanger student safety and well-being.

Principals or their designates should not search a student's personal technology device without consent from owner or guardian.

In order to avoid accusations of improper search and/or seizure, it is highly recommended that at least one other adult be present when a locker, desk or other location is opened for search.

Duties of Police:

Except in exigent circumstances, police seeking to conduct searches of school property, including lockers, are required to:

❏ Obtain a search warrant.
❏ When executing a search warrant, police will serve the principal or designate of the school with a copy of the search warrant.
❏ The police will also provide the principal or designate with a reasonable opportunity to review the search warrant and, if necessary, obtain legal advice from the school board's lawyers.

School boards will ensure that students and staff are informed of the school's right to search school property.

School staff should refer to their board's policies on search and seizure, where available.

Police will conduct all personal and/or property searches in accordance with the relevant legislation.

Investigating officers will notify the principal or designate of the final disposition of each case involving students, subject to the provisions of the *Youth Criminal Justice Act.*

Information sharing between school officials, police and other designated justice personnel, e.g., provincial director or delegate (probation officer, youth worker) will be conducted in accordance with section 8 of this protocol.

d) Detainment and Arrest

When making an arrest, police officers shall:

❏ identify themselves as a police officer;
❏ inform the person that they are under arrest;
❏ inform the person of the reason for the arrest;
❏ take physical control of the person;
❏ inform the person of the Right to Counsel, including the existence and availability of duty counsel and free legal advice (Legal Aid);
❏ ensure that the person understands the Right to Counsel;
❏ search the person; and
❏ place the person in handcuffs using the approved manner.

Notification of parents / guardians after the arrest is the responsibility of the police.

e) Supports for Victims

It is important that police and the principal or designate be aware of the following procedure and responsibilities with respect to providing support for victims:

❏ the requirement that police officers remain at the scene until satisfied that there is no imminent threat to the victim and that issues related to the victim's safety have been addressed;
❏ the obligation that the principal or designate inform the parents of victims who have been harmed as a result of an activity for which suspension or expulsion must be considered unless, in the principal's opinion, doing so would put the victim at risk of harm from the parents (*Education Act*, s. 300.3(1) and O.Reg. 472/07); and
❏ the requirement that all board employees who work directly with students are expected to support all students, including those who disclose or report such incidents, by providing them with contact information about professional supports (e.g., public health units, community agencies, Help Phone lines).

13. *Police Interviews of Students*

Except in exigent circumstances, when the police interview students on school premises, the following procedures will be followed in relation to police interviews of students:

❏ Police are required to conduct interviews related to criminal investigations of incidents that involve students as alleged perpetrators, victims, or witnesses. Any person who may have information related to the incident may be interviewed by police.

❏ The principal or designate must make best efforts to contact parents as soon as possible before the interview, and document such attempts.

❏ A parent/legal guardian, third-party adult, or the principal or designate, if no alternative is available, must be present when students under the age of 18 are being interviewed at school. If a principal or designate is acting in Loco -Parentis during an interview, they must be aware of any potential conflict arising from their duty to investigate and their role as an advocate. Also, an appropriate location for conducting the interview must be considered and required steps to ensure that the student's rights are respected during the interview.

❏ School personnel shall assist police in making the required preparations (e.g., securing a quiet room and establishing a time for the interview).

❏ Police must consult with the principal to consider alternatives for conducting interviews at a location other than the school.

❏ When taking statements from accused youth, police will follow the *Guide to Officers for section 146 Youth Criminal Justice Act Statements* (Appendix D).

❏ Police will act in a manner that respects the dignity of the student and minimizes disruption to the school when it is necessary to interview, search, or arrest a student at school during school hours. Police Services should not use the school as a place of convenience in which to interview or arrest students for matters that do not pertain to the school.

a) Notification of Parents

Except in exigent circumstances, it is the principal's responsibility to contact parents of:

❏ Victims who have been harmed as the result of an activity for which suspension or expulsion must be considered, and of the student(s) who the principal believes engaged in the activity that resulted in the harm, unless, in the principal's opinion, notification of the parents would put the student(s) at risk of being harmed by the parents. If that is the case, the parents must not be contacted (*Education Act*, s. 300.3 (3));

❏ Students receiving a suspension (*Education Act*, s. 311); and

❏ All other students being interviewed by police during an investigation except:
   ❏ If the principal is otherwise directed by police because of exigent circumstances or where the police believe the parent may be implicated;
   ❏ If the student is 18 years of age or older (unless the student consents to or requests such contact or is incapable of providing consent); or
   ❏ If the student is 16 or 17 years of age and has withdrawn from parental control (unless the student consents to or requests such contact or is incapable of providing consent).

If the CAS is involved, school and police officials should discuss and come to agreement with the CAS regarding the timing and procedure for notifying the parents.

When police remove students from school property for further investigation, police shall ensure that the parents/legal guardians of such students are notified in a timely manner.

The onus is on the police to advise the principal if notification of the parents would endanger the student or the investigation. The parents should not be contacted if the police determine that doing so may endanger the safety of the student or another person or the integrity of the investigation.

Except when directed not to by the police, principals shall notify the parents/legal guardians of student removed from school property.

If a student is detained or arrested, the police will notify his or her parents unless the student is 18 years of age or older. The parents should not be contacted if the police determine that doing so may endanger the safety of the student or another person or the integrity of an investigation. In such cases, the student will be advised that he or she may contact another adult person.

In the case of adult students over the age of 18, parents, guardians and other adults will only be involved upon consent of the adult student.

b) Preparation for Interviews

When preparing for interviews of students:
❏ Determine whether circumstances allow for the interview to be conducted at the student's home or a location other than the school;
❏ If the incident is not related to the school and will have no impact on school safety, police should not conduct interviews at the school;
❏ Evaluate the need for specialized resources where a student is known to have mental health needs or special education needs (see section 14 below); and
❏ Determine the need for an interpreter (e.g., a language interpreter, an interpreter for a student who is deaf or hard of hearing) and/or for information to be provided in an alternative format (e.g., Braille for a student who is blind or has low vision).

c) Conducting Interviews

When conducting interviews of students:
❏ Police shall employ appropriate techniques when interviewing children and young persons and follow the *Guide to Officers for Section 146 Youth Criminal Justice Act Statements*;
❏ Police shall provide, upon arrest or detention, a legal caution and notification of the Right to Counsel where there are reasonable grounds to believe that the student being interviewed has been involved in the commission of a criminal offence;
❏ Police will involve the local Children's Aid Society in the interview process when an interview involves a child who may be in need of protection;

❏ An adult **must** be present throughout the interview, except when the student can waive and has waived the right to have an adult present. Best efforts **must** be made to have the student's parent(s) or another adult of the student's choice present; and

❏ When a parent or other adult selected by the student cannot be present, the principal or designate **must** attend the interview. Should a principal or designate act in loco -parentis during an interview, he or she must be aware of any potential conflict arising from their duty to investigate and their role as an advocate.

14. *Reporting of Children Suspected to be in Need of Protection*

School Boards of Education and the Ottawa Police Service acknowledge and fully recognize the legal obligations and importance of reporting suspected child abuse and neglect incidents to the CAS. To this end, each signatory board of education has written their organization's policies and procedures that require and legally support this obligation to report.

Specialty Investigation

The interview of a student of any age by the Ottawa Police Service, specifically when the student may be in need of protection, should be done in accordance with the *"Child Abuse Protocol"* between the CAS and the Ottawa Police Service.

Any occurrence listed in section 7 should also include police involvement for a child under 12 years of age. These types of occurrences are of a serious nature and, beyond the involvement of the child's parents and police. The involvement of the CAS may be of assistance and in fact required if the situation involves abuse, neglect or the risk thereof, or serious acts of a child when the child's parents are not accessing appropriate treatment. (Refer to the *Child and Family Services Act* for more legislative details.)

Members of the Ottawa Police Service can also refer to the *Child Abuse Protocol* between the police and the CAS as well as Police Service Policies on Child Abuse and Sexual Assault Investigations.

15. *Investigations Involving Students with Special Education Needs*

When an investigation involves a student (or students) known to have special education needs, additional considerations must be taken into account by school personnel and police to ensure the student understands the process and questions during an interview and that adults conducting the interviews are aware of the student's needs.

The principal will inform police of additional considerations to be taken into account when an investigation involves a student known to have special needs or who may be identified as having an exceptionality as defined by the Ministry of Education in any of the following categories: Behaviour, Communication, Intellectual, Physical, or Multiple.

The school will communicate to the police that a student is known to have special education needs or communication difficulties.

The school will appropriately accommodate the student, especially when interviewing is necessary. Every attempt should be made to provide specialized supports and/or resources, as needed, for the student during an investigation.

The school will ensure that the student's parent is contacted as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident.

In cases involving students with special education needs, the principal should review the student's Individual Education Plan (IEP) and other relevant student records/reports in order to identify whether further intervention strategies and/or resources are required for the student. These may include the development of and/or revisions to a behaviour management plan or a safety plan.

16. *Occurrences Involving Students Under Age 12*

Please refer to section 7 of this document to determine if an incident should be reported to the police. Early intervention for children involved in such incidents is essential, and involving police and parents as early as possible may facilitate the provision of appropriate intervention and support.

The principal is required to conduct an investigation of an incident for the purpose of school discipline (e.g., where a recommendation for suspension or expulsion may be required, regardless of the age of the students involved).

Principals will ensure that the student's parent is contacted as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident.

When an incident involves a child under 12, police have the authority to take reports, make referrals, and conduct interviews.

The principal is required to report children suspected to be in need of protection to the local children's aid society, under subsection 72(1) of the *Child and Family Services Act* (e.g., when there is evidence of abuse or neglect, or the risk thereof, or

when the child has committed serious acts and the child's parents are not accessing appropriate treatment).

Accommodations and/or modifications for students with special education needs is required, as outlined in the student's Individual Education Plan (IEP).

17.   *School Board Communication Strategy*

The school board will develop a communication plan to promote knowledge, understanding, and consistent application of the contents of the protocol.

Students and their families need to be aware of the range of situations in which police may be called (including any criminal activity involving students that takes place away from school, if that activity has a negative impact on school climate).

18.   *Protocol Review Process*

The signatories will commit to a review of the local protocol every two years, or sooner if required.

The school boards will continue to solicit input from school councils, parents, staff and students in the review process.

This review will be completed by members of the Regional Safe Schools Committee and must include members from the four boards and a member from OPS.

19.   *School/Police Role in Violence Prevention*

School boards and principals should develop, promote, and maintain strong partnerships with police and seek to benefit from their support in the implementation of the school's violence-prevention policies.

Police may also offer support in a consulting role, to assist school personnel in determining appropriate action when dealing with violent behaviour and to explain the procedures for police investigations.

Where assigned, School Resource Officers (SRO) will work in partnership with students, teachers, school administrators, school board officials, parents, other police officers, and the community to establish and maintain a healthy and safe school community which promotes positive mental health and reducing the stigma associated with mental health issues.

20. *Physical Safety Issues*

When requested, police may work in cooperation with local schools to assess the physical safety of the school premises, including the building and outdoor areas. In all cases, final decisions about alterations rest with the school board, as does the responsibility to carry out any desired work.

21. *Threat and Risk-Assessment Services*

Incidents of violence in schools are often preventable through early intervention in response to threatening behaviour, or non-threatening but worrisome behaviour.

The Police and School Boards' multi-disciplinary response is detailed in the Violence/Threat Risk Assessment (VTRA) Protocol (Appendix C).

22. *Emergency Planning and Threats to School Safety*

Every school shall develop an Emergency and Crisis Response Plan, which shall include but is not limited to a *Lockdown**, Secure school, Shelter in Place and Bomb Threat Procedure as well as procedures following a lockdown or other emergency, in keeping with the school board and ministry policies.

Each school is mandated to conduct a minimum of 2 lockdown drills per year. Principals are to consider conducting 1 lockdown during an unstructured time of the day. Each school is required to have a crash bag (please refer to your own school board for content requirements).

23. *Training*

The school board and police services should conduct joint training on the protocol to their staff members on an annual basis. Best efforts should be made to include all staff including part-time, itinerant, and occasional staff in this training.

When possible, the training should be delivered jointly by police and school board personnel.

The Youth Intervention/Diversion Unit is available for consultation and guidance with respect to current issues and trends involving youth, such as gangs and human trafficking. Further, this unit can assist with providing parent information sessions as well as training sessions for colleagues within the school board.

The services of the Youth Intervention/Diversion Unit are not available for routine assessments or for low-risk youth who have the ability to access regular services within the community.

<u>Other services accessible to the school boards include:</u>

- ❏ Drug Squad
- ❏ Emergency Response Unit
- ❏ Victims Assistance Unit
- ❏ General Patrol

Appendix A: Protocol and Guidelines for Bomb Threat Procedures

Preamble

In keeping with the school boards' commitment to maintain a safe learning environment for all students, the school boards recognize that it is important to have plans for an effective and consistent response to Bomb Threats (suspicious packages or devices) to ensure the safety of all persons within the school and school community.

All school board plans must include:

1. **Roles and Responsibilities**
   a. **Principal**
      i. The principal or designate will be responsible for developing a school plan that reflects the Protocol and any district policies and procedures for involving Ottawa Police Service, Ottawa Fire Services, and other emergency services in the development of the school plan;
      ii. The principal or designate is also responsible for ensuring that members of the school community (including students, staff, parents / guardians, other stakeholders) are aware of their obligations / responsibilities in carrying out the school plan;
      iii. The principal or designate will be responsible for implementing the school plan when a threat is received. **During the initial stages of a bomb threat, the principal will be the authority responsible for the initial assessment and related decisions, including those regarding visual scans and evacuations. The principal or designate will maintain that authority until police or emergency services decide to take over.** Should emergency personnel take control of the situation, the principal or designate will cooperate fully with the appropriate emergency services; and
      iv. The principal or designate will notify police and other appropriate emergency services if a bomb threat is received, suspicious package or device is found or an explosive incident occurs. In the event of **any** explosive incident at the school, Fire Services must be notified.

   b. **Police**   **Police will be informed of all bomb threats**
      i. Police will be responsible for investigating any explosives / bomb threat incidents; and
      ii. Police assume responsibility for investigating the threat and will work closely with the school authorities to determine when they will assume overall command and control of the response to the incident.

   c. **Fire Services** (to be informed of the Protocol)

      i.   May respond to assist in fire suppression, operations, and rescue operations in the event of an explosives incident; and

     ii.   Fire services must report all explosions to the Office of the Fire Marshal and Emergency Management (OFMEM).

2. Initial Assessment

In completing the initial assessment, the principal or designate should be aware of the following:

- ❏ activities taking place in the school at the time of the threat;
- ❏ the level of specificity of the threat i.e. time of incident, location, other descriptive details;
- ❏ any recent negative incidents involving members of the school community; and
- ❏ other recent bomb threats or hoaxes.

The initial assessment is one of the most challenging aspects of a bomb threat incident. The accompanying decisions about whether to authorize a visual scan and / or an evacuation are also challenging. Decisions regarding scans and evacuation are made after a thorough assessment of known information and are continually re-evaluated throughout a bomb threat incident. Police are not responsible for making decisions during the initial assessment (visual scans or evacuations), but may provide input for the principal or designate consideration.

3. Response Following Initial / Ongoing Assessment

The principal or designate should continue to assess the situation as it is ongoing as long as it is deemed safe to do so. Once the initial assessment is complete, the principal or designate must decide in cooperation with police / fire services, the appropriate response to the threat.

This may include:

- ❏ initiating a visual scan to determine if there are any suspicious packages or devices;
- ❏ increased supervision and vigilance;
- ❏ partial or full evacuation of the site;
- ❏ initiating a shelter in place or secure school; and,
- ❏ ensuring school plans are clear and updated to provide direction for any of the above mentioned processes

4. Command Post

Each school plan should designate a primary, secondary, and off-site command post location.
Information regarding command post locations should not be publicly circulated.*

5. **Procedure Following the Location of Suspicious Device / Package**
    School and district plans and procedures must provide directions to the principal or designate in responding to the discovery of suspicious package or device.

    Such procedures should provide the following:
    ❏ isolation / containment of device or package

6. **Procedures Following an Explosives Incident**
    Schools and districts should have plans to respond to explosive incidents regardless if they are in connection to a bomb threat.

    Plans for responding to an explosives incident should address the following:
    ❏ criteria for full or partial evacuation;
    ❏ considerations related to the provision of emergency care;
    ❏ considerations related to the notification of emergency services; and
    ❏ containment of the explosion scene for safety purposes as well as preservation of evidence for future investigations.

7. **Evacuation Procedures**
    Every school plan **must** detail procedures to facilitate a safe and effective partial or full evacuation of the facility. Plans should also detail the process to end any partial or full evacuation or re-entry.

8. **Floor / Site Plans**
    Every school should provide the following:
    ❏ accurate and up to date floor / site plans;
    ❏ floor /site plans available to all emergency service responders upon request;
    ❏ floor / site plans clearly identify all entrances and exits;
    ❏ hard copies and electronic copies of floor and site plans for police use; and
    ❏ a list of other buildings located on property such as; portables, storage sheds, child care and other facility occupants on floor / site plans
    ***Note**: all plans should be consistent with required school fire safety plans*

9. **Keys**
    The Principal or designate will ensure that facility master keys are current and available for emergency service responders who may be involved in a search or investigation on the premise.

    The principal or designate is responsible for ensuring that all staff including occasional and part-time and itinerant teachers have the ability to lock their classroom doors.

10. **Communication**
    Schools and districts should develop comprehensive communication plans considering all impacted stakeholders (students, community, care providers) , and media from initial

threat through to post incident. These plans should also include communication with other schools / facilities that may be impacted by the incident.

11. Drills

Schools and districts are encouraged to develop procedures to support the practice of evacuation and bomb threat drills.

12. Emergency Plan Review

School and board plans shall be reviewed annually.

Appendix B: Protocol and Guidelines for Lockdowns; Secure Schools; Shelter in Place

Although emergency services will assist with training, feedback and drills, whenever possible, each school is responsible to develop and maintain (with input and support from identified stakeholders) a School Safety Plan in relation to Lockdown, Secure School (Hold and Secure) and Shelter in Place Procedures. A School Safety Plan addresses issues specific to the school as they relate to Lockdown and Secure School Procedures.

LOCKDOWN PROCEDURE

Preamble

In keeping with the school boards' commitment to maintain a safe learning environment for all students the school boards recognize that, in life-threatening situations where there is an active threat, the safety of the persons at the school is best insured by Lockdown Procedures.

In such instances, a member of the School Administrative Team or designate shall suspend the normal daily routine and activate Lockdown Procedures prior to the arrival of the emergency services.

The purpose of Lockdown Procedures is two-fold: first, to prevent persons at the school from being harmed during a life-threatening situation and, second, to clear the way for emergency services to respond to the life-threatening situation.

Definitions

Lockdown Procedures: An emergency course of action to secure persons in a school, out of sight, in a safe location in the event of an active threat where serious injury or death is imminent or occurring.

Lockdown Procedure

These procedures are designed to protect and ensure safety for all individuals within the school. It is important to be aware of your surroundings and make decisions to maximize safety for all. When, trying to remain consistent with these procedures we encourage individuals to use available information to make decisions with sound judgment.

1. The principal is responsible for ensuring that members of the school community (including students, staff, parents / guardians, stakeholders) are aware of their obligations / responsibilities in a Lockdown Procedure which shall be detailed in each board's Emergency Procedures. **These procedures are mandated to be practiced a minimum of twice each school year.** Each principal or designate is encouraged to have one lockdown practice during an unstructured time in the day.

