



BOARD PUBLIC AGENDA

Tuesday, September 22, 2020, 7:00 pm
Zoom Meeting

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1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
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9.2 Report from OPSBA Representatives (if required)

10. Matters for Information

11. New Business -- Information and Inquiries

12. Adjournment

Becky Arajs

I would like to discuss the need for the Board to make a quick decision on the composition of School Councils this year. If the Board decides to allow virtual school based parents to hold positions on School Councils, we will need to be able to contact those parents immediately so they can be included in any upcoming elections. School Councils are an important way to engage the parent community and the delays that have resulted from confused messaging from the Board are impeding parent's ability to discuss issues with the school administration and support our teachers and students during this difficult year

James Graham

Donna Blackburn has given notice of motion to amend a previously approved substantive motion and intends to move as follows at the Board meeting on 22 September 2020.

- In summary Donna Blackburn proposes to require K-3 aged children to wear masks during the entire school day.

Dr. Etches provided absolute proof that there has been 0 hospitalizations for young children in all of Ottawa, with a total of 33 cases for children aged 0-9

Donna Blackburn has made motion that is neither needed nor supported by the community:

- This is unnecessary to protect citizens in our community
- This will impact the daily lives of school children
- This will directly impact children's ability to communicate with teachers
- This will directly impact children's' ability to socialize with peers
- This will have no impact on contraction of SARS-CoV-2 within OCDSB
- This is being proposed without any evidential support
- This is blindsiding parents with a change that directly impacts students without cause or concern



BOARD PUBLIC MINUTES

Monday, June 22, 2020, 8:00 pm

Tuesday, June 23, 2020, 5:00

pm

Zoom Meeting

- Trustees:** Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Ganaaboute Gagne (Student Trustee), Prasith Wijeweera (Student Trustee)
- Staff:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Amy Hannah (System Principal of Learning Support Services), Sait Atas (Research Officer), Darcy Knoll (Communications Coordinator/Media), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator), Myra Wells (Board Services Assistant)
- Guests:** Charles Chen (Incoming Student Trustee), Joy Liu (Incoming Student Trustee)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 8:22 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

**Moved by Trustee Hough, seconded by Trustee Ellis,
THAT the agenda be approved.**

Carried

Trustee Blackburn requested that the delegation by Robin Browne, be the first item on the agenda. She also suggested that the Board impose a time limit on presentations in order to cover all of the material.

Chair Scott agreed to move the delegation to the first item on the agenda.

3. Student Trustee Report

Ganaaboute Gagne and Prasith Wijeweera served as student trustees to the Ottawa-Carleton District School Board (OCDSB) from 2019-2020. During their presentation they provided an overview of what they have experienced, their observations and recommendations for the Board to inform future decisions.

Student Trustee Wijeweera recognized how important it was for the student senators to be given the opportunity to serve on the OCDSB advisory committees as non-voting members. It allowed for the student population to be represented and for the OCDSB's messages to be shared with students from one of their peers. He added that being able to attend meetings, such as the Special Education Advisory Committee (SEAC), was fundamental in the student trustee's role and to achieving professional development.

Student Trustee Wijeweera recognized the exceptional opportunities that were provided by having the ability to consult with senior staff and to have mutually beneficial conversations.

Student Trustee Gagne recognized the importance of conducting roundtable discussions. He highlighted that the student trustees, over the course of the year, led roundtables in person and during COVID-19 virtually, which provided a forum for voices to be heard.

One of the initiatives that Student Trustees Gagne and Wijeweera embarked on in January 2020 was regarding menstrual equity in the OCDSB. Research was conducted on the topic, on other board's policies, pilot programs in effect and additionally, roundtables were held.

The student trustee's research report proposed education on menstruation be provided to limit the stigma and increase safety and also provided suggestions to

ensure the program is sustainable. It was recommended that products be located in an alternate location for students who identify as male to access. The hoarding of menstrual products should not be a concern, as it is a necessity and providing these products would fill a needs gap. The incoming student trustees have agreed to continue the initiative during their term, and it will be followed up with by superintendents.

Student Trustee Gagne noted that a critical component to the report was the real and perceived views of students. There were three areas under the COVID-19 Response and Student Support section that were focused on: community, accountability and meaningful communication.