2. The principal is responsible for ensuring that all staff including occasional and part-time and itinerant teachers have the ability to lock their classroom doors in the event of lockdown.

3. Lockdown Procedures would be used in the following situations:
   a. There is an active threat where serious injury or death is imminent or occurring; or
   b. In any circumstance, where a member of the School Administrative Team (or designate) determines it is appropriate to ensure the safety of a person(s) at the school.

4. Anyone can call 911 to report the active threat where serious injury or death is imminent or occurring. The person calling will describe the situation and follow the direction of the 911 Operator.

5. When a member of the School Administrative Team (or designate) or a staff member determines that a Lockdown Procedure is required, he/she will:
   a. Call 911, describe the situation and follow the direction of the 911 operator if not already done;
   b. Initiate the Lockdown Procedures by announcing it over the public address system using the terminology "Lockdown". All persons in the school will move to a safe area out of sight and consider barricading doors if it is safe to do so; cell phones should not be used in a lockdown situation unless it is necessary to communicate regarding the incident.
   c. Determine if an evacuation (full or partial) is required dependent on the situation and / or procedures established in the School Emergency Procedure.
   Note: the order of steps a), b) and c) are dependent on the situation.

   d. All persons within the school will remain in their safe location until released from that location by an authorized person arriving at the safe location (i.e., a member of the School Administrative Team or designate and/or police). The police in consultation with the Principal or designate will determine who will conduct the room-to-room release, which will be dependent on the situation.

Police Service

Upon arrival, the police will assume command and control of the school (coordinating their response with other responding emergency services) but will liaise and work closely with the School Board representatives and School Administrative Team throughout the situation when appropriate and practical.

Sounding of the Fire Alarm

During Lockdown Procedures, a Fire Alarm may sound for (but not limited to) the following reasons:
a. A person(s) responsible for the life-threatening situation may sound the Fire Alarm (prior to or during the incident) as a means to have persons in the school evacuate the school or to cause confusion/panic;
b. The actions of the police may cause the Fire Alarm to sound unintentionally (i.e. due to forced entry); or
c. There is an actual fire or an explosion at the school.

If the school has activated Lockdown Procedures and the Fire Alarm is sounding:
a. Disregard the fire alarm if it is safe to do so.
b. Persons at the school must always be aware of the potential of other emergencies such as a fire during Lockdown Procedures.
c. Persons at the school must be prepared to react to fire-related emergencies and possibly evacuate an area locked down for their own safety.

SECURE SCHOOL PROCEDURE

Preamble

In keeping with the school boards' commitment to maintain a safe learning environment for all students, the school boards recognize that, in certain situations, securing the school rather than implementing Lockdown Procedures best ensures the safety of persons in the school.

In such instances, a member of the School Administrative Team or designate shall suspend the normal daily routine and require all persons to remain in or proceed to designated safe locations within the school until such time as a member of the School Administrative Team or designate determines it is appropriate for the regular routine of the school to resume.

Definitions

Secure School Procedure: A course of action taken by the School Administrative Team or designate to contain the movement of persons within the school by moving them to designated safe areas. The reasons for Secure School Procedures will vary but in all cases the persons are not in immediate danger and can continue their daily routine within the designated safe areas. Exterior doors may be locked depending on the nature of the emergency.

Secure School Procedures

1. The Principal is responsible for ensuring that members of the school community (including students, staff, parents/guardians, stakeholders) are aware of their obligations/ responsibilities in a Secure School Procedure, which would be detailed in a School Safety Plan.

2. A Secure School may be required in (but not limited to) the following situations:
    a. A member of the School Administrative Team or designate receives information of a possible life-threatening situation, which has not been confirmed and requires further investigation;
    Note: *If the situation changes to an active threat where serious injury or death is imminent or occurring, a member of the School Administrative Team or designate will initiate Lockdown Procedure.*
    b. A bomb threat where the matter is being investigated and an immediate evacuation is not required;
    c. The is an intruder(s) perceived to be a possible threat in or near the school;
    d. There is a situation where emergency services are responding to an incident in close proximity to the school. The situation is not school related or an immediate threat to persons at the school but Secure School Procedures will ensure the safety of the persons in the school while the emergency is being responded to;

    e. There is an emergency at the school where emergency services would be hindered by the movement of persons in the school; or

    f. Any circumstance where a member of the School Administrative Team determines it is appropriate to ensure the safety of persons in the school.

3. When the School Administrative Team or designate determines that the initiation of Secure School Procedure is appropriate, he/she will:

    a. Contact the appropriate emergency services, if not already responding;

    b. Initiate Secure School Procedure by announcing it over the public address system using the terminology "Secure School";

    c. Ensure persons in the school will remain in their designated safe areas;

    Note*: the order of steps a), b) and c) are dependent on the situation.*

    d. Co-ordinate the involvement of emergency services; and

    e. Once the need for a Secure School is no longer required, announce over the public address system the resumption of the normal school routine.

SHELTER IN PLACE PROCEDURE

Preamble

In keeping with the school boards' commitment to maintain a safe learning environment for all students the school boards recognize that, in certain situations, Sheltering in Place rather than implementing Lockdown or Secure School Procedures best ensures the safety of persons in the school.

In such instances, a member of the School Administrative Team or designate shall initiate Shelter in Place until such time as a member of the School Administrative Team determines it is appropriate for the regular routine of the school to resume.

Definitions

Shelter in Place: A course of action taken by the School Administrative Team or designate to contain the movement of persons within the school by monitoring the exterior doors of the building and not permitting persons to exit the building. The reasons for Shelter in Place will vary but in all cases the persons are not in immediate danger and can continue their daily routine within the confines of the school building.

Shelter in Place Procedure

1. The Principal or designate is responsible for ensuring that members of the school community (including students, staff, parents / guardians, stakeholders) are aware of their obligations / responsibilities in a Shelter in Place, which would be detailed in a School Safety Plan.

2. A Shelter in Place may be required in (but not limited to) the following situations:
   a. A member of the School Administrative Team or designate receives information of a possible threatening situation outside of the school, which has not been confirmed and requires further investigation;
   Note: *If the situation changes to an active threat where serious injury or death is imminent or occurring, a member of the School Administrative Team or designate will initiate Lockdown Procedures.*
   b. Extreme weather that threatens safety is imminent or occurring;
   c. Reports of potentially dangerous wildlife near or on school premises;
   d. Other environmental situations which warrant keeping persons within the school such as chemical spills, blackouts, explosions, etc.;
   e. There is a situation where emergency services are responding to an incident in close proximity to the school. The situation is not school related or an immediate threat to persons at the school but Shelter in Place Procedure will ensure the safety of the persons in the school while the emergency is being responded to; or
   f. Any circumstance where a member of the School Administrative Team determines it is appropriate to ensure the safety of persons in the school.

3. When the School Administrative Team or designate determines that the initiation of Shelter in Place is appropriate, he/she will:
   a. Contact the appropriate emergency services, if not already responding;
   b. Initiate Shelter in Place by announcing it over the public address system using the terminology "Shelter in Place";
   c. Ensure persons in the school will remain in their designated safe areas;
      Note: *the order of steps a), b) and c) are dependent on the situation.*
   d. Co-ordinate the involvement of emergency services; and
   e. Once the need for a Shelter in Place is no longer required, announce over the public address system to return to normal school routines.

Appendix C: Community-based Violence/ Threat Risk Assessment Protocol

A Collaborative Response to Student Threat Making Behaviours

OTTAWA POLICE SERVICE
SERVICE DE POLICE D'OTTAWA
The Trusted Leader in Policing
Le chef de file de confiance dans la police

Centre
PSYCHOSOCIAL
...Toujours là.

Centre Jules-Léger

The Children's Aid | La Société de l'aide
Society of Ottawa | à l'enfance d'Ottawa

MAISON FRATERNITÉ

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

CENTRE
ROBERTS
SMART
CENTRE

OTTAWA
CATHOLIC
SCHOOL BOARD

Community-based Violence/ Threat Risk Assessment Protocol

A Collaborative Response to Student Threat Making Behaviours

Crossroads
Children's Centre
www.crossroadschildren.ca

Rideauwood
ADDICTION & FAMILY SERVICES

Conseil des
écoles publiques
de l'Est de l'Ontario

CONSEIL DES
ÉCOLES CATHOLIQUES
DU CENTRE-EST
Le meilleur conseil
qu'on puisse vous donner

YOUTH
SERVICES
JEUNESSE

you U turn
Youth Support | Services d'appui
Services | à la jeunesse

The Le
Royal
Mental Health - Care & Research
Santé mentale - Soins et recherche

Ontario
MINISTRY OF CHILDREN AND YOUTH SERVICES

The protocol reflects the work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

2014

Overall Rationale

The Ottawa school boards, police and community partners are committed to making our schools safe for students and staff. As a result, the Ottawa school boards will respond to all student behaviours that are deemed to pose a potential risk to other students, staff and members of the community. It is hoped that support for early intervention measures by the school boards and community partners will prevent school violence.

The effective implementation of a community violence/threat risk assessment protocol will support collaborative planning to prevent school-based violence. As well, the timely sharing, with relevant partners, of information about students at risk for violence towards self and/or others will ensure that supportive plans are put in place.

The strength of this school board and community partnership lies in the multi-disciplinary composition of the response team. The response team will share and review student information and the details of the event in order to collaborate using a broad range of expertise. This collaborative process will respect the individual's rights to privacy while maintaining safety for all.

Partners

The school boards, *Ottawa-Carleton District School Board, Conseil des écoles publiques de l'Est de l'Ontario, Ottawa Catholic School Board, Conseil des écoles catholiques du Centre-Est* are the lead partners in the Ottawa Community-based Violence/Threat Risk Assessment Protocol.

Community Partners include:

Ottawa Police Services

Youth Justice Services, Ministry of Children and Youth Services

Children's Hospital of Eastern Ontario

The Royal

Youth Services Bureau

Crossroads Children's Centre

Children's Aid Society of Ottawa

Rideauwood Addiction and Family Services Centre

Roberts/Smart Centre

Youturn Youth Support Services/services d'appui a la jeunesse

Maison Fraternité

Centre Psycho-social

Centre Jules-Léger

Vision

All partners support the protocol and have a shared obligation to actively take steps to prevent school-based violence.

The partners agree to work together for the common goal of threat reduction and school/ community safety by pro-actively sharing information, advice, and support that assists in the prevention of a potential traumatic event.

As partners we will work together for the benefit of children, youth, their families and the community by:

❏ Building working relationships based on mutual respect and trust;
❏ Involving children, youth and their families in planning for services and supports;
❏ Recognizing that each child and youth has unique strengths and needs that should be considered when developing a service plan to meet his/her needs;
❏ Realizing that working together successfully is a process of learning, listening, and understanding one another; and
❏ Being patient and trusting and working together to help children and youth become happy, healthy, active, involved, and caring members of the community.

The goal of the protocol is to remove, or reduce as far as possible, any threats to the safety of students, parents, school staff, other persons, the school or other buildings or property, arising from any actions or physical or verbal behaviour engaged in by students or their peers on school property or elsewhere.

The protocol is designed to ensure communication and information sharing between school and community partners when the violence/threat risk assessment protocol is activated.

The community partners are each governed by unique legislation that sets out their respective legal requirements relating to information sharing. The community partners recognize and are committed to complying with all applicable laws and regulations in considering and carrying out any information sharing.

As part of the protocol, school board, police, and community partners will commit to ongoing participation, staff development and program review.

Key Approaches to Violence Threat/Risk Assessment

1. Investigative Mind-Set

Threat assessment involves a multi-disciplinary approach, which requires:

- ❏ Thoughtful probing;
- ❏ Seeking out of relevant information from all sources;
- ❏ Connecting and analyzing the information to ensure a comprehensive assessment; and
- ❏ Attention to key points about baseline behaviour and reasons for increases in behaviour.

2. Building Capacity

Training with the Canadian Centre for Threat Assessment and Trauma Response Level 1 in threat assessment will be provided to as many school personnel and community members as possible, so that ALL worrisome, violent and/or threat making behaviours receive a response. Moreover, all school personnel will be made aware of the components of the community protocol, so that it may be activated if needed in medium or high level threat situations.

3. Program Review

The Community-based Violence/Threat Risk Assessment Protocol will be reviewed bi-annually by the school boards, police and community partners.

4. Criminal Investigation and Education Act Investigation

In many cases, a criminal investigation and/or *Education Act* investigation will result from the actions of a student(s) that brings about a violence/threat risk assessment. While these are parallel processes and independent of each other, school boards, police and community partners will ensure an open line of communication during the criminal investigation and/or *Education Act* investigation process whenever possible and allowable.

The open line of communication will ensure that any resulting criminal investigation is not jeopardized by the actions of the school board(s) or community partners. Through experience, training and debriefing (violence/threat risk assessments), the school boards, community partners and police will effectively conduct violence/threat risk assessments respecting established agency mandates, roles and processes.

5. Information Sharing

The general intent of access to information and protection of privacy legislation is to limit the sharing of personal information without the consent of the person. Wherever possible and reasonable, informed consent should be obtained.

Activation of the School and Community Violence/Threat Risk Assessment Teams (VTRA)

When a student engages in behaviours or threatens to engage in behaviours that may result in serious injury to a person(s), a VTRA will be initiated. The lead partner will be the school board. To ensure the timely activation of the VTRA, lead contact(s) will be identified by each of the school boards, police and community partner(s) and will be called as needed.
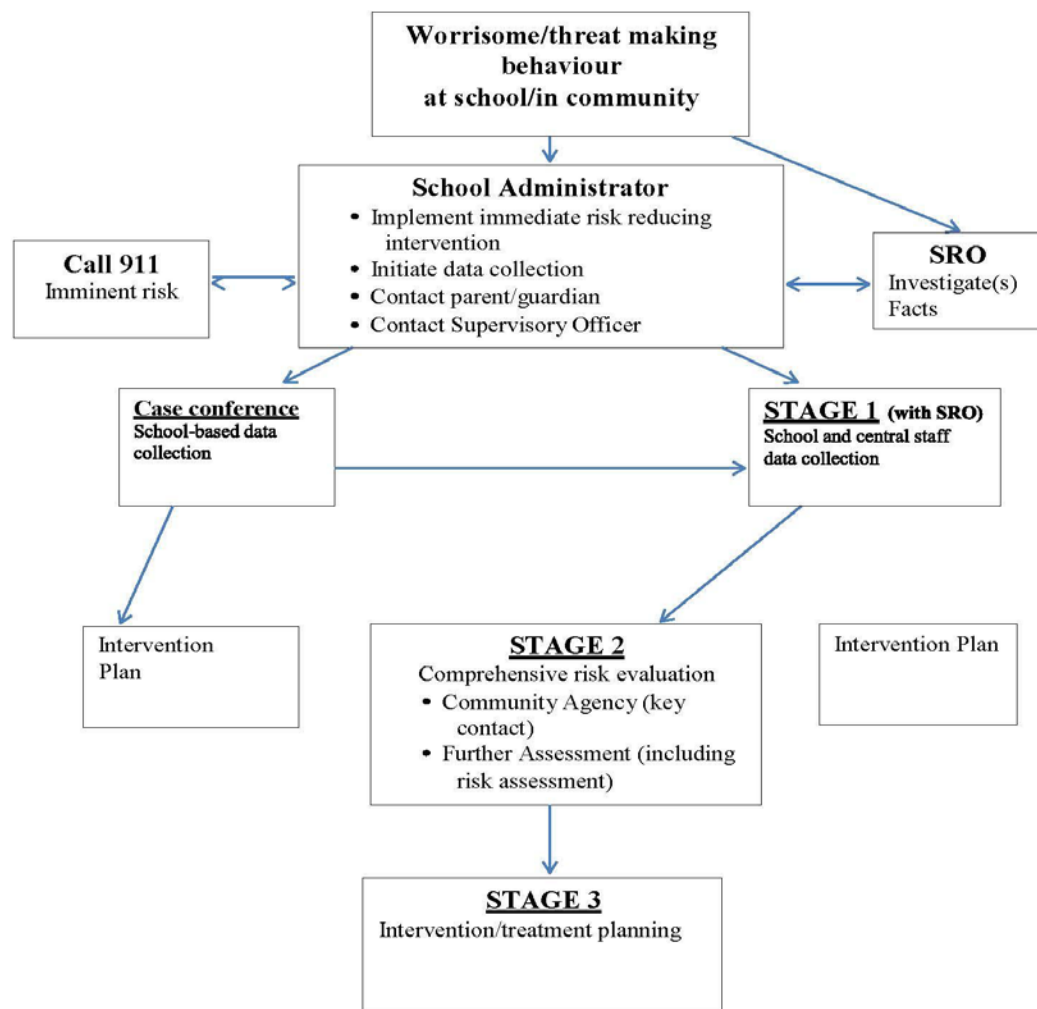
Immediate Risk Situations

These situations require an immediate police response (life threatening emergency or crime in progress). The school lockdown plan is activated and 911 is called. The immediate response is to ensure safety for all (staff, students, parents, visitors).

Proceeding with the VTRA

1. As a result, and in response to, all other worrisome/threat making behaviours (see Appendix A), the school administrator will implement immediate risk reducing strategies. The school administrator will initiate data collection and contact the parent(s)/guardian(s). (See Appendix B, Step 2)

2. If the initial data collection concludes that the behaviours are worrisome but not high risk, the next steps include continuing with data collection and holding a multi-disciplinary case conference as soon as possible.

3. Should the behaviours appear more high risk, a police incident report should be initiated, as outlined in the *Protocols to Accompany Safe Schools Policies in the City of Ottawa*. The school administrator should proceed to a Stage 1 VTRA with school and central staff and invite the SRO/designate. This needs to be held as soon as possible, within 24 to 48 hours.

4. If the VTRA concludes that further assessment is indicated, the community partner(s) may be contacted. Additionally, further assessment including a Stage 2 (Risk Assessment) may be requested.

Note: *Regardless of whether a 911 call is made due to imminent high risk, or a case conference or VTRA is completed, an intervention/treatment plan is always required.*

VTRA Protocol


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                    ┌─────────────────────────────┐
                    │   Worrisome/threat making   │
                    │          behaviour          │
                    │   at school/in community    │
                    └─────────────────────────────┘
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Worrisome/threat making behaviour at school/in community

School Administrator
- Implement immediate risk reducing intervention
- Initiate data collection
- Contact parent/guardian
- Contact Supervisory Officer

Call 911
Imminent risk

SRO
Investigate(s) Facts

Case conference
School-based data collection

STAGE 1 (with SRO)
School and central staff data collection

Intervention Plan

STAGE 2
Comprehensive risk evaluation
- Community Agency (key contact)
- Further Assessment (including risk assessment)

Intervention Plan

STAGE 3
Intervention/treatment planning

Anonymous Threats: Assessment and Intervention

Anonymous threats are typically threats to commit a violent act against an individual(s), specific group, or site (i.e. the school). They may be found written on a wall, spray painted on the walls of schools, posted on the Internet, left in a conspicuous place (teacher's desk), etc. Generally, the anonymity of the threat denotes a lack of commitment. However, the following steps should be followed:

1. Assess the anonymous threat:
   • Analyse the language: amount of detail (where, when, target(s))
   • Method of delivery (who found/received the threat, where was it received, who knows about it)
   • Determine if the threat is clear, direct, plausible.

2. Attempt to identify the threat maker:
   • Handwriting analysis
   • Word usage (grammar, spelling, expressions that may identify the author)
   • Some students will incorporate their own name on an anonymous 'hit list'
   • Some students who report having received a threat are either the author of the threat or know who the author is

3. Avoid over-reaction.

Non-school Hour Threats

If information is received by a VTRA member regarding a clear, direct and plausible threat outside of school hours, police will be called and appropriate steps will be taken to ensure safety. The school administrator will be contacted by police, as soon as practical and the VTRA protocol activated if the situation is deemed to pose an ongoing risk within the school climate.

Responding to Threat Making Behaviours

STUDENTS WITH SPECIAL NEEDS

In accordance with the Education Act, a Principal <u>must </u>consider mitigating factors when considering whether to hold a student responsible for a violation of the board *Code of Conduct.* These include whether the student has the ability to control his or her behaviour and whether the student has the ability to see the foreseeable consequences of his or her behaviour.

The VTRA protocol will not be activated when students with special needs engage in threat making or aggressive behaviours that are typical of their "baseline". For instance, some students who have been diagnosed on the Autism Spectrum or Fetal Alcohol Spectrum or with behavioural exceptionalities may have histories of verbal threatening as part of their baseline behaviour. This would not result in a VTRA. If the student with special needs goes beyond their typical baseline behaviour, the VTRA process should be initiated.

STUDENTS IN SECTION 23 PROGRAMS

Section 23, day treatment programs are often located within community schools. In situations, where a student in day treatment engages in threat making or aggressive behaviour that is beyond their "baseline", and poses a plausible, significant risk to the host community school, the Principal of the Section 23 program (McHugh or Le Transit), with the treatment partner, will determine whether or not the VTRA process should be initiated. If necessary, the process will be initiated by the school board where the specific program is housed. For programs housed within agencies, the school board that has administrative responsibility and the partner agency would carry out the VTRA.

THREAT ASSESSMENT AND SUSPENSION

A poorly timed out-of-school suspension may increase risk of violence, as it may be viewed by the student as the 'last straw'. Although the suspension does not cause the violence, it may create a context for a high risk student to take the step from planning to action. Therefore, unless the threat-maker already poses an imminent or obvious safety concern (i.e. currently brandishing a weapon), it is recommended that the VTRA team be activated, where possible, before suspension is imposed. The principal may determine that, for reasons of safety, the student should work at home, with parental consent for 24-48 hours, pending the outcome of the VTRA, or consider an alternate process (e.g., exclusion).

INVOLVING PARENTS/GUARDIANS IN THE VTRA PROCESS
Parent/guardian permission is not required for a VTRA to occur.

Parent/guardian of the threat-maker:
Parents/guardians must be notified at the earliest opportunity. In accordance with the Education Act, administrators shall inform a student's parent/legal guardian of an activity for which suspension or expulsion must be considered unless, in the opinion of the administrator, doing so would put the student at risk of harm from the parents. Notification of the parent should occur after sufficient data has been collected that determines that a threat or violent act has occurred.

Parents/guardians are also important to the VTRA process providing important information about the threat maker's behavior, increases in baseline behavior, mental health, and other contextual information that may increase or decrease level of risk.

Notification of parent/guardian and further involvement in the VTRA process is meant to be a collaborative process between home and school in order to fully assess the student and to develop a risk reduction plan.

<u>Parent/guardian of the target:</u>

In accordance with the *Education Act,* parents/guardians of the target of the threat must be notified at the earliest opportunity, when the threat has been investigated and sufficient data collected. If the threat is clear, direct and plausible, student safety must be addressed immediately. Parents/guardians of a targeted child may be worried, fearful or angry.

Notification should be done with skill, caring and planning. This includes offering available emotional supports for the child and family.

In some cases, the target of the threat has also been engaged in high-risk behaviors, including threat making. In those situations, the target of the threat may also be considered for a VTRA.

EXPECTATION OF RESPONSIBLE REPORTING

According to section 300.2(1) the *Education Act*, Section 300(2), an employee of a board who becomes aware that a student may have engaged in an activity for which suspension or expulsion shall be considered shall report to the principal of the school about the matter. All staff members working directly with students must respond to incidents that will have a negative impact on school climate.

Students need to be taught and reminded that informing an adult about worrisome or threat making behavior is a social responsibility for the safety and well-being of all. It is not "snitching" or "ratting". It is important to remind students that such reporting will not result in disciplinary action, unless it is made maliciously and without reasonable grounds.

Violence Threat/Risk Assessment Intervention and Management

Regardless of whether a 911 call is made, a case conference is held or a VTRA is completed, an intervention/management and re-entry plan is required.

GUIDELINES FOR RE-ENTRY TO SCHOOL

When the data suggest that a student poses a threat to others and further comprehensive assessment is needed, the student may be suspended from school. The school administrator, with the VTRA team, guides the process from initial assessment, to planning for further assessment to decrease risk, to planning for the re-entry into school. The team determines what assessment will be recommended, who will complete the assessment(s), who contacts the family and also plans the case conference to discuss a re-entry plan including intervention and safety planning.

SUPPORT SERVICES

Members of the VTRA team need to have authority within their organizations to make decisions with regard to supportive services. For example, it may be necessary to conduct a psychological risk or a psychiatric assessment, to refer to a community agency for treatment, or to increase supervision or make accommodations in a school setting. It is

important that intervention and supports offered to the student and family are culturally appropriate and accessible within the community.

SUPPORTING TARGETED STUDENTS OR STAFF

The VTRA team must consider the impact of the threat making behaviour on targeted students or staff. The clinician (social worker or psychologist) on the VTRA team should be responsible for assessing the impact and recommending supports and services, as needed. If the threat is directed to a group, class or entire school, the VTRA team should discuss how best to provide support depending on the circumstances.

Role of Community Partners

The goal of threat/risk reduction and school/community safety is shared by all partners. The VTRA protocol is designed to facilitate communication and information sharing, when allowable.

The VTRA will be activated in situations which involve:
- serious violence or violence with the intent to harm or kill others or self;
- verbal/written threats to kill others or self (clear, direct, plausible);
- possession of weapons (including all replicas);
- bomb threats (including making and/or detonating explosive devices);
- fire setting;
- sexual intimidation or assault; and
- gang related intimidation and violence.

Depending on the information received in the initial investigation, community partner(s) may be contacted for consultation and/or information through the identified VTRA designate of the community partner.

The partner will determine if and what information is to be shared, based on the legislation that sets out their respective legal requirements relating to information sharing. Depending on the level of concern the partner may have relevant information to be shared, information that is not relevant, or no information.

Additionally, even if the partner does not have relevant information, their area of expertise may mean that they can provide helpful guidance and assistance in order to assist with mitigating the threat.

Information Sharing

The general intent of access to information and protection of privacy legislation is to limit the sharing of personal information without the consent of the person. Wherever possible and reasonable, informed consent should be obtained. The individual should know to what he/she is consenting, and understand the consequences of the intended disclosure. The individual should be made aware that he/she may withdraw consent at any time by giving written or verbal notice.

The *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) and the *Personal Health Information Protection Act* (PHIPA) provide exceptions for the release of information where there are compelling circumstances affecting risks to health and safety. (Part II,32(h), MFIPPA). PHIPA notes that "a health information custodian may disclose personal health information about an individual if the custodian believes on reasonable grounds that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons." (2004, c. 3, Sched. A, s. 40(1) PHIPA).

The Children's Aid Society will endeavour to obtain consent to release information from all of their clients involved in a school or community immediate threat assessment. Disclosure of information without consent to a peace officer may be considered if there are reasonable grounds to believe that failure to disclose the information relevant to the threat is likely to cause the person or another person physical harm or emotional harm, and the need to disclose is urgent." (CFSA s. 72 (1).

Subsection 125(6) of the *Youth Criminal Justice Act* (YCJA) enables information in a *Youth Criminal Justice Act* record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person - including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, child/youth or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person's consent.

The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA s.125 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.

Section 32.0.5(3) of the *Occupational Health and Safety Act* (OHSA) states, "an employer's duty to provide information to a worker under clause 25(2)(a) and a supervisor's duty to advise a worker under clause 27(2)(a) include the duty to provide information, including personal information, related to risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course

of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury."

Green Light	Yellow Light	Red Light
Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information MAY be shared under one or more of the following circumstances:	In any of the following circumstances obtain more information and/or get advice from a supervisor, or the board lawyer,	Information may NEVER be shared under any of the following circumstances
- With written consent,	- When consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s),	- When there is a legislative requirement barring disclosure,
- To avert or minimize imminent danger to the health and safety of any person, (see key points regarding informed sharing),	- To report criminal activity to the police,	- When no consent is given and there is no need to know or overriding health/safety concerns, or
- To report a child who may need protection under the Child and Family Services Act,	- To share YCJA records, under section 125(6) of the YCJA within the allowable access period,	- When consent is given but there is no need to know or overriding health/safety concerns.
- By order of the Court,		
- To ensure the safety of students and/or staff under section 125(6) YCJA within the allowable access period,	- When a professional code of ethics may limit disclosure.	
- To cooperate with a police and/or child protection investigation in accordance with all policies, procedures and protocols in place at the community partner agency.		

Communication:

a. **Parent/Staff/Student**

Communication with parents, staff, and students concerning the protocol will be developed by the school-based administration in collaboration with the Supervisory Officer who will consult with the school board designate for VTRA.

b. **Intra-agency**

Internal school board and community partner communication regarding the protocol will be the responsibility of the school board/community partner designate.

c. **Media**

In the event that a media release is required, school board or community partners involved will consult and advise each other where appropriate.

d. **Documentation**

Each partner will be responsible for documenting, storing, retaining and destroying information as required by his/her agency.

Appendices

Appendix A: Responding to Student Threat Making Behaviour; School Board Protocol; A Staff Guide

Appendix B: Violence/Threat Risk Assessment Report Form

Appendix C: Definitions

Appendix A: Responding to Student Threat Making Behaviour; School Board Protocol, A Staff guide

Decide on a Course of Action

With the input of *all* VTRA members, decide on a course of action. If there is a low to medium level of concern, the student may likely be managed at school with appropriate (increased) supervision and school-based/district supports.

Worrisome Behaviours	High Risk Behaviours	Imminent Risk Requiring Immediate Police Response (life threatening emergency or crime in progress) Call 911
Include but are not limited to: ● Drawing violent pictures ● Writing violent stories/journals ● Making or writing vague threatening statements ● Unusual interest in fire ● Significant increase in anti-social behaviour	Include but are not limited to: ● Possession of weapon/ replica ● Possession of a bomb threat plan ● Making or writing a threat to kill or cause serious bodily harm ● Internet or website threats to kill or cause serious bodily harm to self/others ● Fire setting ● Threatening violence	Include but are not limited to: ● Weapon in possession that poses serious threat to others ● Imminent plan for violence ● Homicidal/suicidal behaviour that threatens safety ● Fire Setting (danger to life)

In accordance with section 300.2(1) of the Education Act an employee of a board who becomes aware that a pupil of a school of the board may have engaged in an activity for which suspension or expulsion shall be considered shall, as soon as reasonably possible, report to the school principal about the matter. All staff members working directly with students must respond to incidents that will have a negative impact on school climate.

Appendix B: Violence/Threat Risk Assessment Guidelines; Data Collection and Immediate Risk Reducing Interventions
(adapted from the Canadian Centre for Threat Assessment and Trauma Response)

Note: A Violence/Threat Risk Assessment may be as a result of an alleged criminal offence by a student(s). If there is an alleged criminal offence, the police must be consulted or involved after the school board staff has determined there is some information about a criminal offence to ensure a coordinated effort and that any criminal investigation is not jeopardized. Police and school board will be conducting a parallel investigation: criminal investigation and an Education Act investigation. Any threat or risk assessment must be conducted with this in mind.

Student:_____School:_____

DOB:_____Student Number:_____Grade:_____Age:_____

Parents Name:_____Date of Incident:_____

Step 1: Make sure all staff and students are safe. In imminent risk situations requiring an immediate police response (life threatening emergency or a crime in progress) CALL 911. At the earliest opportunity and when safe to do so, the school administration will contact the school board designate who will then activate the VTRA. For other situations, follow police-school protocol with regards to police response.

Step 2: Initiate the Data Collection, including all witnesses and participants directly and immediately involved.

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student *poses* a risk/threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Immediate Data may be obtained from multiple sources:
- Reporter(s) or Informant(s)
- Target(s)
- Witnesses
- Teachers and other school staff (secretaries, teacher assistants, bus drivers, etc.)
- Friends, classmates, acquaintances
- Parents/caregivers (call both parents)
- Current and *previous* school records
- Police record check
- Student(s), locker, desk, backpack, recent text books/assignment binders, cars, etc.
- Parents/caregivers of the student(s), bedroom, etc.
- Activities: such as internet histories, diaries, notebooks, etc.

 Other Agencies: Agency partners may be involved in the VTRA process as consultants to the school/police team. They may be sources of initial data relevant to the case at hand e.g., past or current involvement by other agencies. Once they are informed of the initial school/police data they may release necessary information or physically join the team.

Notify the student's parent(s) or guardian(s).

- **Parents/guardians have been notified of the situation and this assessment.**

- **Parents/guardians have NOT been notified because: _____**

Series I Questions (The Incident)

1. Where did the incident happen and when?
2. How did it come to the interviewee's attention?
3. What was the specific language of the threat, detail of the weapon brandished, or gesture made?
4. Was there stated:
   - **J**ustification for the threat?
   - **M**eans to carry out the threat?
   - **C**onsequences weighed out (I don't care if I live or die!)?
   - **C**onditions that could lower the level of risk (unless you take that Facebook post down I will stick my knife in your throat!)
5. Who was present and under what circumstance did the incident occur?
6. What was the motivation or perceived cause of the incident?
7. What was the response of the target (if present) at the time of the incident? ***Did he/she add to or detract from the Justification Process?***
8. What was the response of others who were present at the time of the incident? ***Did they add to or detract from the Justification Process?***

NOTES:

Series II Questions (The Incident) (Attack-related Behaviours)

1. Has the student (subject) sought out information consistent with his/her threat making or threat-related behaviour?
2. Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?
3. Has the student (subject) attempted to gain access to weapons or does he/she have access to weapons he/she has threatened to use?
4. Has the student developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal or justifications, maps and floor plans)?
5. Has the student (subject) been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, video surveillance in schools or elsewhere, schedules, locations of police or security patrol?
6. Has the student engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (e.g., lighting fire to cardboard tubes cut and taped to look like a pipe bomb, etc.)?
7. Is there any evidence of attack related behaviours in his/her locker, (backpack, car, truck, etc.) at school or bedroom, (shed, garage, etc.) at home?
8. Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen"?

NOTES:

Series III Questions (The Threat Maker/Subject)

1. Does the threat maker (subject) have a history of violence or threats of violence?
2. If yes, what is the frequency, intensity and recency (FIR) of the violence?
3. What has been his/her past human target selection?
4. Does he/she have a history of depression or suicidal thinking/behaviour?
5. Is there evidence of fluidity?
6. Does the threat maker (subject) use drugs or alcohol? (what are they using, level of use, any previous violence while using?)

NOTES:

Series IV Questions (The Target)

> *Remember that in some cases the target is higher risk for violence than the threat maker with the most common case being where the threat maker is the victim of bullying and the target is the bully.*

1. Does the target have a history of violence or threats of violence?
2. If yes, what is the frequency, intensity and recency of the violence?
3. What has been his/her past human target selection?
4. What has been his/her past site selection? Is there evidence the target has instigated the current situation?

NOTES:

Series V Questions (Peer Dynamics)

1. Are others involved in the incident who may intentionally or unintentionally be contributing to the justification process?
2. Who is in the threat maker(s), subject(s), peer structure and where does the threat maker (subject) fit (e.g., leader, co-leader, and follower)?
3. Is there a difference between the threat maker's individual baseline and his/her peer group baseline behaviour?
4. Who is in the target(s) peer structure and where does the target fit (e.g. leader, co- leader, follower)?
5. Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?

NOTES:

Series VI Questions (Empty Vessel)

1. Does the student have inordinate knowledge or interest in violent events, themes, or incidents, including prior school-based attacks?
2. How has the student responded to prior violent incidents (local, national, etc.)?
3. What type of violent games, movies, books, music, internet searches does the student fill him/herself with?
4. Is there evidence that what he/she is filling him/herself with is influencing his/her behaviour? (Imitators vs. Innovators)?
5. What related themes are present in his/her writings, drawings, etc.?
6. Is there evidence of fluidity and/or religiosity?

NOTES:

Series VII Contextual Factors (Triggers)

1. Has the threat maker experienced a recent loss, such as a death of a family member or friend; a recent break-up; rejection by a peer or peer group; been cut from a sports team; received a rejection notice from a college, university, military etc.?
2. Have his/her parents just divorced or separated?
3. Is the student a victim of child abuse and has the abuse been dormant but resurfaced at this time?
4. Has the student been initiated into a gang? Is it voluntary or forced recruitment?
5. Has the student recently had an argument or 'fight' with a parent/caregiver or someone close to him/her?
6. Has the student recently been charged with an offence or suspended or expelled from school?

NOTES:

Series VIII (Family Dynamics)

1. How many homes does the student (subject) reside in (shared custody, goes back and forth from parent to grandparent's home)?
2. Is the student (subject) connected to a healthy/mature adult in the home?
3. Who lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing level of risk?
4. Who seems to be in charge of the family and how often are they around?
5. Has the student engaged in violence or threats of violence towards his/her siblings or parent(s), caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)?
6. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?
7. Are parent(s) or caregiver(s) concerned for their own safety or the safety of their children or others?
8. Does the student's level or risk (at home, school or the community) cycle according to who is in the home (e.g., the student is low risk for violence when his/her father is home but high risk during the times his/her father travels away from home for work)?
9. Does the student have a history of trauma? (e.g. car accidents, falls, exposed to violence, abuse, etc.).
10. Has the student been diagnosed with a DSM V diagnosis?
11. Is there a history of mental health disorders in the family?
12. Is there a history of drug or alcohol abuse in the family?

NOTES:

Review Findings with the VTRA

Convene the VTRA to discuss all relevant information regarding the student. As a team, ask the question: *"To what extent does the student pose a threat to school/student safety?"* Does he/she pose a threat to him/herself or someone outside the school (e.g., family)?

Low Level of Concern
Risk to the target(s), students, staff and school safety is minimal.
- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism
- Available information suggests that the person is unlikely to carry out the threat or become violent
- Typical baseline behaviour

Medium Level of Concern
The threat could be carried out, although it does not appear realistic. Violent action is possible.
- Threat is more plausible and concrete than low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time)
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- Moderate or lingering concerns about the student's potential to act violently
- Increase in baseline behaviour

High Level of Concern
The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.
- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates, for example, that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests <u>strong</u> concern about the student's potential to act violently
- Significant increase in baseline behaviour

Decide on a Course of Action

With the input of *all* V T R A members, decide on a course of action. If there is a low to medium level of concern, the student may likely be managed at school with appropriate (increased) supervision and school-based/district supports.

Low to Medium Level of Concern
- Implement the Intervention Plan *(Most students can be managed at school or board program alternatives with supportive intervention).*

Medium to High Level of Concern
- The VTRA determines whether further assessment is needed
- Principal notifies the board designate

Develop a Re-integration (Intervention) Plan

The following Intervention Plan could be used to address concerns identified during a Threat/Risk Assessment

Re-integration (Intervention Plan)   *(attach additional pages as needed)*
☐ Disciplinary action taken:
☐ Intended victim warned and/or parents or guardians notified.
☐ Suicide assessment initiated on: By:
☐ Contract not to harm self or others created (please attach).
☐ Alert staff and teachers on a need-to-know basis.
☐ Daily or ☐ Weekly check-in with (title/name):
☐ Travel card to hold accountable for whereabouts and on-time arrival to destinations.
☐ Backpack, coat, and other belongings check-in and check-out by:
☐ Late arrival and/or early dismissal.
☐ Modify daily schedule by:
☐ Behaviour Plan/Safety Plan
☐ Intervention by support staff (e.g., Psychologist, Social Worker, Guidance).