Community: It was noted that a key component of that is cultural belonging and during COVID 19, virtual town halls were organized by students and staff to create a social connection and a sense of community. Measures like these can be increased to enhance the culture.

Accountability: The student trustees shared the opinion that it was ineffective for principals to be responsible for the management of the entire school. Students could be experiencing issues with other peers or adults in authority positions within the school, and it is believed the accountability structure needs to be expanded.

Meaningful communication: This involves listening but also listening to the right people at the right time. The thought sharing portals and roundables have been successful in providing an opportunity for voices to be heard. Trustee Gagne emphasized the need to have open communication with students and encourage trustees and staff to explore solutions.

Suggestions and Recommendations:

- That staff utilize student trustees to review student-wide communications prior to release, to ensure the content resonates with their audience;
- The section on racial inequities within the OCDSB is significant as their constituents asked for this area to be of particular focus. Student Trustee Wijeweera provided two recommendations that the OCDSB could implement to improve the environment:
 - At annual school assemblies, demonstrate the options students have to address concerns of racism or discrimination. Ensure the message outlines the protocols and is framed to be well understood by students of all ages; and
 - Continue to offer workshops and training to ensure that individuals are more aware of their unconscious biases and racist tendencies.

- Regarding the presence of Student Resource Officers (SRO), it was suggested that the District engage in consultation to obtain public feedback on their presence in schools. The message provided to the student trustees by their constituents, is that the SRO's presence has a negative effect on students and leaves them feeling intimidated, unsafe and segregated.

Student Trustee Wijeweera and Gagne shared their appreciation to trustees for listening and to the superintendents for their guidance and support. They were grateful for having had the opportunity to serve as trustees. They expressed their confidence that the OCDSB is on the right path with the positive initiatives being undertaken.

During the question period, the following comments were noted:

- Chair Scott and several trustees thanked the student trustees for their excellent report and acute observations;
- A query was made about how the recommendations could best be moved forward or actioned, specifically regarding SROs and why a motion was not proposed. In response Student Trustee Gagne responded that no reporting mechanisms are in place and without solid information, a recommendation cannot be presented for consideration; and
- Student Trustee Wijeweera encouraged trustees to attend student senate meetings once or twice a year and to attend town halls at a local school level, to understand students' concerns. Trustee Gagne suggested trustees connecting with community associations that may be overlooked, such as the Council for Transgender Youth

Chair Scott highlighted that student trustees play a vital role of informing fellow students of policies that impact them. Chair Scott recognized how fortunate the Board and student population were to have such skillful, articulate and highly engaged student trustees. Chair Scott shared that Prasith Wijeweera will be attending the University of Waterloo for Civil Engineering specializing in transportation and entrepreneurship. She highlighted that he will be serving on Ontario's Student Trustee Association (OSTA-AECO) as their Chief Financial Officer. Chair Scott recognized that Ganaabout Gagne would be attending the University of Victoria majoring in Economics and pursuing his Juris doctorate. She noted he planned to continue his involvement with ACTUA, working on bringing science, technology, engineering and math (STEM) education to Indigenous youth in an equitable and meaningful way. As an Indigenous youth leader, he intends to continue his work as an advocate for equal opportunities and anti-racism.

Chair Scott highlighted that the two incoming student trustees will be commencing their term in August 2020. Joy Liu attends Colonel By Secondary

School and she has been elected to be a policy coordinator on OSTA-AECO and Charles Chen who attends the Earl of March Secondary School.

5. Report from the Board (In Camera)

Vice-Chair Penny reported that the Board met in camera earlier in the evening and that there are no recommendations.

6. Briefing from the Chair of the Board

Chair Scott highlighted that the Ottawa-Carleton District School Board (OCDSB) annually recognizes the valuable contributions of community members, parents, and businesses through the OCDSB Community Recognition Awards.

Chair Scott noted that the in-person Volunteer Appreciation Reception and Awards Ceremony did not take place due to social distancing protocols. However, the award recipients for all six award categories, will be highlighted on the OCDSB website and on social media.

The Community Partnership Award is granted to recognize outstanding partnership/support from a community agency or business over an extended period of years or through a significant initiative that has directly benefited OCDSB students. Congratulations was extended to the recipient Jayne Gauthier, Director at Whitehaven Kindergarten School Age Center (D.Roy Kennedy).