☐ Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:

☐ Drug and/or alcohol intervention with:

☐ If a student with special needs, review IEP goals, strategies and options.

☐ Obtain consent/permission to share information with community partners such as counsellors and therapists (see Release/Exchange of Information Form).

Other Action:

PARENT/GUARDIAN (attach additional pages as needed)
☐ Parent(s) will provide the following supervision and/or intervention Parent(s) will:

Appendix C: Definitions

Imminent Risk/Immediate Response

Refers to life threatening situations or crime in progress. Staff will call 911 and follow internal board procedures for such circumstances. The school may choose to activate the school board/police/community VTRA.

High Risk Behaviours (See Appendix A)

Is defined as behaviours that express intent to do harm or act out violently against someone or something. High risk behaviours include but are not limited to: interest in violent content, unusual interest in fire/fire setting, escalation of physical aggression, significant change in anti-social behaviour, unusual interest in and/or possession of weapon/replica of a weapon, bomb threat, internet threat to kill and/or injury to self and/or others. The In-School team should be activated and, after consultation with the school staff and school board designate, the school board/police/community VTRA.

In-School Team

Is a team of school based professionals (e.g. principals, vice principals, etc.) trained to assess a threat to student safety by a student or group of students. Professional support staff may be consulted and will participate in the school-based violence/ threat risk assessment process.

School Board/Police/Community Threat Assessment Team (VTRA)

Is comprised of school board representatives, police and community partners as needed. When an in- school team has assessed that a student(s) poses a threat to student/staff safety, the principal calls the school superintendent who contacts the board designate to request that the School Board/Community Threat Assessment Team be activated.

Risk Assessment

Is a process of determining if a student of concern, regardless of whether a threat was made, may, through his or her violent behaviour pose a risk to a known or unknown person(s), including him or herself.

Threat

Is defined as any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, drawn, posted on the

internet (MSN, Facebook) or made by gesture only. Threats may be direct, indirect, conditional or veiled.

Threat Assessment

Is a process of determining if a threat maker (someone who utters, writes, emails etc. a threat to kill a target or targets) actually poses a danger to the target he/she has threatened.

Threat Making Behaviours

Are defined as any action that an individual who, in any manner, knowingly utters, conveys, or causes any person to receive a threat.

Worrisome Behaviour

Is defined as those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. The majority of behaviours from Kindergarten to Grade 12 fall into this category. Worrisome behaviours include but are not limited to: drawing pictures that contain violence, stories/journal writings that contain violence, making vague/generalized statements about violence towards others that do not constitute a threat. Worrisome behaviours may be an early warning sign of the development of more serious high risk behaviours. All worrisome behaviours should be addressed. These situations may involve activation of the VTRA and consultation with school board designate.

Fluidity

Is the cognitive and affective interaction between the suicidal and homicidal domains. High risk individual who at times struggle with fluidity vacillate between a desire to kill themselves and at other times a desire to kill others. In some cases the fluid individual swings back and forth between the domains for long periods of time so that engaging in an act that will accomplish both homicide and suicide is the outcome. School shootings, workplace shootings and family based murder-suicide are classic examples of realized fluidity.
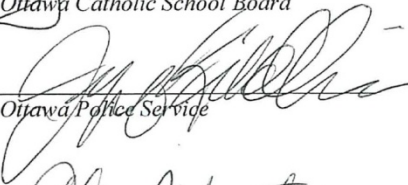
Empty Vessels

Are individuals who are not connected to healthy and mature adult supports. In VTRA cases, if the individual in question is viewed as a possible empty vessel, the next question by the team becomes: with what are they filling themselves? In other words what is drawing their attention that could be influencing their current behaviour and level of risk? This includes negative peer groups, internet activity, violent video games, music, drugs and alcohol, etc.

Community Threat Assessment Protocol Signing Partners

[signature]
Ottawa-Carleton District School Board

[signature]
Conseil des e !espubliques de I'Est de !'Ontario

[signature]
Ottawa Catholic School Board

[signature]
Conseil des écoles catholiques du Centre-Est

[signature]
Ottawa Police Service

[signature]
Youth Justice Services, Ministry of Children and Youth Services

[signature]
Children's Hospital of Eastern Ontario

[signature]
The Royal

[signature]
Youth Services Bureau

[signature]
Crossroads Children's Centre

[signature]
Children's Aid Society of Ottawa

[signature]
Rideauwood Addiction and Family Services

[signature]
Centre Roberts/Smart Centre

[signature]
Maison Fraternite

Centre Psycho-social

[signature]
Centre Jules-Léger

[signature]
Youturn Youth Support Services/services d'appui a la jeunesse
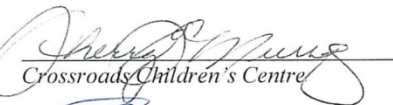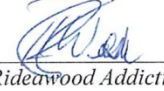
Appendix D: Guide to Officers for Section   146 Youth Criminal Justice Act Statements

**Guide to Officers for Section 146 Youth
Criminal Justice Act Statements**

The Ontario Court of Appeal has emphasized the importance of recording any statement of an accused person on video. This is even more important when contemplating charges against or taking the statement of a young person where the informational components of Section 146 must be explained to the young person **in language appropriate to the particular young person's age and understanding**. The best way to demonstrate that you have tailored your explanation to the age and understanding of the particular young person is by way of video.

- It is imperative that the young person clearly understands everything that is being said and explained to him/her.
- It is insufficient to simply read the form to the young person and ask if he/she understands.
- An individualized, objective approach that takes into account the level of sophistication and other personal characteristics relevant to the young person's understanding is required when conducting the interview.
- Prior to asking any of the questions set out in the statement form, you are required to acquire some insight into the level of understanding of the young person you are interviewing in order to determine the appropriate language to use in explaining their rights. It would be of evidentiary value to record this initial interaction with the youth while gauging their level of understanding.
- This requirement involves learning something about the young person's level of education, language and vocabulary skills, ability to comprehend, and emotional state.

- This requirement can only be achieved by engaging the young person in conversation. Consideration should be given to the following non-exhaustive list of questions:

➢ How old are you?
➢ What grade are you in?
➢ What school do you attend?
➢ Do you have a learning disability?
➢ Are you in a special education class?
➢ Have you been arrested before?
➢ Have you given a statement to a police officer before?

- Once you have acquired the necessary insight into the young person's level of understanding, you will be in a position to tailor your explanation of the Section 146 requirements to the capabilities of the particular young person you are interviewing.
- While you are not required to have the young person "explain back" their rights, in some instances, this may well demonstrate that your explanations were both appropriate and sufficient.
- A simple and appropriate way to determine whether the young person understands is to ask, "What does this mean to you in your own words?"

Statement of a Young Person
Youth Criminal Justice Act, **Section 146**

1. Statement Recording Method

   ☐ Audiotape (No.   )   ☐ Written   ☐ DVD (No._____)   ☐ Videotape (No._____)

   Police Service:_____ Police Case   ID: _____

   _____ Occurrence No.:_____

   Date:_____ Location:_____Start Time:_____Time Completed: _____

   Interviewing Officer(s): _____

   Name of Young Person:_____Date of   Birth: _____

   Address: _____

   Name: ☐ Parent(s)   ☐ Adult Relative   ☐ Other Adult

   _____

   Address:_____ Phone Number: _____

   You are charged with: | You may be charged with:

2. Do you understand the charge(s)?
   Reply: _____

   If at any time you do not understand anything, tell me and I will explain it to you. Do you understand?
   Reply: _____

3a. **THIS SECTION APPLIES ONLY TO YOUTHS WHO ARE 14 YEARS OF AGE OR OLDER AT THE TIME OF THE ALLEGED OFFENCE AND THE OFFENCE IS 1ST OR 2ND DEGREE MURDER, ATTEMPT MURDER, MANSLAUGHTER, OR AGGRAVATED SEXUAL ASSAULT.**
   As you are 14 years old, or older, and you are charged with_____, if you are found guilty, the Crown will ask the court to give you an adult sentence. The most severe adult sentence is life in prison. It is up to the court to decide whether you will be sentenced as a young person or an adult.

   Not Applicable ☐ _____(officer's initials)   Warning Read: ☐ Yes
   Do you understand?   ☐ Yes   ☐ No

3b. **THIS SECTION APPLIES TO YOUTHS WHO ARE 14 YEARS OF AGE OR OLDER AT THE TIME OF THE ALLEGED OFFENCE AND THE OFFENCE IS ONE FOR WHICH AN ADULT IS LIABLE TO IMPRISONMENT FOR MORE THAN TWO YEARS.**
   As you are 14 years old, or older, if you are found guilty, the Crown may ask the court to give you an adult sentence. The most severe adult sentence is life in prison. It is up to the court to decide whether you will be sentenced as a young person or an adult.

   Not Applicable ☐ _____(officer's initials)   Warning Read: ☐ Yes
   Do you understand?   ☐ Yes   ☐ No

Statement of a Young Person

4a. You have the right to talk to a lawyer in private without delay. Do you understand?
Reply:

_____

b. You can also get immediate legal advice from a free Legal Aid Lawyer by calling 1-800-561-2561 or 1-800-265-0451.
Do you understand?
Reply:

_____

c. If you are charged with an offence, you may apply to Ontario Legal Aid for legal assistance.
Do you understand?
Reply:

_____

d. You also have the right to speak, without delay and in private, to a parent, or in the absence of a parent, an adult relative, or in the absence of an adult relative, another appropriate adult whom you feel may assist you.
Do you understand?
Reply:

_____

e. If you make a statement to the police, the police must have the person(s) you spoke with here while you make a statement, unless you do not want them or any one of them here.
Do you understand?
Reply:

_____

f. Do you want to talk to a lawyer?
Reply:

_____

g. Do you want to talk to one or both of your parents?
Reply:

_____

h. If your parent(s) are not available, do you want to talk to an adult relative?
Reply:

_____

i. If an adult relative is not available, do you want to talk to another appropriate adult?
Reply:

_____

Statement of a Young Person

5. **IF THE YOUNG PERSON INDICATES THAT HE/SHE WISHES TO SPEAK TO ANY OF THE ABOVE PERSONS, THE OFFICER CONDUCTING THE INTERVIEW MUST NOW FACILITATE THOSE CONVERSATIONS.**

   Do you wish to make a statement?
   Reply: _____

   If yes, the police must have the people you spoke with here while you make a statement, unless you do not want them or any one of them here. Do you understand?
   Reply: _____

   If you decide to make a statement, you can stop at any time. You can also at any time talk to a lawyer and a parent, adult relative, or another appropriate adult, and have that person here with you. Do you understand?
   Reply: _____

6. **WAIVER OF RIGHTS**

   I have been given the opportunity to obtain immediate free advice from a Legal Aid Lawyer and the opportunity to talk to a lawyer and my parent(s); or, in the absence of a parent, an adult relative; or, in the absence of a parent or adult relative, another appropriate adult. I have been informed that the police must have the people with whom I have just spoken present when making a statement unless I do not want them, or any one of them, with me during this interview. These rights have been explained to me and I understand them.

   I choose not to talk with any of these people.

   _____
   Signature of Young Person

   I do not want any of them here with me during this interview.

   _____
   Signature of Young Person

   _____   _____
   Witness   Time

   Name of Person Present: ☐ Parent(s) ☐ Adult Relative ☐ Other Appropriate Adult

   _____

   Address:_____Phone Number: _____

7. **CAUTION**

   You do not have to say anything about the charge(s) unless you want to.
   Do you understand?
   Reply: _____

   I also have to tell you that whatever you do say will be recorded in writing or on audio or video and may be given in evidence against you in court.
   Do you understand?
   Reply: _____

Statement of a Young Person

8. **SECONDARY CAUTION**

If you have spoken to any other police officer or if anyone else has spoken to you in connection with this matter, I want it clearly understood that I do not want it to influence you in making a statement. Do you understand?

Reply: _____

You are reminded that you do not have to say anything about this charge unless you want to. Do you understand?

Reply: _____

Do you wish to make a statement?

Reply: _____

_____

_____

_____

_____

_____

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_____

_____

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_____

_____

_____

Signature of Young Person:_____Time Completed: _____

Witnesses:

(1) _____   _____
                                          Signature

(2) _____   _____
                                          Signature

Building Brighter Futures Together at the Ottawa-Carleton District School Board

ADVISORY COMMITTEE ON EQUITY REPORT

June 4, 2020
6:00 pm
Zoom
Meeting

Voting Members:	Elaine Hayles, Harvey Brown, Nasrin Mirbagheri-Javanfar, Nyk Morrigan, Bronwyn Funiciello, Nicki Dunlop, Carrie-Lynn Barkley, Chandonette Johnson-Arowolo, Meghan Wills, Deepika Grover, Elizabeth Sweeney, Jasmine Qi, Ayan Yusuf Karshe,
Non-Voting Members:	Chris Ellis (Trustee), Joy Liu (Student Senator), Sonia Nadon-Campell (Special Education Advisory Committee),Susan Cowin (Special Education Advisory Committee), Ruth Sword (Spiritual Care in Secondary Schools), Alexander John MacIver, Alla Shanneb, Bob Dawson, June Girvan, Said Mohamed
Staff and Guests:	Justine Bell (Trustee), Lynn Scott (Trustee), Dorothy Baker (Superintendent of Instruction), Michele Giroux (Executive Officer), Carolyn Tanner (Human Rights and Equity Advisor), Jacqueline Lawrence (Equity and Diversity Coordinator), Sue Rice (OCDSB), Jeanine Bradley (OCDSB), Nicole Guthrie (Manager, Board Services), Leigh Fenton (Board Coordinator)

1. <u>Welcome</u>

1.1 <u>Land Acknowledgement</u>

Chair Hayles called the meeting to order at 6:09 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.

1.2 <u>A Moment of Silence for George Floyd</u>

Chair Hayles requested a moment of silence for those harmed or killed due to their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender, sexual orientation, gender identity, gender expression, age, marital status or disability.

Director Williams-Taylor thanked the committee for accommodating her appearance on the agenda. She wished to address the Advisory Committee on Equity (ACE), a group that works on matters of equity, given the egregious challenges against the black community, in particular over the last ten days. She noted the death of George Floyd is a stark reminder that anti-black racism is ever

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present and while this incident and many others like it have taken hold of the media outlets in the United States of America, it is important to recognize that racism is not unknown to those in Canada or locally in Ottawa.

Director Williams-Taylor advised that the District is taking steps to communicate to the community the seriousness of racist events and the impact on the staff and the students that are served. Efforts are in place to ensure that people remain connected and understand that they are supported. The message to the community also highlights the ongoing commitment to the equity work underscored by the discussions and activities of the ACE, the District and the Board of Trustees. The District aims to ensure changes will be felt in classrooms, in places of work, and in the community of the OCDSB.

Ms. Mirbagheri-Javanfar enquired over the specifics of the plan to support Black students through the anguish of racial violence and the simultaneous stress of the COVID-19 virus pandemic. Director Williams-Taylor responded that in conversations with the Ottawa Black Educators Network, a plan was developed to meet with the organizers of the Black Student Forum, which will be held over a digital format on 18 June 2020. At this meeting she will be soliciting their input on support for Black students at the forum and beyond that. Additionally, there will be a written communication to students.

Ms. Grover requested the Director provide a sense of the commitment to equity issues to prepare the committee for their conversations in the coming months. Director Williams-Taylor responded that a draft version of the Human Rights and Equity Roadmap is being created for further consultation by the District's advisory committees, and the community. The current strategic plan outlines the direction up until 2023 and senior management is examining the progress pertaining to equity, human rights and indigenous education. Over the next three years, action items will be explicit, the impact will be measured and affect students directly.

Nyk Morrigan (Them/They) queried the supports in place for the transgender and gender non-conforming students and staff who are scared with the recent loss of life involving anti-transgender bias. Director Williams-Taylor shared that the District is expanding support for affinity groups and a network is being forged for those who identify in the 2SLGBTQ community. Superintendent Baker contributed that, over the years, the support system has been strengthened: however, there is a lot of work to be done. A future ACE meeting will be dedicated to exploring the topic. She noted the work of Sue Rice, Instructional Coach – Inclusive Education, in these areas, such as the Gender Identity and Expression Guide, the Rainbow Youth Forum, and the Spring Fling. The District is working with the Psychology, Mental Health and Critical Services departments to provide further support to the Gender and Sexuality Alliance (GSA).

2.   Approval of the Agenda

Moved by Sue Cowin,

2

THAT the agenda be approved.

Carried

3. Department Update

   3.1 Superintendent's Report

   a. Learn at Home Parent Resources

   Superintendent Baker highlighted that the Learn at Home Program has served to amplify inequalities amongst learners. At this time the District is shifting policies and procedures that will make a difference. The work of ACE has been foundational in informing strategic actions to be taken going forward.

   The Learn at Home Parent Resources were included in the meeting package for information, in English, French and Arabic, for every grade level.

   b. Questions from ACE Members

   In advance of the meeting, ACE sent questions to the District representing various concerns. Listed below are the questions (Q) from the committee and answers (A) from Superintendent Baker:

   Q: How is OCDSB ensuring all students have access to the devices they need to fully participate in distance learning? How is OCDSB ensuring all students have access to reliable, high-speed internet to continue their education?

   A: At the outset of the school closure on 13 March 2020, the school principals, vice principals and educators connected with every family to determine their technology needs. Three phases of technology were deployed by courier service in consultation with Ottawa Public Health (OPH). To help students learn at home, Business & Learning Technologies (B&LT) delivered more than 11,000 Chromebooks and over 1178 Internet Hotspots to students in need. A process is in place to ensure that the technology is adequate and the student is fitted with the applications required. Some staff required access to devices and wireless fidelity as well.

   Q: How is OCDSB supporting schools in structuring instructional time to meet the needs of students with varying levels of access to the internet and technology?

   A: The District continues to process families through the FamilyReception Center to ensure that those students have access to the internet and technology. For all families, the ability to access the time and space to learn at home is different. Teachers are being encouraged to offer flexible

3

learning periods. Educators are connecting personally with each student to understand their lived reality and learning goals. The dynamics of the Learn at Home Program has raised any relationship gaps between the teacher and student to be bridged.

Q: How is the OCDSB supporting students with disabilities who need specialized instruction, related services, and other supports during school closures?

A. From the outset of the emergency closure, Learning Support Services (LSS) staff started reaching out to teachers in specialized program classes and Learning Support Teachers to coordinate support for students and staff. LSS has developed an extensive assortment of professional learning opportunities for all educators (teachers, education assistants, early childhood educators) on how to provide support in an on-line environment. Virtual work spaces for teachers were created, online workshops and webinars are available, and collaboration is occurring across same grade teams.

School-based mental health staff have been providing remote support to students, including virtual tele-health practices.

At Crystal Bay Centre for Special Education and Clifford Bowey Public School, educators are engaging with students on a daily basis, along with connecting parents to external resources.

Q: How is OCDSB ensuring the instructional needs of English language learners are supported during school closures?

English Language Learners (ELL) are being supported in the following ways:

- Coaching sessions and workshops for educators;
- ELL Google site updated to reflect strategies to support during learning at home;
- Ongoing home-school communication with support of Multicultural Liaison Officers (MLOs);
- The use of school-specific strategies, for example YouTube videos simplifying Board messaging;
- Weekly check-ins with ELL teachers; and
- Department collaboration on how to use the technologies provided.

Superintendent Baker noted that she is a part of the Ottawa Local Immigration Partnership (OLIP) Health and Well-being Table. Currently the discussions are focussed on support mechanisms for refugees, immigrants, new comers, and racialized people in the community during

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the COVID-19 era. Overcoming communication challenges require the help of many community partners.

Q: What kind of support and professional development are you providing to teachers, teacher's assistance etc, in supporting the needs of boys, students in special education, English language learners, First Nation, Inuit, Métis, African/Caribbean/Black - groups that have been explicitly identified by the Literacy and Numeracy Secretariat as under-performing?

A: There is a collaborative effort at the District to provide ongoing online professional development for the educators. Departmental sessions are available for Program and Learning, Indigenous Education, Equity, English as a Second Language, English Literacy Development, Business & Learning Technologies, Learning Support Services, and Innovation and Adolescent Learning. Some of the classes in Equity include: "Let's Talk Equity", "Let's Talk Gender", "Let's Talk Race", "and Let's Talk Accessibility". In response to the feedback on the needs of teachers, early childhood educators and office administrators more subjects are being added to the list. The Indigenous Education Teams are engaged in 'virtual lunch and learn' and 'tea and talks' sessions, exploring topics such as "What is an Ally" and "How to Integrate Social Justice and the Indigenous Perspectives into the Classroom Curriculum".

Q: How is OCDSB supporting the social and emotional well-being of students, their parents/caregivers, and teachers during school closures? How are you maintaining regular communication with students and families — particularly the most vulnerable — during school closures?

A: All OCDSB owned channels have been used in communications response efforts as appropriate. This includes emails to all parents, students and staff; social media outreach via Facebook, Twitter and Instagram; and the OCDSB website has served as a central information hub. The MLOs have helped with the outreach work to families and reporting to the District on the well-being of families.

Beyond this, the OCDSB has maintained regular contact with local media outlets and also purchased advertisements in multiple languages to reach diverse communities through CHIN radio.

The Education Foundation of Ottawa is supporting vulnerable students in the District. Clarissa Arthur, Executive Director of the Education Foundation of Ottawa, has reached out to the communities to purchase and arrange for delivery school supplies for seven hundred students doing

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schoolwork at home. Through a program called 'Bridges over Barriers', $26,000 dollars has been directed towards students who fall under the crisis umbrella. This fund is established based on the values of equity and the need for early intervention, with a commitment to maintaining the dignity of every individual who is a benefactor of this fund.

Q: How is OCDSB measuring student progress to ensure students and families have an accurate picture of student performance for this school year?

A: Due to the Ministry-mandated school closure, student learning will be assessed on their work from the beginning of term 2, ending 13 March 2020. If there is evidence collected from the teacher that demonstrates improvement from 23 March until 19 June, it will be reflected in a final grade. The report card grade will not be lower than the mark the students had on 13 March 2020. The work assigned in the Learn at Home Program addresses all the key concepts so the students will be ready for the following year. New and differentiated ways of learning for each student have been introduced during the extended closure. Educators are recognizing the strengths that every student brings with them based on their life experiences.

Q: How are you supporting all high school students, especially seniors, in staying on track to graduate and preparing for post secondary and/or career?

A: To support grade 12 students in successfully graduating in June 2020, Innovation and Adolescent Learning (IAL) is offering funding to schools to hire an occasional teacher (OT) to work in concert with their student success teacher (SST) to enhance supports for students who are currently at risk of not graduating due to low credit accumulation.

Funding has been offered to hire occasional teachers to work with the student success teachers. Students are encouraged to connect their learning to the requirements of credit.

Kyl Morrison was hired with Ministry funding as the Indigenous Graduation Coach. Tess Porter and Souad Musa were both hired to support Black students with their graduation and future aspirations. All three coaches will work throughout the summer.

c. Supplementary Information

    a. Translation and Translated Supports for English Language Learners

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The District's Translation and Translated Supports for English Language Learners was included in the agenda package for information.

b. Communications from the District During Co-VID 19

A document detailing the communications from the District during COVID-19 was included in the agenda package for information.

d. Identity Based Data Collection Infographic

Executive Officer Giroux reported on the timing and process of the Identity Based Data Collection project. The information was collected through a survey called "Valuing Voices: Identity Matters" launched in November 2019 and closed at the end of January 2020. Since that time, The Research, Evaluation & Analytics Division (READ) team have been analysing the data.

In the spring of 2019, focus groups with community partners were held to help identify systemic barriers and bias in the education system before the collection of identity based data. Care was taken to educate staff as to why identity matters, broaden the understanding of identity, and support students and colleagues with issues of identity. Proportional identity representation between students and staff was highlighted as an area to improve upon in hiring practices. Programming issues were brought forth from special education students, along with concerns about streaming practices in the District. Participants identified the need for further connectedness to uphold relationships and increase a sense of belonging. The six key areas requiring action were as follows:

- Acknowledge that racism and bias exist in the education system;
- Listen to what students, parents and community partners saying;
- Gain an understanding of the values and lived experiences that shape students' identity;
- Increase representation of diverse groups in staff to promote greater sense of belonging for students;
- Be sensitive in the data collection and reporting so as not to reinforce stereotypes; and
- Understanding how identity matters to allow students to engage in opportunities to address the experience of identity.

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

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without an email contact on file. 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. The Valuing Voices survey was translated into many languages. Evenings were held at the family reception centre where MLOs assisted with the completion of the surveys. The District was pleased with the overall participation rate of 46.5%. Further work is being undertaken to identify the voices that have not been captured.

Since the data collection has occurred, other steps towards the analysis and reporting include, entering the data of the 300 paper surveys, checking for any inaccuracies or inconsistencies in the database, reviewing all data fields to ensure data is in a format that is ready for analysis, reviewing the legal requirements for reporting as per the Ontario Data Standards, and executing a plan for data analysis and the production of a summary level report. At the end June 2020, the Board of Trustees will be presented with the summary of the survey. Once the survey data has been released, meetings with community partners will be scheduled to review the data and highlight priority areas of study. The data will be used to better understand achievement gaps, suspension and expulsion rates, streaming practices, the engagement levels of students and whether certain groups of students feel more or less safe at school.

There will be no data suppression in the full report of the findings. A data set containing the numbers and percentages for each item on the survey will be made available on the District website.

Executive Officer Giroux noted the District has a strong commitment to improving equity of access and opportunity for all students. In 2011, the District completed a comprehensive student survey which was a "snapshot" in time. A series of thematic research reports were derived from collecting this data. The 2011 collection project better equipped the District to undertake the recent survey. The 2019-2020 Valuing Voices survey was different in that it asked for census data as well as perceptual data such as sense of belonging. The Valuing Voices survey is intended to be the beginning of a cyclical data collection period.

4. New Business

    4.1 Learn at Home Program Issues and Concerns – Breakout Discussion

Superintendent Baker sought the input of the committee on issues from the community pertaining to the Learn at Home program.

The committee was divided into three discussion groups. Key considerations were summarized in the following points:

- Parents are unsure of the implications behind the phrase "Learn at Home", lending itself to the idea that parents can perform the tasks of teachers;

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- There is little support with assignments. The Learn at Home document provided by the District regarding number of hours of study is challenging to understand and represents an unrealistic time allotment to complete the work for the week;
- The work/life balance for the parents supporting their children's learning is overwhelming and stressful;
- Some parents enjoyed the mix of synchronous and asynchronous learning;
- Kindergarten children prefer active play and find online sessions difficult;
- There were inconsistent expectations from different teachers;
- The Learn at Home Program was challenging for those students with exceptionalities;
- The structure of the classroom was missed by students;
- Parents who do not speak French could not assist their child's French learning assignments;
- The education style is teacher-centred and elementary students do not know how to learn by themselves;
- Resources were a major issue. Some households were struggling to share a computer and connectivity;
- This was a precipitous change and teachers should be congratulated for all they did in such a short amount of time to plan for a pandemic of this nature;
- Increased mental health risks and decreased academic engagement were affected by increased isolation;
- Unsafe home situations for students who are not able to be out at home;
- Trans and gender diverse students who were socially transitioning at school are now stuck at home unable to be themselves;
- Many Rainbow Clubs were not able to meet virtually;
- Parents of primary aged students are suffering from fatigue;
- Children the are generally shy are uncomfortable with the virtual meeting environment;
- Many parents expressed confusion with the messaging regarding grade improvement and the difference in direction from one teacher to another;
- Many parents noted that there was not enough interaction with the teacher and would like more teacher led learning;
- Many newcomer families do not have the computer language literacy to access the Google classroom and the issues of poverty and multitasking parents need to be considered in future learn at home models;
- COVID-19 has had a significant impact on Ottawa's Black, racialized and vulnerable communities. Language is an issue;
- Special education students have also been negatively impacted by the Learn at Home model. Additional support from Learning Support Teachers and Learning Resource Teachers is required

Superintendent Baker thanked the committee for their feedback.

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4.2 Orientation and Next Steps

The committee was in agreement that they would like to participate in an orientation session over the summer break, if possible. It is important to them to understand how their work fits into the work of the other advisory committees.

5. Adjournment

Chair Hayles confirmed that the questions left in the chat function of the on-line meeting will be answered by District staff and appended to the final report (Appendix A).

The meeting adjourned the meeting at 8:11 pm.

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Elaine Hayles, Acting Chair, Advisory Committee on Equity

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Appendix A

On-line Questions from Advisory Council on Equity Members
4 June 2020

1. How does (the work of the committee) translate into support from Educator Allies in the White and non-BIPOC communities? Is one way the hiring and retention strategy of educators who support that represent the community (BIPOC)?

    A. Equitable hiring practices, staff census and staff affiliate groups are intentionalized in the draft Indigenous, Equity and Human Rights Roadmap. Currently, there is a Black Educators Network and Rainbow Educators network in place. Many schools both elementary and secondary have affinity student groups e.g. Black Youth Diversity Clubs, Rainbow Clubs, Indigenous Voices etc..whose voices also inform the work.

2. Most of our ESL students come from a very teacher centered educational system. I have heard from these families that they are very lost and they don't know how to help their children. What plans do we have for them?

    A. The Equity team has been working with OCISO and OLIP to identify specific issues and strategies to support ELL students and families which include accessing the technology and platforms, communication and interpretation of information, etc...Translation of "how to" videos for google classroom and google meet have been developed in Arabic with more to come. Translation of key District communications has been undertaken. At the school level, staff and MLO's are helping to identify specific needs of families and addressing them. There are many challenges remaining and a communication and engagement strategy is identified in the draft Indigenous, Equity and Human Rights Roadmap to specifically address ongoing support.

3. How do we get through to teachers that when they insist that students turn on their cameras during classroom meetings, that it increases inequity? Students may live in poverty and not want their teachers and classmates to see their homes, they may be in a situation where they have escaped abusers and not want to risk being located (these meetings can and have been hacked into), they may be living in Foster Care situations, they may still live with an abuser who tightly controls their access to internet and communications with outside individuals. Teachers are demanding that student's turn on their cameras and it is a violation of privacy.

    A. Communication to educators around sensitivity and equitable practices has taken place. Students may choose whether or not to use video at their discretion.

4. Do you have the numbers of how many students are participating in Learn at Home? Are there some schools with lower participation rates? Please delve into the statistics on participants by group: Special education, English Language Learners, radicalized and indigenous.

    A. We do not have the specific numbers disaggregated by group as some of those data points would be through the Identity-Based Data which is in progress. All schools reached out to families who were not engaging and connection was made with them all. There were a variety of reasons provided for not participating. There was a drop in engagement towards the end of June. The District will be monitoring participation rates as we head into September for any situation requiring an online component.

5. Inuktitut is many parents' first language. With 40% of the population living outside of their traditional territories and Ontario seeing a 65% increase in Inuit population within 5 years, there is a need to consider translation of documents/communications into Inuktitut as well.

    A. Inuktitut has been identified by the Indigenous Education team as a critical language for translation.

6. What was the rationale in stating grades could be revised if the student demonstrated evidence of improved learning while at home. This does not take into consideration the varying schedules/availability to support that the elementary parent community is experiencing during the pandemic. How is this equitable?

    A. At elementary, grades were based on assessment and evaluation as of March 13. Teachers were able to use professional judgement to determine if there was improvement on that assessment as a result of learning after March 13, keeping the variability of student and family ability to access in mind. The key in this was to ensure that students were not penalized following March 13. Educators were encouraged to personalize learning for students to optimize their success based on their individual circumstances.

7. What supports are available for students with individual education plans?

    A. Learning Support teachers, Learning Resource teachers, Educational Assistants and central staff worked with classroom teachers and students in support of students with Individual Education Plans.

8. What type of support is available for students in French Immersion for whose parents do not speak any French?

    A. This has been raised provincially as an issue and continues to be a challenge for parents who do not speak French. Early, Middle, and Core French teachers are available for support for students.

9. How is the Identity-Based Data Collection survey work acknowledged and incorporated?

    A. This work very much informs the Equity, Human Rights and Indigenous roadmap going forward. The baseline data will be key in establishing measurements of success.

10. Does the Identity-Based Data Collection survey examine suicidal ideation rates in students?

    A. It does not examine this specifically however within the disability section there was an option to identify mental health.

11. Will we have the availability to review either the raw data or unsuppressed data from the Identity-Based Data Collection survey?
    A. There is a link on the OCDSB website under Valuing Voices to download the public use data file. This is a requirement of the provincial data standards.

12. Please explain the Equity and Diversity training in place for staff. Mandating this training is an extremely important point when it comes to student performance and inclusivity.

    A. Currently, there are two mandatory modules ~ Diversity and Inclusion Fundamentals and Unconscious Bias. In addition, there are on-line Equity Talks sessions facilitated by the Equity team, Indigenous Education session facilitated by the Indigenous Education team. Culturally Relevant and Responsive Pedagogy training is delivered to key educators and staff on an ongoing basis. Finally, there is a comprehensive approach to training outlined in the draft Indigenous, Equity and Human Rights Roadmap.

Building Brighter Futures Together at the Ottawa-Carleton District School Board

PARTIAL - SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, June 10, 2020

7:00 p.m.

Zoom Meeting

Members:	Christine Boothby (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Jim Harris (VOICE for Deaf and Hard of Hearing children), Susan Cowin (Community Representative), Rob Kirwan (Community Representative), Mark Wylie (Down Syndrome Association), Cathy Miedema (Association for Bright Children), Nicole Ullmark (Easter Seals Ontario), Katie Ralph (Autism Ontario, Ottawa Chapter), Lisa Paterick (VIEWS for the Visually Impaired), Michelle Berry (Ottawa-Carleton Assembly of School Councils)
Association Representatives (Non-Voting):	Connie Allen (Professional Student Services Personnel), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Kelly Granum (Ontario Secondary School Teachers' Federation, Occasional Teachers), Daniel Bersyniow-Naane (Student Senator)
Staff and Guests:	Lynn Scott (Trustee), Justine Bell (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Carolyn Tanner (Human Rights and Equity Advisor), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal Learning, Support Services), Stacey Kay (Manager, Learning Support Services), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Nicole Guthrie (Manager, Board Services), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

    Chair Nadon-Campbell called the meeting to order at 7:02 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory

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and thanked the Algonquin people for hosting the meeting on their land. She noted June is Indigenous Awareness month and it is always time to reflect upon and learn the history, contributions and strength of the First Nations, Inuit and Métis people.

The Chair and Superintendent Symmonds welcomed meeting observer, Advisor Carolyn Tanner, the District's Human Rights and Equity Advisor.

2. Approval of the Agenda

Moved by Sue Cowin,

THAT the agenda be approved.

Carried

3. Review of Special Education Advisory Committee Report

Moved by Katie Ralph,

THAT the Special Education Advisory Committee Report dated 13 May 2020 be received.

Trustee Boothby requested that the following change be made on folio 9:

● That the description of the abbreviation of EA be reflected as 'Educational Assistants'.

Moved by Katie Ralph,

THAT the Special Education Advisory Committee Report dated 13 May 2020 be received, as amended.

Carried

4. Action Item

4.1 Report 20-051, Special Education Plan 2019-2020

Your committee had before it Report 20-051, Special Education Plan 2019-2020, seeking the approval of the plan. Superintendent Symmonds noted that over the course of the 2019-2020 school year, SEAC has reviewed and provided input into all of the standards that comprise the plan. He acknowledged the work of the Special Education Advisory Committee to assist in developing an accessible document for parents and educators.

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System Principal Hannah highlighted that the special education plan is a detailed expression of how the District will implement the Board's special education policy.

She explained that the purpose of the special education plan is two-fold: to inform the public about the manner in which the school board is carrying out its special education responsibilities; and to report to the Ministry of Education. The special education plan is also a framework to be leveraged by District Staff in which Learn Support Services (LSS) communicates the expectations and requirements essential to serving special education learners across Kindergarten to grade 12 classrooms.

Moved by Sue Cowin,

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

During the presentation of the report, there were five Standards that were highlighted, which underwent significant revisions. They are as follows:

- The "Specialized Health Support Services in School Settings" Standard, beginning on page 37 has been updated to reflect the most current information on delivery of service, eligibility criteria to receive service, the provider who determines eligibility and level of support, and procedure for resolving disputes. Manager Kay worked with Jessica Wilson, Manager of the Champlain Local Health Integrated Network (LHIN), to ensure accuracy, as this information has changed regularly over the past year;
- The "Early Identification Procedures and Intervention Strategies" Standard includes revisions to the Kindergarten Intake Form, providing an opportunity for parents and guardians to describe their child's special learning needs. The Kindergarten Education Team are valuable personnel in the early identification process. The Program and Learning Department (PAL) and LSS have worked together to align on the practices of Kindergarten intake practices, ongoing monitoring and intervention. The service to English Language Learners has been added in this section of the Standards;
- The "Identification. Placement and Review Committee (IPRC) Process and Appeals" Standard and accompanying Parent Guide will be further revised to accommodate the new reality of working from virtual platforms. The intent is to include this information prior to the Ministry of Education submission in July;
- The "Individual Education Plans (IEPs)" Standard has been updated with clear language on the overview of the IEP and that it is a cyclical process. Information on the storage of IEPs was added to this section. A note was added to explain that transition plans are developed as a component of the IEP; and

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- The "Categories and Definitions of Exceptionalities" standard was re-written to acknowledge that the IPRC process is closely linked with special education placement decisions. There is delineation in this section that specifies the difference between a special education program and a special education service.

System Principal Hannah noted that prior to submitting the final copy of the Special Education Plan to the Ministry of Education some budgetary information and IPRC data is still required.

Moved by Sue Cowin,

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

Carried

5. Budget Update

Mr. Kirwan reported 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 (GSNs). He explained that the District's Finance Department is missing key elements required to populate the calculation templates and technical paperwork to perform the necessary forecasts. International student pre-enrollment is falling short of annual expectations. A budget cannot be approved by the end of June without the outstanding critical information. A new target is set to present the budget by the end of July however it was stated in the 8June 2020 Committee of the Whole Budget meeting that the budget process and approval may not be completed until the end of August.

Trustee Ellis added that it is expected the Ministry of Education will release a return to school protocol to all school boards by the end of June.