The Community Award is granted to recognize outstanding efforts of a member of the OCDSB community for developing an initiative that directly supported the well-being of students. Congratulations was extended to the two recipients, Gabrielle Fayant and Dani Lanouette, for their work with the Assembly of Seven Generations.

The Distinguished School Council Service Award is granted to recognize outstanding efforts of a school council or school council member, for making a significant contribution to enhance the learning experience of students at a school and/or system level. Congratulations was extended to recipient Julie Smith of Stittsville Public School.

The Excellence in Equity Award recognizes the contribution of a parent, volunteer, business or community member to support the alignment and integration of equity and inclusive educational principles and practice over an extended period of years or through a significant initiative that has directly benefited OCDSB students. Congratulations was extended to the 2020 recipient June Girvan.

The Volunteer of the Year Award is granted to recognize the substantial contribution of a parent volunteer or community volunteer, over an extended period of years or through a single significant initiative that has had a positive

impact on students. Congratulations was extended to the recipient Tanvir Minhas of Merivale High School.

The Chair's Award that is nominated by the Board of Trustees, is presented annually for the substantial contribution of an OCDSB staff member and/or a community member to the achievement of the aims and objectives of the Board over an extended period of years. Congratulations to the 2020 Chair's Award recipient Don Gerlitz of Adult High School.

Chair Scott noted that this was the first year of the OCDSB's new Strategic Plan, and although it was not the year that was expected, the plan to build a culture of innovation, caring and social responsibility were vital in the approach. The COVID-19 pandemic shifted some of the OCDSB's initiatives and accelerated others. A number of new initiatives were launched in the fall, one of the highlights being "Valuing Voices – Identity Matters!".

Chair Scott commended staff across the District for their response to the unforeseen and unprecedented situation, as well as, students and parents for their patience, support and innovation. During quarantine, new ways of connecting were established, a new appreciation for how education is delivered, and a new importance was placed on personal balance and community safety.

Chair Scott also commended students for rising to the challenge of learning from home. As for the graduates, this year has not just been about completing academic expectations, but one where expected outcomes were repeatedly demonstrated particularly around collaboration, resilience, innovation and digital fluency.

The pandemic distanced us physically but also brought unity through the common goal of maintaining the continuity of learning for all students. The year is not yet over, with many students and staff preparing to participate in summer programming and developing plans for a return to school in September.

7. Briefing from the Director

Director Williams-Taylor thanked all the community and volunteer award recipients and announced the names of the Student Recognition Award recipients, selected by each school's principal and vice principal. Director Williams-Taylor highlighted that these student leaders have shown incredible initiative and contributions to their school. The student award recipients will receive their awards at their graduation ceremonies in the fall. However, the District will be highlighting these amazing individuals on the OCDSB website, school websites, through social media and in an advertisement in the Ottawa Citizen.

- Luisa Pardo, Adult High School;
- Karen Vo, A.Y. Jackson Secondary School;

- Nicole Xu, Bell High School;
- Jorja Tashlin, Brookfield High School;
- Laura Davies, Cairine Wilson Secondary School;
- Audrey Thebaud, Canterbury High School;
- Tip Finless, Colonel By Secondary School;
- April Bennett, Continuing Education;
- Amina El Sharif, Earl of March Secondary School;
- Clifford Lewis, Elizabeth Wyn Wood Secondary Alternate Program;
- Ava Munro, Frederick Banting Secondary Alternate Program;
- Phoebe Seely, Glebe Collegiate Institute;
- Fatimah Karim, Gloucester High School;
- Cory Dignard-Keras, Hillcrest High School;
- Eric Huang, John McCrae Secondary School;
- Mack Bain, Lisgar Collegiate Institute;
- Siyona Kassel, Longfields-Davidson Heights Secondary School;
- Olivia Plouffe, Merivale High School;
- Rachel Lowenberg, Nepean High School;
- Isabelle Blad, Norman Johnston Secondary Alternate Program;
- Breeana Elliott, Osgoode Township High School;
- Phoenix Judge, Ottawa Technical Secondary School;
- Allegra Wallace-Harder, Richard Pfaff Alternate;
- Robiya Abdullayeva, Ridgemont High School;
- Karen Onukagha, Sir Guy Carleton Secondary School;
- Damen Tsotroudīs, Sir Robert Borden High School;
- Michaela Yu, Sir Wilfrid Laurier Secondary School;
- Trinity Lowthian, South Carleton High School;
- Keefer Lamarche, Urban Aboriginal Alternate High School Program;
- Hoda Osman, West Carleton Secondary School; and
- Sami El Sayed, Woodroffe High School

The Excellence in Equity Student Award honours a graduating student in a secondary and/or alternative site who demonstrates innovative and creative initiatives to achieve a positive, safe and inclusive school climate. This year there were more nominations than ever before and the two recipients receiving this award are Abbas Mohamed of Hillcrest High School and Sade Friday of Lisgar Collegiate Institute.