6. Department Update

6.1 Superintendent's Report

Superintendent Symmonds acknowledged the feelings in the community of tremendous anger, sadness and grief as a result of anti-Black racism in the news coverage. He noted that it is not solely an American issue but that anti-Black racism is prevalent in Canada as well.. He recognized that members of the school community are hurting and wished to reassure those members that the District stands by them and remains committed to advancing its work in equity and anti-oppression to create a respectful environment where all students have an opportunity to learn and pursue their goals.

4

a. Negotiations Update

The Federations have ratified the Central Bargaining Agreement. Collective agreement negotiations are scheduled to continue through the summer with the local unions.

b. Individualized Education Program (IEP) Online (IOL) Customization

Manager Kay reported that paperless customizations to the IOL systems were delivered as solutions by the vendor Project Consulting Group (PCG). IPRC, IEP documents and the alternative report cards will be sent electronically to parents and guardians. The provincial report card will be shared with families through the parent portal on the District's website. In both cases, in order to keep this information secure, parents and guardians will be required to authenticate in order to access the reports.. The District is mindful that not all parents and guardians will have access to email and a hybrid system of delivery is in place for those families who require a mailed report.

Superintendent Symmonds conveyed the importance of ensuring family data, such as email and home addresses, is revised and is accurate.

c. Alternative Reports

System Principal Kessler noted that the alternative reports completed by staff in schools do not link to the Ontario curriculum but are instead linked to Alternative Program Learning Expectations in a student's IEP. She noted that any evidence of learning on IEP goals demonstrated during the school closure period will be included in the reporting. No student, whether they are receiving the provincial report card and/or the alternative report, can expect to see a decrease in their academic standing as of 13 March 2020.

d. Update on Ministry Announcements

　　　a. Summer Transition Program

　　　b. Summer Mental Health Supports

On 19 May 2020, the Ministry sent the Chairs of the District School Boards an update on summer learning. School boards will be supported as summer learning opportunities are expanded, including, summer school, course upgrading, and targeted programs for vulnerable students, students with special education needs, and Indigenous students. School boards will also be provided with a one-time allocation to provide summer transition programs for students with special education needs and/or students with mental health needs. This will significantly aid in students becoming re-accustomed to being in building and re-learning the rules and routines of learning in a group.

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The following funding amounts have been allocated to students accessing special education supports:

- $165,000 awarded to assist students in the grades 6 to 8 summer learning program;
- $189,000 awarded to enable regulated health professionals to continue their work with students over the summer;
- $175,000 awarded to support students with high special education needs and those students who require mental health supports for summer transitions

LSS is collaborating with coterminous boards to share strategies to use the limited funding.

The District will reach out to staff for this paid work in assisting with transition and mental health supports, however these assignments are voluntary as the educators, psychologists and social workers need an opportunity to enjoy an annual vacation leave.

In response to a query, Superintendent Symmonds noted that the funds are not strictly limited to teaching staff and can be used to support students. Discussions with the unions have commenced.

e.   Empower Program

Since early April, System Principal Kessler has been working collaboratively with the team at Sick Kids Hospital to respond to the learning needs of Empower reading program students. During Learn at Home, Empower teachers have been using worksheets created by Sick Kids that focus on the reinforcement and consolidation of Empower reading strategies and skills that they were learning prior to school closures.

Sick Kids also developed protocols to allow for the online delivery of Empower lessons to students and this opportunity was considered in consultation with principals and with parent input. Once the Ministry of Education made the decision to keep schools closed for the remainder of this school year, schools were offered the option to deliver Empower lessons online to small groups of students.

f. Other

Manager Kay announced that student transportation for the 2020-2021 school year on buses and vans will change as a result of the reduced capacity anticipated from Ministry guidelines. The Ottawa Student Transportation Authority (OSTA) is developing a safe plan

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for bussing students. In the event physical distancing becomes a requirement on yellow buses, the impact would significantly reduce available seating capacity. If this is the case, OSTA will need to suspend the Empty Seat Program. The District will receive less service at the same cost of delivery.

Manager Kay shared the news that the Speech Language Pathology Department launched a site for Augmentative and Alternative Communication (AAC). The District employs clinicians in the specialized field of AAC. Speech Language Pathologist's, Brenda Oleszko and Christine May, have developed a website that is accessible to District staff who support students with AAC needs This resource also assists parents in the Learn at Home program. This tool is being promoted through the principals and support staff. Manager Kay encouraged the committee members to communicate the news to their respective associations.

7.   New Business

   7.1   Current Challenges and Opportunities

In advance of the meeting, the committee was invited to send questions to LSS representing concerns from their respective organizations. Listed below are the questions (Q) from the committee and answers (A) from the LSS team:

Q: The OCDSB plan for Special Education students includes the offering of the Empower reading program on-line for those students who were already in process when the lockdown began. If this program has indeed been adapted for on-line presentation, can it be made available to any students within the OCDSB who are experiencing reading problems? If not, why not?

A: Delivering Empower lessons on-line limits the number of students who can participate to a maximum of three students versus six students in-person. There is no evidence of the impact of delivering Empower lessons online; SickKids has not attempted this delivery model and is unsure of the results for students. For younger students it is more difficult to focus during online lessons and requires an adult to be present for support.

Q: The "after school" plan seems to be relevant only to those with Autism and/or Developmental Disabilities. Is this the case?

A: The Ministry of Education limited participation in the After School Skills Development Program to students who have Autism Spectrum Disorder (ASD).

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Q: How will Tier 1, Tier 2 and Tier 3 interventions be handled on return to school or through distance education, if that is to be continued? Will extra support (e.g., EAs, additional training, etc.) be provided?

A:

- LSS teams continue to receive and follow up on Tier 3 interventions during Learn at Home and this would continue should distance learning continue into the fall. This includes participation in Multi-disciplinary teams;
- Upon return to school, LSS teams will follow up on students for whom they have referrals and according to the highest level of need (e.g., safety, well being, self-regulation, communication, etc.); and
- Tier 1 and 2 work is mainly conducted by the in-school team and is supported by instructional coaches and learning support coaches.

Q: When will there be a Board Plan more specific in place that relates to the needs of LD students? What will that be?

A: There are currently too many unknowns at this time with far too many variables to identify a clear path forward. LSS will have to develop a plan for support and will have to be agile with a support model for the shift to a return to school. The District may or may not have to forego some of the activities typically undertaken in an effort to support exigent needs.

Q: What will be the priorities of the Learning Support Teachers with respect to return to school?

A: LSTs will be focusing on transition support for students returning to school. This includes ensuring that students have access to Special Equipment Amount (SEA) equipment, coordinating with classroom teachers to address individual education plan (IEP) accommodations, and helping to assess which students may need additional supports and/or services

Q: Why is the Board going to be issuing report cards to Elementary School students? Based on what? What about students who are assessed based on a modified program or other form of IEP that hasn't necessarily been delivered by parents? Given that the On-line participation by families has been optional, it seems at best unfair and at worst irrelevant to provide any kind of mark or even subjective comments for a child's permanent record. In addition, this adds unnecessarily to a classroom teacher's workload with many of them trying to compare apples and oranges.

A: Report cards are issued according to the Ministry of Education policy. A number of students with IEPs have been able to continue working on all or some modified goals as outlined in their IEPs. Where this is the case, evidence of learning while at home would

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be included on their report card. If a student has not been able to continue working on modified curriculum expectations during the Learn at Home Phase, a statement will be included on their report card which explains this occurrence.

Q: For students placed in the Learning Disability Specialized Intervention Program (LDSIP) program this year, they did not receive the promised full year in the program. How will that discrepancy and time away be accounted for?

A: At this time, there are no plans to extend a student's placement in a specialized program class due to the closure. There is no capacity to add the number of classes that would be required to accommodate those learners. LSS will coordinate with school teams to ensure appropriate supports are in place and to support a smooth transition.

Q: What measures are in place to track the efficacy of the LDSIP program for students? What elements of programming are standardised across all LDSIP classrooms? How is this monitored and tracked? What kind of initiatives/supports/incentives can we offer to teachers teaching the LDSIP program to document and track their program successes?

A:

- LD SIP core program elements include: explicit instruction of learning strategies, use of Assistive Technology (AT), and support for self-advocacy;
- An interim report was brought forward last year and staff had anticipated conducting a follow up report in 2020-2021. Owing to the pandemic, LSS will re-examine the plan in order to provide meaningful information for discussion; and
- LSS had planned professional development training with the teachers of the LDSIP classes (especially in the area of social emotional learning) and also identified the need to provide assistance to classroom teachers who were welcoming students from the LDSIP into their classes during the times of integration. These plans were impacted by an ability to find occasional teachers, labour disruptions, and the closure.

Q: Quite a number of schools run informal social groups as a way to support specific identified students, including those with LD. This type of social group (lunch buddies, Lego group, Art group, etc.) has been beneficial to those who have participated. Will this type of group continue and if not, will there be anything to replace the inclusion and skill-building benefits learned in such groups?

A:

- Schools make individual decisions on the programs they operate during non-instructional times. While many schools do offer these kinds of programs, they are not mandated as part of the responsibilities of a school;

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- During the school closure period, many Educational Assistants (EAs)s are still organizing social skills groups, and body breaks with students to skill build remotely; and
- LSS is exploring virtual delivery of adapted or modified PEERS, Art of Play and Art of Conversation programs for students.

Q. What specific support is being given to our students with Autism and Down Syndrome?

A. Specific support has been given through regular contact with families who had already been referred to LSS teams, Support for establishing routines at home (e.g., visual schedules) and communication support from Speech Language Pathologists.

Q. Please provide a general description of what kind of services are being provided to Special Education children.

A. Students with special education needs are being supported by classroom teachers, early childhood educators (ECEs) and EAs. Per the Ministry direction, IEPs are followed where possible and in areas where accommodations cannot be reasonably applied in a Learn at Home phase, school teams are collaborating with students and parents/guardians to develop reasonable accommodations to support learning. In some situations, central team members are providing direct support to students for example Itinerant Teachers of Assistive Technology (ITAT) support student use of technology during the Learn at Home as are Deaf/Hard of Hearing or Blind or Low Vision itinerant teachers.

Q. What concerns are we hearing from parents and students and how are we able to address them?

A. Parents of high needs students are concerned about the lack of respite services in the community and LSS continues to look for ways to support families and advocate on their behalf - especially through the work of social workers. Parents of high needs students with challenging behaviours are being supported by various LSS teams including Itinerant Educational Assistant (IEA) and Autism Spectrum Disorder (ASD) Team members and board-certified behavior analysts (BCBA). However, during this phase of learning, the constraints on community supports are having a significant impact on some students and families.

Q: Many teachers are giving bonus work in not only Math, Science, Geog/History, and Literacy as a means to "boost" or "improve" grades, but also in other subjects.

The concern is that the only students who can take advantage of the opportunity to improve their grades are those who are in a situation where they can do the bonus work. In other words, not every student, whether due to socio-economic

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issues, disability, special education needs, or lack of parental support, has the opportunity to improve their pre-March Break grades.

For the very same reasons that grading assignments for Learn from Home online education was deemed to be inequitable and it was decided that students could not lower their pre-March Break grades by either not working from home or doing "poorly" on assignments; so too is the practice of improving grades by means of bonus projects. Not everyone is able to take advantage of the "opportunity" to improve grades and do bonus work.

How can we ensure that students with Special Education needs are not denied this opportunity or being left behind?"

A. The work that is being given to students is part of the Continuity of Learning with the Learn at Home phase of the closure. Not every student can participate in the Learn at Home phase and it is certainly a challenge for some students. LSS has been able to focus on professional learning for staff and improving capacity when it comes to meeting the needs of students with special education needs.

The District has been intentional in efforts to reach every student and family. School principals and school teams have been reaching out to families with offers of support in an effort to help students benefit as much as possible during this phase. The District has distributed over 10,000 pieces of technology and over 2,000 hotspots to ensure that students have access to the tools they need to engage in Learn at Home.

A number of cross-departmental professional learning sessions have been and continue to be offered. LSS has collaborated with the Program and Learning (PAL) department on many sessions like supporting Learning Support Teachers (LSTs) in their use of Leveled Language Intervention as a tool to support gap closing.

There are many students with special education needs who are accessing the same levels of opportunity as their counterparts without special education needs. However, there are students and families for whom Learn at Home is not working and for a variety of reasons beyond just those with special education needs.

In response to further questions from the committee the following comments were noted:

- The Research, Evaluation and Analytics Division (READ) is actively considering ways to track the Learn at Home engagement level;
- The assistance of a parent is beneficial to the student in a remote learning setting; and
- Throughout the summer the committee will be informed on progress towards the plans for reopening in September.

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8. <u>Adjournment</u>

The meeting adjourned at 8:57 p.m.

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Sonia Nadon-Campbell, Chair, Special Education Advisory Committee

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INDIGENOUS EDUCATION ADVISORY COUNCIL

June 25, 2020
6:00 pm
Zoom Meeting

Members: Albert Dumont, Monique Manatch, Inini McHugh

Staff and Guests: Wendy Hough (Trustee), Lynn Scott (Trustee), Lyra Evans (Trustee), Justine Bell (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Jody Alexander (Vice-Principal, First Nations, Métis, and Inuit Education), Ganaaboute Gagne (Student Trustee), Chantel Verner (Instructional Coach) Kris Meawasige (Indigenous Student Support and Re-engagement Coordinator), Kyl Morrison (Indigenous Graduation Coach), Romaine Mitchell, Nicole Parsons, Jo Van Hooser, Lili Miller, Gabrielle Fayant, Alexandra Dusome, Sara Petrucci, Roland Jones, Leigh Fenton (Board/Committee Coordinator)

1.   Opening

Vice-Principal Alexander called the meeting to order at 6:08 p.m.

Albert Dumont opened the meeting with a teaching.

Superintendent Baker introduced Kyl Morrison, the District's new Indigenous Graduation Coach. She welcomed a new staff member, Carolyn Tanner, the Human Rights and Equity Advisor.

Mr. Mitchell congratulated the graduate students in the class of 2020.

Trustee Bell introduced herself as the new School Trustee Zone 10 for Somerset/Kitchissippi. She noted her travel to Ottawa from the Squamish Nation and announced that she was the great granddaughter of Indigenous activist and ally, Maisie Hurley and granddaughter to Kitty Bell-Sparrow.

2.   Community Discussion

2.1 The Role of School Resources Officer

One Indigenous participant voiced that racism is evident in the enforcement of the law. When the police are brought into a school to deal with a student's behaviour, the perception of the situation in the eyes of the school community is tainted thereby changing the nature of the event into a criminalized occurrence.

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She implored the District to consider the risks of re-opening schools in September with no further support in place to develop strong relationships with children. Guidance counsellors, social workers, community members trained in crisis intervention and mental health response are better suited to respond to student matters in ways which prioritize the safety of the children.

Inini McHugh noted that there are times when safety issues arise in schools. He was in favour of the work led by the Tragic Event Response Teams (TERT) which support students impacted by significant life events. TERT is a multidisciplinary group of people trained to provide psychological first aid to students in the event of a tragic incident. He suggested that a TERT response be initiated first before an School Resource Officer (SRO) is called to respond to a threat to the personal safety of students. The school administrators can call upon their community partners as well to help with a significant event, impacting multiple youth.

Student Trustee Gagne reviewed a section of the Student Trustee Bi-Annual Report presented to the Board of Trustees on 22 June 2020, suggesting a re-evaluation of the SRO program. Noting that there is not much Ottawa-specific data that illustrates student perspectives on the SRO program, he recommended that the District place the program on 'pause' and conduct a review of the program and the impact, both positive and negative, that it has on student populations. Staff should consider Board wide student consultations to allow staff and trustees access to statistics before making a decision. Any research which does not take place must be critical of abstract data, stories and experiences which can carry truths not seen in numbered analysis. Those surveyed should include all students, parents and staff. Student Trustee Gagne shared experiences of his student life where police officers have physically pulled him out of his classroom, thereby straining relationships with his teachers and peers.

Mr. Dumont thanked those who have contributed to the discussion and mentioned that all points of view must be respected. He explained that in the years he was at school, the SRO program was not in place. He would have asked them many questions to develop a better understanding of the service. This interaction may have assisted him into adulthood when he accepted more responsibilities within the community. As a human rights activist, he has been at odds with the police since 1993. In Ottawa there is a history of police officers abusing their authority and a great amount of trust has been lost as a result of the countless stories of the deaths of marginalized people at the hands of the Ottawa Police Service (OPS) or the Royal Canadian Mounted Police (RCMP). Despite this, Mr. Dumont expressed concern that young people are growing leery of a service in place to help keep the community safe. He recommended that if a student is untrusting of police that they sit in a circle with the officer who appears at their school, in an attempt to bring peace to their mind through sharing stories. He supported Student Trustee Gagne's idea of holding a referendum to gauge

who is in favour or against SROs in schools to ensure that the student voice was heard.

Ms. Verner volunteered that she has thirteen years of experience as a teacher previous to her current role as an Instructional Coach at the District. In those years she has seen a student stab another student, child pornography charges and assaults occur within the school building. There are times when the laws of living in a community are broken.

In her former school, the SRO assigned to the school attended social events in plain clothes and built authentic relationships with many students. She believes that when someone who wields authority is sensitive to a particular school's community, a partnership is beneficial. The cultural training that SROs receive must be re-examined.

Trustee Lyra Evans disclosed that she experienced homelessness for some of her teenage years where she bore witness to police acting disproportionately aggressively and violent towards racialized groups. Over-policing of marginalized communities is systematic racism. The District making a decision that communities who are disproportionately poor and racialized might require additional SROs is of concern and upholds systematic racism. She expressed gratitude to be able to listen to the council's experiences and appreciate the effort involved in sharing difficult stories.

Sara Petrucci (them/they) holds a Master's Degree in Curriculum, Leadership and Evaluation and Policy from the University of Ottawa, in addition to being a grade one teacher. In support of the end of public school relationships with OPS and the termination of the School Resource Officer, they cited the issue of racism within policing institutions is systemic, provincial and global. As a White settler student learning in the school system, they saw Black and Indigenous people being removed from classrooms and strip-searched in the school offices. The authority given to SROs is greater than a patrol officer, for example, the SRO does not require a warrant to search a student, only a reasonable suspicion to perform a search and seizure to turn up evidence of a violation of school policy or the law. SROs can access the personal information of students. SROs know where students live, they know their citizenship status and have access to their education records. It can be argued that this presence was created for the purposes of surveillance rather than a trusted official of the school.

Ms. Petrucci noted that in 2018 a study was undertaken by Carleton University called "Assigning Value to Peel Regional Police's School Resource Officer Program" where Peel Regional Police, the SROs, the administrators and students in five high schools participated in research. Though the findings in this study indicated that students felt an increased sense of safety through the SRO program, the relevance of this conclusion is questionable due to the fact that the sample size included the entire school. If a true examination of the SRO program were to occur, it would be important to focus on those students who are Black,

Indigenous, racialized, students accessing special needs resources, and children from low income families, who, generally feel vulnerable in the school environment.

In response to a question from the council, Superintendent Baker noted that a public live-stream video link to the Committee of the Whole Budget meeting for 2020-2021 is to be scheduled over the summer months. For this meeting Trustee Lyra Evans has provided a notice of motion to propose the redistribution of SRO funds to hiring a conflict mediator and a reconciliation officer in the same schools where the SROs were assigned. She recognized the five trustees attending the meeting, and listening to these multiple concerns and suggestions.

Superintendent Baker explained that the mandate of the SRO program in Ottawa within the four school boards was intended to be a relationship building, proactive program however, she added, this may not always be the case in some schools. The need for more information on the impacts of this program is evident.

Jo Van Hooser presented herself as the only Indigenous Children's Aid Society (CAS) worker in Ottawa. There was a time when CAS proposed a project where social workers and police officers could visit a family together. She spoke out against this program, citing the difficulty she alone encountered when attempting to earn the trust of her client families. She echoed the sentiment that the SRO program be abolished and instead welcomed the concept of inviting a Liaison Officer into the schools.

Vice Principal Alexander queried the selection process for the SROs and the kind of special training required to work with school-aged children. If one officer in one building is trusted by the school community, the rest of the officers on the police force must be held accountable for their actions outside schools and deemed trustworthy by all people.

She expressed concern with the surveillance conducted by police at rallies. She wishes to address the intent of the SRO program, versus the impact of the program. Two full time SROs are placed at Ridgemont High School and Gloucester High School, both with an enrollment of high numbers of racialized students and large Indigenous populations. She questioned who made this decision. Vice Principal Alexander inquired as to who precisely do the officers serve and protect.

A student (them/they) in the District contributed that they do not feel safe with police inside a school. In their experience, police officers uphold unjust laws often by violence, and targeting racialized youth. As someone who is female-passing, they are at risk of being harassed or sexually attacked by officers. This Indigenous person's female appearance places them in danger to go missing or be murdered, but history proves that in these cases, the chances of families and friends seeing justice for the crime is sparse.

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The student stated that should the District continue the partnership with SROs, this affords the Black, Indigenous and People of Color (BIPOC) another reason to distrust the school board. SRO funding should be redirected towards re-writing the curriculum, hiring mental health workers, inviting elders to the lodges to conduct justice circles and initiating harm-reduction programs.

They mentioned that some American cities are dissolving the police, rebuilding public order and turning to community-based alternatives. In the 1600s, The Unites States of America's primary policing institutions were slave patrols tasked with chasing down runaways and preventing slave revolts. In Canada, the RCMP were created for a specific purpose: to assert sovereignty over Indigenous people and their lands. The value of a police force was historically based on the idea that some people matter more than others. As a student, they do not want to play a game of "Russian roulette" as to whether the police officer assigned to their school is either "a good cop or a bad cop".

The student was perplexed by the District's plan to move forward to reduce disproportionate representation and thereby employ a greater number of Indigenized and Black professionals and teachers, yet in parallel, continue to partner with a police force, proven to be systematically racist. This student queried, of those employed by the District who are the decision makers, policy writers and hold school superintendency positions, how much room is made for BIPOCs. They concluded by noting that it is inherently racist to staff leadership positions with a majority of White people.

Student Trustee Gagne commented that the SRO program does not build relationships with students but the partnership only protects the policing institution. When the District protects the SRO program, they are actively discouraging students from attending classes and trusting the school board and the administration.

Gabrielle Fayant, co-founder of The Assembly of Seven Nations, introduced herself as a person who spends a lot of time gathering with Indigenous youth. She asked them if they would ever approach a police officer in their school with a question or an emergency and all of the young people said that they would never speak to a police officer willingly, under any circumstances. She wondered where the data was on any Indigenous youth engaging in a positive way with officers inside a school. She stated that when a school board serves its students, the student voice must be heard. She believes that youth are the experts of their lived experiences and the adults should be supporting their requests.

She established that there have been Indigenous and Black people killed in Ottawa by the OPS and it is important to acknowledge that murders at the hands of police happen in this city. There are a large number of unsolved cases involving missing and murdered Indigenous women in Ottawa. The lives of Indigenous people are not considered a priority.

In the youth-led organization where she works, they have not had to call police for assistance, except for in one situation where a member of staff was sent a death threat on her voice mail by a White member of society. The police were called and nothing was done to protect the female Indigenous victim. Subsequently, the organization was forced to move to a new location.

Many members of council agreed that SROs should not ever be or have been permitted to bring lethal weapons on school property. The council was largely in accord: systematic racism within the police force must be addressed before SROs are invited to safely come back into the schools.

Superintendent Baker established that there will be an opportunity for the public to make a delegation on the subject of SROs at the Committee of the Whole Budget meeting. Board Services will share information with IEAC on the process to make a public delegation to the Board of Trustees.

Student Trustee Gagne raised the importance of continuous student representation where at every meeting there is an Algonquin student, a non-Algonquin student, an Inuit student and a Métis student. This is a subject he and other students made prominently in emailed correspondence for many years however there has been no resolve to-date. It was not until 2019-2020 when he became a student trustee that he began to receive all of the invitations for the advisory committees. He worked hard this year to place phone calls to Indigenous students to ask them to attend the IEAC meetings. There are 3,000 Indigenous students enrolled in the District. More students must be invited to the meeting and the membership reviewed. Youth are the ones closest to the creator and they bring a different perspective to the circles, as do the Elders, and this should be honoured.

Superintendent Baker acknowledged the work of Student Trustee Gagne and the valuable perspective he has brought to the discussions over the years.

3. **Presentation**

3.1   Indigenous, Equity and Human Rights Roadmap

Superintendent Baker illustrated that the draft Indigenous, Equity and Human Rights Roadmap (The Roadmap) has incorporated many of the suggestions put forth by IEAC over the years and is foundational in policy expectations around Indigenous Education. She and Vice Principal Alexander are hoping to hear feedback from the council. In late September, or early October, The Roadmap will be circulated to the Board of Trustees.

She provided an outline of the contents within the proposed Roadmap, citing the three sections contained within the document: Section 1. Securing Accountability, which holds the District accountable to dismantle the systemic and structural barriers; Section 2. Indigenous Education Roadmap, which highlights the importance of identity, building capacity, in addition to staff and student

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representation and Section3. Human Rights and Equity Roadmap, which features programming and support for students.

She highlighted a number of structures being changed within the District:

- 'Indigenous Education' and 'Equity and Diversity' now stand as a separate service portfolio under review;
- To establish and implement a cyclical review of OCDSB policies and procedures applying an Indigenous, human rights and equity lens;
- To review Safe Schools policy and procedures including practices around police engagement with schools;
- To review and update policy, roles and responsibilities of Advisory Committees/Councils to ensure diverse representation;
- To establish Student Equity Advisory Committee;
- To expand the annual Indigenous Education Report on funding allocations and outcomes of goals identified for the Board Action Plan for Indigenous Education ;
- To develop and implement an Equitable Recruitment Strategy for Indigenous staff to increase representation at all levels of the organization;
- To conducting an external equity audit; and
- To develop a comprehensive professional learning plan tied to specific goals, actions and measurable outcomes to engage Trustees, senior staff, and school leaders in anti-racism, anti-oppression, human rights and Indigenous Education for system and school change, to be included in Annual Director's Report.

The Indigenous Education Roadmap section was crafted around the five themes identified from the community focus groups in the *Valuing Voices - Identity Matters!* survey, an identity-based data collection (IBDC) survey rolled out during the 2019-2020 school year: The Importance of Identity, Staff Awareness, Representation, Programming for Students, and Connectedness.

One member of Council noted that in expanding the cultural spaces in school, it is important to ensure that Métis and Inuit, along with the Algonquin Nations are represented.

In response to a query about the mandatory bias training and whether this was a program in place for everyone or only White people, Superintendent Baker responded that currently Diversity, Equity and Inclusion foundational training is mandatory for all staff; however, other opportunities to further study anti-racism, anti-oppression, human rights and Indigenous Education are to be offered.

Ms. Verner advised that schools must have the funds in place to support the honorariums required to support the Indigenous programming.

Mr. Morrison suggested that further work is required to train teachers on the potential outcomes of the grade 11 English courses: Contemporary First Nations,

Metis and Inuit Voices (NBE3U) instruction for non-indigenous students as compared to Indigenous students.

In response to a query which related to how youth were consulted on this document, Superintendent Baker explained that the resources from this document included the United Nations Declaration on the Rights of Indigenous People and the Truth and Reconciliation Commission of Canada: Calls to Action, amongst other monumental policies to be listed in the bibliography. Over three years, student focus groups, community members and parents were consulted on the direction of The Roadmap. The previous annual IEAC reports were a source of information to adapt the council's ideas into plans for action.

Mr. McHugh stated that all Indigenous students are considered 'at risk' youth. He advocated for IEAC to be able to review the aggregated data on self-identified Indigenous students and where that particular group of people sits in the current environment for example, experience in school, mental health issues, emotional well-being, experience of stereotyping, prejudice or discrimination. After the barriers and biases are analyzed for Indigenous students, the District will be better equipped to direct the funding to immediate supports. She noted the IBDC questionnaires will be further examined by The Research, Evaluation and Analytics Division (READ) in the next set of reports.

Vice Principal Alexander noted that the Board Plan for Indigenous Education is a three year plan and the efforts on these initiatives follow reporting goals. It is important to realize that the Indigenous Education Team has only just begun the work. She welcomes feedback in the form of emailed correspondence or a phone call.

Mr. Mitchell has spoken to his cohorts within the provincial government on the Council's activities and his description of the IEAC is that of "a lighthouse". The Inuit Elder's circle has performed groundbreaking work in the Ottawa-Carleton District School Board, Ottawa Catholic School Board (OCSB) and the Ontario College of Teachers. He illustrated that whenever you are walking through a wooded area for the first time, it is never a straight path and there will always be obstacles to overcome. The COVID-19 pandemic has modified their program and slowed progress. A community call-out has been prepared for the Ottawa region to accept applications for Inuktitut language speakers to have their portfolio reviewed by the circle. He thanked Superintendent Baker and the team, Shelley Montgomery at the OCSB and the Director of Education Williams-Taylor for the fulsome support to aid the process.

In response to a query regarding the extent of recognized languages to be taught to school-aged children, Mr. Mitchell confirmed the coming release of a draft document which expands on the number of Indigenous languages to be taught in Ontario schools, including Inuktitut and Algonquin.

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4. **Update from the District**

Deferred

5. **Update from the Community**

Deferred

6. **Closing**

Mr. Dumont offered a closing at 8:38 p.m.

Following the meeting, District Administration decided that the audio recording of the meeting would not be shared with anyone outside the meeting, as these discussions take place within a safe space for everyone to express their thoughts and opinions and the integrity of the space must be upheld.

ADVISORY COMMITTEE ON EQUITY REPORT

July 23, 2020
6:00 pm
Zoom
Meeting

Voting Members: Elaine Hayles, Nicki Dunlop, Carrie-Lynn Barkley, Deepika Grover, Ayan Yusuf Karshe, Chandonette Johnson-Arowolo (Jaku Konbit), Meghan Wills (Parents 4 Diversity), Maria Teresa Garcia (Ottawa Community Immigrant Services (OCISCO), Nicole Parsons (Tungasuvvingat Inuit)

Non-Voting Members: Chris Ellis (Trustee), Lynn Scott (Trustee, ex officio), Rob Campbell (Trustee), June Girvan, Sonia Nadon-Campbell (Special Education Advisory Committee), Susan Cowin (Special Education Advisory Committee), David Wildman (OCEOTA)

Staff and Guests: Justine Bell (Trustee), Joy Liu (Student Trustee), Charles Chen (Student Trustee), Dorothy Baker (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Jacqueline Lawrence (Equity and Diversity Coordinator), Leigh Fenton (Board Coordinator)

1. <u>Welcome</u>

   In the absence of Chair Hayles, Carrie-Lynn Barkley called the meeting to order at 6:10 p.m.

2. <u>Approval of the Agenda</u>

   Moved by Meaghan Wills,

   THAT the agenda be approved.

   Carried

3. <u>Review of Advisory Committee on Equity Report</u>

   3.1   Meeting Report 4 June 2020

   Chair Hayles joined the meeting and assumed the chair.

   Moved by Carrie-Lynn Barkley,

   THAT the Advisory Committee on Equity Report of 4 June 2020 be received.

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Carried

4.   Action/Discussion/Information Items

4.1 Indigenous, Human Rights and Equity Roadmap

Superintendent Baker welcomed Mr. Inini McHugh to the Advisory Committee on Equity (ACE) and advised that he will be serving on as a representative of the Indigenous Education Advisory Council.

The committee had before them the draft for further consultation as a group. Superintendent Baker explained that mapping the Roadmap priorities began in the fall and is aligned with the District's 2019- 2023 Strategic Plan. The Roadmap will be informed by the various phases of data projects, including the Identity Based Data Collection project.

By an email from Coordinator Lawrence on 6 July 2020, the committee was encouraged to review and contribute written or verbal feedback on the draft document *The Indigenous, Human Rights and Equity Roadmap* which detailed the priorities to address systemic barriers that impact access, opportunity and outcomes.

Three questions were asked as part of the consultation:

1. How does the work outlined in the Roadmap help to further equitable access, opportunities and outcomes for all students?

2. How do we continue to engage the community?

3. What measures will tell you that we have made progress in shifting outcomes and culture?

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

- To see outcome differences, add more language on the magnifying and multiplying effect of intersectionality;

- Canvas existing staff for their feedback on discriminatory barriers in the workplace;

- People of African Decent should be recognized as a distinct group, according to the United Nations International Decade for People of African Descent (2015-2024) and the District has adopted the proclamation. Therefore, in the title of the Roadmap, the reference to People of African Descent should be reflected;

- Is there a resource list for procuring coaches into individual schools? What criteria are featured in the hiring policies to validate "a minimum level of competence";

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- Explain how teacher competence in Equity or Indigenous Education translates into the creation of an effective curriculum to balance achievement and well-being;

- Present the school improvement plan to ACE to show how these goals are put into action;

- Revise the second bullet in the Indigenous Education Roadmap under the heading 'Programming and Support for Students' to read, "Redesign Social Studies, History and Geography, Grade K-12 English to include and represent Indigenous histories, perspectives and ways of knowing in content, resources and delivery";

- The introduction to the Roadmap speaks of dismantling and disrupting systematic and structural barriers that prevent everyone from participating, excelling and feeling valued. The integrity of the air quality in older, inner city schools must be addressed. Part of this map should examine the resources that exist in some schools and not in others (i.e. playgrounds and music rooms) through fundraising capabilities gained by parental education and income levels;

- Land-based Indigenous teaching must come from the community;

- In the "Securing Accountability" section, specify the parameters of a staff performance appraisal and indicate measures of consequence if the accountability is breeched;

- An Equity Scorecard will accompany the Roadmap in the final iteration of the document;

- The specific, measurable action items were appreciated in each of the themes of Indigenous Education, Equity and Human Rights;

- When considering engagement and connectedness, bring new ideas forward to meet families in their own communities;

- Avoid the Pan-Indigeneity approach to the Indigenous perspective. Oftentimes in policy documents, the diverse nature of Indigenous cultures is being lost. In the final Roadmap document the principal focus needs to remain on First Nations, Métis and Inuit with the caveat that all Indigenous Canadians can access services. Community partners are to be consulted in the review of the curriculum or policies and procedures specific to the Indigenous community;

- Mention the keywords 'anti-colonial stance' in the second paragraph of the Introduction section alongside the words "anti-racism and anti-oppression work";

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- The development and implementation of new black studies courses was applauded;

- Consider if anti-racism training will create change at the rapid pace that change needs to be created. Part of the training must include the unlearning of privilege;

- Contemplate other effective models of delivering the curriculum rather than the use of limited resources to support the change of inherent covert or internalized teacher biases. Make space to prototype new models of curriculum development and delivery so that students might benefit from courses delivered by subject matter experts;

- A student voice maintained that investing in teacher training is a crucial part in dismantling structure. Teachers are in part responsible for student success. Where there are cases proving that a teacher is not demonstrating good will, a disciplinary process should be in place;

- On behalf of the Student Senate, Trustee Ellis noted that students have requested a safe mechanism to bring forward complaints of racist activity in the school;

- Engage the community with a cyclical consultation process;

- Mr. Wildman noted that occasional teachers desire to be a part of the process invoking change in the schools;

- Build in Equity Walks to be conducted through the school classrooms by administrators. Notice how children engage in class discussions. Look for what is on the wall. Listen to how do the students interact with one another. Observe if the teachers are comfortable teaching and talking about their curriculum from multiple perspectives;

- Consider how to put together a curriculum that humanizes students and affirms their culture and history (i.e. Black students do not want to just hear about slavery and Indigenous students do not want to only hear about residential schools);

- The Roadmap contains old vocabulary. To move forward in a new way, new vocabulary must be used. "Race" and its ideology about human differences arose out of the context of African slavery. The word is a folk idea, not a product of scientific research and discovery. The science of genetics demonstrates that humans cannot be divided into biologically distinct subcategories;

- Examine the purpose of determining the identity of the students. Many people are proud of their varieties of lineage. Identities are not the fixed markers but are instead dynamically created in the moment. Choices that

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feel identity-congruent in one situation do not necessarily feel identity-congruent in another situation;

- The language in the Roadmap is written for "others" and "otherness". Using words like anti-Islamic and anti-Black in discourse may perpetuate the sentiment in a shrouded way. Use positive words like, pro-Black and pro-Islamic;

- There is no mention of White people. White students are being groomed and conditioned to be tolerant to the 'other'. The system is creating white fragility and white guilt. Black issues are creating issues for White children. Consider that all children are sacred and all children wish to be successful;

- Add a sixth section to the Roadmap to promote the study of humanity;

- To be able to continually engage with the community, the District website could be designed in a more user friendly way;

- Relationship building begins with attending community events like a pow-wow;

- Restorative justice should be listed as an outcome;

- Enlarge the District's Equity Department to serve the 74,000 students. Hire more diversified staff for outcome improvement;

- Deploy regular student surveys to measure outcomes; and

- To make true progress towards shifting the culture in school, a child should be able to answer 'yes' when asked if the school is a friendly space.

Coordinator Lawrence highlighted that in 2018, the senior management team completed awareness and anti-oppression training. Today, there is a group of 150 principals and vice principals who meet regularly to discuss how the inequities are affecting students, families and staff. The conversation revolves around the obstacles they feel as system leaders and how do they leverage support for one another to be able to create and nurture a culture that truly acknowledges dignity and respect for all. This group has taken the conversation to other school boards to promote the model to have honest discourse with system leaders. The District's superintendents are engaged in one on one coaching with a leading human rights strategist in Canada, District Advisor Carolyn Tanner.

The 'Let's Talk Equity Sessions' delivered by Sue Rice and Coordinator Lawrence have had upwards of 45-100 system-level staff enrolled to join the conversation. While there is a window to do this equity work, they are aware of the undertow of status-quo thinking. Part of the Roadmap work is to re-imagine

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how the school system can fully serve the diversity of the population, likewise it is to take the moment in time where equity is on the top of people's minds, with the death of George Floyd and the climate of isolation during COVID-19, to notice the relationship between the individual and the systems.

Trustee Scott noted that the Roadmap does not only apply to staff, the work is a guideline to trustees as well. Equity was made a central piece in the 2019-2023 District Strategic Plan. The direction is moving swiftly from a policy-base to action in the schools.

Superintendent Baker concluded that the Roadmap will hold all people in the school community accountable to do the learning and take the necessary actions. The Culturally Relevant Responsive Pedagogy (CRRP) Team is engaged in professional training around the articulation and grounding of the values and practices in equity. The word co-create is prominently featured in the document because the District is attempting to explore true partnership in education. Shifting a culture takes time and a consistent effort.

5.   New Business

Coordinator Lawrence noted that the ACE Orientation will occur on 27 August 2020, with an alternate date of 26 August 2020.

6.   Adjournment

The meeting adjourned the meeting at 8:36 pm.

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Elaine Hayles, Acting Chair, Advisory Committee on Equity

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SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, August 19, 2020

7:00 p.m.