During the middle of June 2020, the Ministry of Education released its reopening plan for schools in the fall. School boards were asked to plan for the following three scenarios to be implemented in September, depending on the public health situation at the time:

1. A normal school day routine with enhanced public health protocols;

2. A modified school day routine - Based on public health advice, an adapted delivery model was designed to allow for physical distancing and cohorts of students. Under this model, school boards were asked to maintain a limit of 15 students in a typical classroom at one time and adopt timetabling that would allow for students to remain in contact only with their classmates and a single teacher for as much of the school day as possible. This model requires an alternate day or alternate week delivery to a segment of the class at one time; and
3. At home learning - Should the school closure be extended, or some parents choose not to send their child back to school, school boards need to be prepared to offer remote education.

The government instructed school boards to be prepared with a plan, should it be required, that includes an adapted delivery model, which could include alternate day or alternate week attendance, staggered bell times and recess, and different transportation arrangements, among a variety of other considerations to ensure the safety of students and staff.

The OCDSB has been busy planning for next year and will now align this work with the Ministry's direction. More information will be shared, and the District will ask parents, students and staff for input.

Director Williams-Taylor thanked teachers, principals, staff, volunteers, community partners, and trustees for working incredibly hard to support families and provide students with an opportunity to learn. Director Williams-Taylor shared her appreciation for the patience and understanding that students and parents provided as the District navigated through solutions.

8. Delegations

8.1 Robin Browne, re Code of Conduct Update

Mr. Browne reappeared before the Board to provide an update on his 26 May 2020 delegation. Mr. Browne proceeded to escalate his grievance with the Board's process on the code of conduct. On 16 June 2020, he along with Ottawa-Carleton, Gatineau and York region representatives, met virtually with Minister of Education Stephen Lecce. The purpose of this meeting was to present their grievance that *the Education Act* should impose stronger penalties in a Code of Conduct breach to act as a deterrent and also to factor in multiple cases of breach. Mr. Browne agreed to share Minister Lecce's response once received.

Trustee Bell inquired how Minister Lecce received the recommendation and in response Mr. Browne indicated that the Minister was open to what was recommended and stated he would pursue this matter further and provide a response.

9. Presentation

9.1 Report 20-059, Summary of Results from Student Survey (2019-2020): Valuing Voices-Identity Matters (M. Giroux)

Director Williams-Taylor expressed her appreciation for the work that has been conducted on Report 20-059 and the efforts made to engage the community and school community. She recognized the efforts of Executive Officer Giroux, Manager Oracheski, Jacqueline Lawrence and the supporting teams. A significant amount of work has been done but additional work will be conducted over the coming year.

Executive Officer Giroux also recognized the generous contributions of parents, students and community members and members of the Equity, Corporate Services and Communications team.

During the presentation the following points were noted:

Executive Officer Giroux acknowledged that racism and systemic barriers exist in the OCDSB's education system and that the District is committed to equity and has prioritized these areas in the strategic goals over the next few years. Executive Officer Giroux noted that the community focus group feedback aligned with the observations outlined by the student trustees. Executive Officer Giroux stressed the importance of listening and noted the commitment to increase representation in staff to heighten students' sense of belonging. It was important not to draw conclusions in the technical report. Instead using this information thoughtfully to identify issues that emerge from the reader's perspective was an important consideration.

- Once the summary of findings is released, the data will begin to be linked to other data sets which can help provide additional understanding in the following areas: achievement gaps, suspension and expulsion rates, streaming, sense of belonging and feeling safe at school;
- A timeline has been created until June 2021, which anticipates the release of three additional reports expected to be delivered in November 2020 and March and June 2021. The topics to be explored include achievement, suspension and sense of belonging. Community partners will assist in refining the focus of these reports and in identifying community priorities;
- The survey was open from 26 November 2019 until 19 January 2020. Since the close, staff have processed information and coded the open-ended questions related to perceptual and demographics. Staff

have been developing themes and key terms for the questions regarding sense of belonging;

- The response rate was approximately 50 percent across the District and showed slightly higher parental participation rates than other boards. The participation of grade 7-12 students in other jurisdictions varied from 46 to 90 percent, while the District had a response rate of 62.5 percent. The participation rate across schools in the District had a response rate for JK-6 ranging from 14 to 42 percent and grades 7-12, ranging from 4 to 100 percent. Lower response rates were predominantly in schools with more specialized student populations like Adult HS, secondary alternate sites, Clifford Bowey Public School and Crystal Bay Centre for Special Education;
- In the detailed technical report, the QuantCrit framework was used, which intentionally provided limited to no interpretation of the information in the tables, to prevent conclusions being influenced by potential biases. The intent was for the information to stand on its own and for the summary to highlight the key data;
- As with any data collection, there are limitations, and this is in part due to how people interpret the questions and key concepts. For example, some cultures use the terms race and ethnicity interchangeably and therefore questions which differentiated them, may not have been understood as intended; and
- Staff felt some responses perhaps should have been excluded but decided to retain as much information as possible. Staff will be working with community partners to discuss approaches to assigning respondents to specific groups for calculations of disparity and disproportionality, in accordance with the Data Standards.

In the questions relating to Identity and Demographic, the following information was reported:

- First Language Spoken - There were 150 languages reported with the most prevalent languages for both elementary and secondary students being English, Arabic, French and Chinese;
- Indigenous Identity - For JK-6, 3.1 percent identified as First Nations, Metis or Inuit and for grades 7-12, 3.7 percent;
- Ethnic/Cultural Origin - Over 300 ethnicities were reported by respondents, most considered themselves Canadian. More than 5 percent reported being of Arabic, Chinese, English, Irish or Scottish descent;

- Race - Most respondents identified as White but there was student representation from all responses options provided. Black, East Asian, Middle Eastern and South Asian were amongst those most frequently reported;
- Religion - The OCDSB reflects a multi-faith community with the predominant responses being Christian, Muslim and no spiritual affiliation;
- Gender identity - Approximately 1 percent of elementary students, and under 5 percent of secondary students, reported diverse gender;
- Sexual orientation - 54.7 percent of parents of JK to grade 6 students reported their child as being heterosexual compared to 79.4 percent for of students in grades 7 to 12. Approximately 44 percent of parents of JK to grade 6 students were unsure of their child's sexual orientation. 1 percent of elementary students and 16.3 percent of secondary students, identified as LGBTQ2S+;
- Disability - Approximately 9 percent of students reported having some form of disability represented at the time of the survey. The most commonly reported disabilities for both groups were those related to learning disabilities, followed by Autism Spectrum Disorder (ASD) for elementary students and mental health for secondary students;
- Status in Canada - Three-quarters of survey respondents were born in Canada. Of those not born in Canada, most reported being a Canadian Citizen or landed immigrant/permanent resident at the time of the survey;
- Income - This question was only directed to parents of children in JK to grade 6, based on recommendations from community partners in the fall. Data reflects that nearly 50 percent of respondents reported an annual household income over \$100,000, while 19 percent preferred to not disclose; and
- The data reflected that a sense of belonging at school was stronger for the younger cohort of students compared to those in the older cohort. Students that reported a low sense of belonging in JK-6 was 5 percent and 11 percent in secondary students. It was noted that extracurricular activities would help students to feel more confident however access to transportation made it difficult to participate.

Executive Officer Giroux noted that graphs are part of an infographic and will be published in the report. Over the summer, staff will create school level dashboards to provide relevant information to schools. The information will help highlight areas of focus for the Board and school

leaders to make informed decisions. There are ongoing governance issues that need to be addressed such as the concept of open data and how to identify appropriate groups to speak to about disparity and how solutions can be applied.

Chair Scott provided her gratitude to staff for creating and distributing the survey and for compiling the data. Chair Scott recognized the limited time available on the agenda for discussion and encouraged trustees to direct questions to staff after the meeting. Executive Officer Giroux instructed trustees to email the Valuing Voices inbox which will act as a central repository for all questions. The email address will be circulated. Once questions are received, staff will compile the questions and answers and circulate them to all trustees.