Zoom Meeting

Members:	Christine Boothby (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Jim Harris (VOICE for Deaf and Hard of Hearing children), Susan Cowin (Community Representative), Rob Kirwan (Community Representative), Mark Wylie (Down Syndrome Association), Cathy Miedema (Association for Bright Children), Nicole Ullmark (Easter Seals Ontario), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Katie Ralph (Autism Ontario, Ottawa Chapter), Ian Morris (Ontario Association for Families of Children with Communication Disorders), Johnna MacCormick (VIEWS for the Visually Impaired), Michelle Berry (Ottawa-Carleton Assembly of School Councils)
Association Representatives (Non-Voting):	Connie Allen (Professional Student Services Personnel), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers)
Staff and Guests:	Lynn Scott (Trustee), Justine Bell (Trustee), Jennifer Jennekins (Trustee), Joy Lui (Student Trustee), Charles Chen (Student Trustee), Peter Symmonds (Superintendent of Learning Support Services), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal Learning, Support Services), Stacey Kay (Manager, Learning Support Services), Dr. Petra Duscher (Manager of Mental Health and Critical Services), Nicole Guthrie (Manager, Board Services), Leigh Fenton (Board/Committee Coordinator)

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1. <u>Call to Order</u>

   Chair Nadon-Campbell called the meeting to order at 7:04 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land.

   Chair Nadon-Campbell recognized the incoming Student Trustees Joy Liu and Charles Chen for 2020-2021 school year. She welcomed meeting observer Sandi Reggler of Epilepsy Ottawa.

2. <u>Approval of the Agenda</u>

   Moved by Christine Boothby,

   THAT the agenda be approved.

   Carried

3. <u>Review of Special Education Advisory Committee Report</u>

3.1 <u>11 March 2020</u>

   Moved by Katie Ralph,

   THAT the Special Education Advisory Committee Report dated 10 June 2020 be received.

   Carried

4. <u>Department Update</u>

4.1 <u>Superintendent's Report</u>

   Superintendent Symmonds explained that the landscape in planning the return to school is frequently shifting due to ongoing updates and new protocols from the Ministry of Education.

   a. <u>Summer Transition Program</u>

   Superintendent Symmonds highlighted that in June the Ministry allocated additional Partnership and Priorities Funds (PPF) to The District to support summer programs. In July, special education funding support was provided to the programs and offerings operated by Continuing Education. The influx of capital enabled continuity of mental health supports over the summer.

   One source of funding was to provide continuity of mental health support for students.

   Dr. Duschner reported that thirteen social workers and psychologists volunteered their time over the summer to provide the continuity of mental health virtual support. They were able to connect with approximately 200

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highly engaged families. The support included parent consultations, direct therapy and urgent assistance. Most of the followed students were on the existing case load, as per the expectation with the funding from the Ministry, with some allowances for new families to join the program. The work will continue until the end of August.

The Summer Transition Program, currently in place, caters to students with high special education needs or mental health needs. Manager Kay mentioned that many members of the Learning Support Services (LSS) staff were a part of the success on the Summer Transition Program. This program was a tremendous support for many of the most vulnerable learners. At the end of June, a Google form was sent to all school leaders to identify students who would benefit from this level of support using the parameters of either high special education needs or high mental health needs. Working with Human Resources and Labour Relations, Memorandums of Agreement were created with the Elementary Teachers Federation of Ontario (EFTO), Ontario Secondary School Teachers Federation (OSSTF),Student Support Professional (SSP) and Professional Support Services Personnele (PSSP) The Summer Transition Team consists of approximately one hundred and eighty staff, serving school sites who identified students requiring this level of transition support. Over five hundred students from across The District were initially invited to participate in the program. The structure of the program built in flexibility to meet the needs of the students on an individual basis, offering a range of virtual and in-person activities.

The program was launched on 17 August 2020 with a half-day training session for all staff involved in the program. Under the leadership of System Principal Kessler and Dr. Duschner, a resource guide was developed to support STP staff who were delivering the program. The focus included connecting, preparing and welcoming students back to school after this extended period of learning from home.A customized video for The District was made by Dr. David Tranter, co-author of "The Third Path", where he presented ways to welcome back vulnerable students.

b. Additional Funding

Superintendent Symmonds shared that in addition to funding for the Summer Transition Program, more funds were allocated from the Ministry to support mental health and well-being. Part of this was included in the Grants for Student Needs (GSN) announcement in late June and a further amount was provided on behalf of a Priorities and Partnerships Fund (PPF) grant. Approximately $400,000.00 is available to hire additional mental health professionals and to provide training and release time for professional development with community health care partners. In these allowances, the Ministry of Education provided 'sweatered' funding of $19,900 which The District must use to support the mental health needs of students in kindergarten to grade three who are at risk of being suspended. Currently the

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LSS team is in discussions on how to bolster the complement of mental health supports across The District.

Directed at special education specifically in school boards, a funding envelope of $265,000 has been allocated by the Ministry to address supplementary staffing, interventions and resources. The District is still waiting for the specific funding details to be provided which will help determine the appropriate use of these funds.

Mr. Wylie requested clarity on whether mental health needs fall into the special education purview. Superintendent Symmonds responded that while special education and mental health are not always directly related, the organization has placed both under his portfolio, however, the funding announcements are separate.

c. Planning Support for Students and Staff

Planning Support for Students and Staff will be discussed under item 5. New Business.

d. Additional Items

Superintendent Symmonds announced that as part of The District Speaker Series programming, on 24 August 2020 at 7 p.m., Dr. David Tranter, professor of Social Work at Lakehead University and the author of 'The Third Path', will host an on-line interactive webinar on supporting your child at home and at school. He has been teaching and working in mental health for 30 years. His presentation is designed to help parents shift from the feeling of being worried to feeling well about the return to school. He encouraged the members of the committee to register for this event through The District website.

5.   New Business

5.1   Current Challenges and Opportunities

a. The Return to School

Superintendent Symmonds shared a slideshow on the Return to School Plan from The District's website. He highlighted that this year a virtual school environment is being created with a school principal and guiding practices for this remote form of learning. It was noted that the Individual Education Plans (IEPs) will be honoured and supported through this new way of learning. The Ministry of Education has elected for a staggered start and training for new expectations around learning.

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Dr. Duschner reviewed plans to offer support with health and well-being: it is a District priority to work with staff through professional training to ensure they feel calm and confident in their role as educators welcoming students back to school. For most of the students, the adjustment may be a bit stressful, but fairly smooth in general if they are welcomed into a safe and calm learning environment. Students will need time to debrief on the period of time when they were learning at home and time to re-build relationships with their peers and teachers. Multi-disciplinary teams in the realm of psychology and social work will monitor student needs on an ongoing basis to provide a flexible continuum of supports and services to students, both in-school and remote learning. Learning Support Services is working closely with School Mental Health Ontario to provide resources to support staff in the return to schools.

Ms. Allen expressed her gratitude to the LSS team for working continuously over these last six months under tight timelines with changing information from the Ministry. She raised the concern that some itinerant staff who move between schools, such as psychologists, speech language pathologists, board certified behaviour analysts, and social workers, may be more at risk to the spread of the virus. She requested more information about the scheduling of these types of workers who work in small rooms, shared with others, school to school. Superintendent Symmonds noted that limiting the transitions between multitudes of schools is being considered, where possible. Clear plastic dividers were purchased as part of the retrofitting considered necessary to keep staff and students safe where physical distancing could not be maintained. Travel logs are a part of the re-opening plans where staff discloses in writing who they have been in contact with. Multi-disciplinary team meetings will be done virtually wherever possible, as the parent community cannot access school buildings.

Stating her mindfulness of the feat to re-open school buildings, Ms. Allen advised that itinerant staff will feel calmer and safer once they have the information regarding their schedules. Superintendent Symmonds referred to The District website as an excellent source for new information and the Back to School 2020 Plan, released earlier in the evening, contains major announcements. Planning can be further developed when the enrollment details are finalized.

Ms. Cowin requested more information about remote learners should they require additional guidance with an IEP or mental health support. Superintendent Symmonds explained the creation of a virtual school model, where students belong to online classrooms. Students with an IEP receive support through one or more Learning Resource Teachers, a specialized special education teacher and Education Assistants. In the case of remote learners, there could be a need for greater communication by parents or caregivers to teachers for more assistance with the return to school transition.

Trustee Ellis sought clarification on the placement of Education Assistants (EAs) in schools and remotely. Superintendent Symmonds responded that school principals develop schedules for Educational Assistants for the students given

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priority for support. LSS works with a liaison from Ottawa Public Health who has proposed EAs can move from cohort to cohort with the use of Personal Protection Equipment (PPEs). He noted that Ms. Trant reported in May on some of the positive ways in which EAs were able to support children in the Learn at Home phase of instruction.

Student Trustee Lui inquired whether the process of hiring has begun for the new mental health supports using the designated funding. Superintendent Symmonds confirmed that hiring is underway; however, the process is not yet complete as theDistrict is awaiting final determinations from the Transfer Payment Agreement. He noted that not all of those funds were directed to the employment of more mental health workers; some funds will be used for accessing resources.

Student Trustee Lui highlighted that students feel more disconnected from their peers when they learn in a remote setting. To support the connection with classmates, Superintendent Symmonds cited the example of a platform such as 'Brightspace', where students can rapidly communicate and collaborate with their peers. When the virtual school is launched, communication around mental health supports will be prominently listed in a resource guide.

Trustee Boothby indicated that some students accessing special needs will benefit from seeing the full face of the instructors, such as deaf and hard of hearing students. Superintendent Symmonds echoed the importance of seeing facial features for some students accessing special education programs to aid in their ability to determine mood and tone of the messages in communication. He noted that clear face masks and face shields were ordered however this type of equipment poses a significant procurement challenge. In the case of teaching staff with hearing challenges, the Procurement Department has ordered clear masks for the entire class. System Principal Hannah reported that the transparent masks were not a part of the PPE required by the Ministry's directives however The District is making accommodations to better serve students and staff. Trustee Boothby requested an update on the procurement of these masks in the September meeting.

b. Other Questions

In advance of the meeting, the committee was invited to send questions to LSS representing concerns from their respective organizations. Listed below are the questions (Q) from the committee and answers (A) from the LSS team:

Q: What stops the teachers from acting as a vector for disease to the students?

A:
● Staff will use the OPH self-assessment on a daily basis before coming to school;
● Hand washing/sanitizing upon entry to school;
● Physical distancing whenever possible;

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- Use of PPE. Masks will be provided to staff along with face shields; and
- Every effort will be made to minimize the number of student contacts for staff while respecting the Ministry of Education guidelines which allow a bubble of 50 for Elementary and a bubble of 100 direct and indirect contacts for Secondary.

Q: Governmental recommendations are for 10 people in an indoor setting. Why does the current school board and educational recommendation raise that number to 15?

A:
- The District has been working collaboratively with OPH since the pandemic began;
- The Ministry of Education and OPH have been clear that educational environments are not the same as those in the general population;
- The information under which The District is operating was provided in the Ministry of Education Guide to Opening Schools, along with information from public health officials as it relates to education;
- Students will be able to leave their classrooms for specific, targeted support, and body breaks; and
- Key partners are helping to develop our return to school plans and are supporting training, additional school health nurses, and resources.

Q: What prevents two children from separate classrooms from encountering one another in the hall or in the bathroom? How are recesses to be handled?

A:
- Schools are working on washroom routines to ensure physical distancing is maintained, explicitly teaching proper hand washing practices, and to track when children leave the classroom to use the washroom;
- Tape on the floors for directional flow;
- Recesses will be staggered to allow for physical distancing on the school yard
- Specific routines will vary from school to school; and
- Outbreak Management Protocol includes measures in place in the event of the discovery of positive COVID-19 cases.

Q: As multiple teachers cannot be rotated through the school in a supplemental manner how will teachers take breaks?

A:
- Teachers can rotate through the school. Recommendations from OPH include the use of PPE;
- Educators will move to different rooms rather than classes of students, most of the time;

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- Collective agreements, including break times will be respected and managed by each school principal;
- Physical distancing in staff rooms;
- Additional spaces in the school may be available to use for staff breaks depending on the number of in-person students at the school; and
- Staggered break schedules

Q: Without the required enhanced training for teachers running online classrooms quality of education will continue to degrade. Will there be some sort of ad hoc auditing of teacher content and teaching performance to ensure it is appropriate for use and of minimum quality standards?

A:
- Training is planned and ongoing for teachers on synchronous learning. A series of professional training began in spring with the Learn at Home phase;
- Remote teaching materials were created by Planning and Learning (PAL) over the summer; and
- A new principal position is being created for remote learning, which would provide instructional leadership to the remote learning teachers.

Q: Children with respiratory illness have a right to education. What exact measures are being taken (and by whom) to ensure that these children maintain access to education without being exposed to undue risk?

A:
- LSS is working collaboratively with the team at CHEO, LHIN to determine the required parameters that need to be put into place to support medically fragile students. The recommendations that will be provided will support the work in all four districts in Ottawa; and
- OPH has also added 36 school nurses for the City who will be able to advise on individual circumstances and the unique needs of the student

Q: Is there a risk of perpetrating systematic racism and classism by unfairly exposing these communities to disease?

A:
Families and caregivers will have to assess their own needs and determine what is right for them and their children. People who have questions are encouraged to speak with their medical professionals. They can be referred to the OPH website to learn the correct information.

Q: Regarding confirmation of attendance situations may change. Quality of health and access to the internet may change as new challenges arise. For this reason, having parents and students committing to one stream (online or in- person) is unrealistic. What mechanism will be in place to allow

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parents and students to change streams, and how will this be communicated to parents and students?

A:
The Plan is still evolving; more information will be communicated shortly.
A range of programming options are being developed that reflect Ministry of Education guidelines and directives but also align with the work of Public Health Ontario. On a case-by-case basis requests for change in formats of instruction will be assessed.

Q: With the plan requesting students stay in their seats as much as possible how will this impact the students who require the use of the body break rooms?

A:
Body break rooms would be available for some students but perhaps not on as big a scale as prior to the pandemic. Some schools organize body break walks and routines in hallways which could be shifted to parts of the school with limited traffic. Some classes may be held outside, giving an opportunity for a body break. Presently, LSS is working closely with OPH and the Occupational Health and Safety (OH&S) Department to determine the appropriate protocols and required PPE. Scheduling body break room visits will be done at the school administration level and there will likely only be one student at a time with cleaning protocols pre and post visit. Some shared equipment may not be available and it may be necessary to provide individual equipment for personal use.

Q: I would like to know if the percentage of students opting for online learning in specialized programs is similar to the percentage of students in the general population. Trustees have been updating social media posts with the overall elementary and secondary percentages opting for online and I'm curious how that compares to the specialized program participants. Is it possible to specify this by specialized class type?

A:
The Research Evaluation &. Analytics Division (READ) has been tasked to study this information. Presently, they are working to share with school administrators the students who will not be attending in person in September. Once the data is harvested, it will inform next steps for supporting learners in specialized program classes.

Q: I have a lot of parents with children in the congregated gifted program who are opting for the online program. They want to know what would

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happen if they were to fully withdraw their child from the Board and opt to home school their children if the online program is not going well.

Specifically, they want to know if they would be required to

a) **retest their children**
b) **start over in the regular classroom going through the tiers**

Essentially, they are wondering if they would be allowed to reapply back into the congregated program that they left in these unusual times.

A:
Once a student leaves The District, for Home Schooling, for example, they no longer are a resident pupil of the Board and would not have a right of return to the Gifted Program. A reapplication process would be necessary and those situations would be assessed on a case-by-case basis.

Q: What is being done for students currently in specialized classes that opt for the full time online learning model so that they will:

a) **have access to teachers with special education training and experience either through what would have been their in school class or through the virtual school model.**
b) **have access to peers that share their specialized class placement either through what would have been their in school class or perhaps combined with students that share the same placement but are in another class or even school if needed to make efficient use of resources.**

If the answer is - that they will not be grouped with students with the same exceptionality, who exactly will they be grouped with or will they be taught individually or in small groups?

A.
With the shift to a virtual school model, students from specialized program classes will be placed on class lists in the virtual school. The goal is to try for some form of congregation but without knowing numbers, it is difficult to be certain. The plan is to have the range of special education supports and services available for the virtual school. Some accommodations that are available in-person are not practical in a remote learning environment. When that happens, school teams will collaborate with families to develop reasonable accommodations to support students.

6. <u>Breakout Group Discussion</u>

Superintendent Symmonds highlighted that planning for the return to schools is on-going. LSS sought the input of committee members for suggestions and

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important matters to consider in supporting learners in a remote learning environment.

The committee was divided into three discussion groups. Key considerations were summarized in the following points:

● Families expressed concerns that 225 minutes of online learning will not be manageable for their children with special needs. Consider offering flexibility for less synchronous time;
● Clear learning objectives are to be communicated to parents and instructions distributed on how to support students at home;
● More involvement is needed from the classroom teacher in this new model;
● As teaching successes emerge share them with other boards;
● Operate from an understanding that students are not going to get the same level of interaction as in-person instruction;
● From the Learn at Home Program there was not enough experiential learning with the asynchronous model;
● Build some spaces for opportunities outside classroom time where students could contribute collaborative or investigative ideas as to incorporate into the curriculum and the teacher could act as the facilitator;
● Help students to build relationships with other on-line learners;
● Virtual recess and socializing stations: Talk about casual things with teachers and friends;
● Organized "icebreaking" activities, feature on-line collaborative games;
● There are limitations as to what platforms can be used since The District uses the G-Suite;
● Youth are often using 'Discord', a platform designed for creating communities;
● Create a Thought Exchange for teachers to share tips and successes;
● Consider how Tier 1 expertise can be developed for teachers in the online environment;
● Consider staggered learning start times for each child per family;
● Remote learning continues to present challenges for students who are blind or have low vision;
● EAs played an important role in supporting students with online learning in the spring (e.g., music groups, breakout sessions, body breaks). This role requires a definition for remote learning. Describe how will EA support look in a virtual school learning environment;
● Consider the possibility of grouping families with an EA. It was suggested the EA might be able to visit the group in a home or in an outdoor space to further student learning. EAs could be deployed in a similar fashion as Personnel Support Workers; and
● Consider the role of the EA and other professional supports and continue to deploy staff as appropriate with the needs of students prioritized.

A member noted that while remote learning does not work for medically fragile and complex students, the Local Health Integration Network (LHIN) has indicated

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that nursing hours would be denied if families chose the remote option. Manager Kay could not provide comment on the matter of nursing support but noted it is a priority within the LHIN. She added that physicians from the Children's Hospital of Eastern Ontario (CHEO), who specialize in infectious control, are creating guidance documents to help mitigate risk in different learning environments.

Chair Nadon-Campbell stated that further specific feedback on any of the subjects discussed can be sent via email to both her and Superintendent Symmonds.

Trustee Ellis queried whether or not a full-time return to school would be an option for students of the Ottawa Technical Secondary School (OTSS) as their class sizes tend to be smaller and within the OPH and Ministry guidelines. LSS will make these inquiries.

7.   Committee Reports

7.1   Advisory Committee on Equity

Chair Nadon-Campbell reported that in the fall, Superintendent Baker will be bringing the Indigenous, Human Rights and Equity Roadmap to SEAC for consultation.

7.2   Board

Deferred

7.3 Committee of the Whole - Budget

Mr. Kirwan reported that Committee of the Whole – Budget meetings have been numerous. Another meeting is scheduled to be held next week. He expressed the opinion that he would have appreciated more consultation with SEAC in this process.

8.   Adjournment

The meeting adjourned at 9:25 p.m.

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Sonia Nadon-Campbell, Chair, Special Education Advisory Committee

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