Trustee Bell thanked staff for the presentation and for driving the equity agenda. She noted for the record that she was incredibly disappointed that this would not be discussed further and that she wanted to know how this data is going to be used.

Trustee Scott highlighted that this agenda item was listed as a presentation and at Board meetings, presentations do not traditionally have extensive question periods like Committee of the Whole meetings.

Trustee Lyra Evans, Schwartz and Campbell agreed with Trustee Bell stating this information should be discussed in greater detail and requested a future opportunity to have a more fulsome discussion.

It was requested by Trustee Campbell, that future agendas have fewer substantial items, to allow ample time for discussions of public interest.

10. Matters for Action

10.1 Confirmation of Board Minutes, 26 May 2020

Moved by Trustee Jennekens, seconded by Trustee Hough,

THAT the Board minutes dated 26 May 2020 be confirmed.

Carried

10.2 Business Arising from Board Minutes

There was no business arising from the 26 May 2020 Board minutes.

10.3 Receipt of Committee of the Whole Report, 16 June 2020

Trustee Penny, Seconded Trustee Ellis,

THAT the report from Committee of the Whole Report dated 16 June 2020 be received.

Carried.

10.3.a Special Education Plan 2019-2020

Motion by Trustee Ellis, seconded by Trustee Penny,

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

Carried.

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

FOR: Boothby, Blackburn, Hough, Campbell, Jennekens, Penny, Lyra Evans, Bell, Schwartz, Scott (10)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

10.4 Receipt of Audit Committee Report, 11 June 2020

Motion by Trustee Schartz, seconded by Trustee Penny

THAT the report from the Audit Committee dated 11 June 2020 be received.

Carried

10.5 Receipt of Committee of the Whole Budget Report, 26 May 2020

Moved by Trustee Schwartz, seconded by Trustee Ellis,

THAT the report from Committee of the Whole Budget dated 26 May 2020 be received.

Carried

10.6 Receipt of Committee of the Whole Budget Report, 8 June 2020

Moved by Trustee Schwartz, seconded by Trustee Hough,

THAT the report from Committee of the Whole Budget dated 8 June 2020 be received.

Carried

10.7 Receipt of Committee of the Whole Budget Report, 22 June 2020 (oral)

Trustee Schwartz highlighted that the Committee of the Whole Budget meeting received a presentation on Report 20-058 in regard to the Administrative and Staffing budget for 2020-2021.

Moved by Trustee Campbell, seconded by Trustee Schwartz,

THAT the report from Committee of the Whole Budget dated 22 June 2020 be received.

Carried

10.7.a Administrative and Support Staff 2020-2021

Non-Consent item, Trustee Ellis raised concern over the timing and the process. Trustee Ellis noted his dissatisfaction with holding Committee of the Whole (COW) Budget meetings on the same evening that motions are presented to the Board, as it does not allow for reflection and subsequent amendments. He supported the content in the report, other than those issues raised during the COW Budget meeting, and stated he would abstain from voting.

Trustee Campbell agreed with Trustee Ellis' comment and stated that concurrent meetings did not allow for members of the public to provide their feedback to trustees.

Moved by Trustee Campbell, seconded by Trustee Schwartz,

THAT the administrative and support staffing, as outlined in the addendum to Report 20-058, be approved for purposes of the 2020-2021 annual operating budget (Attached as Appendix B).

Carried

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

FOR: Boothby, Blackburn, Hough, Campbell, Jennekens, Penny, Lyra Evans, Bell, Schwartz, Scott (10)

AGAINST: Nil (0)
ABSTENTION: Ellis (1)

10.8 Non-Consent Items

10.9 Report 20-042, New Stittsville Secondary School (M. Carson)

Manager Ostafichuk presented Report 20-042, on the attendance boundary, program and opening grade structure for the new Stittsville

secondary school. The school will house 1,353 pupils from grade 7-12 and will be located at the corner of Robert Grant Avenue and Cope Drive.

In October 2019 the Board approved a consultation plan to set the attendance boundary and opening grade structure of the new school. A working group consisting of various school and community associations representatives, Trustees Scott and Boothby, Superintendent Lehman and the planners on the file, Lisa Gowans and Janet MacDonald met three times to discuss and examine various options. Once the proposal was ready to proceed to consultation, quarantine measures were enforced and it was not until 28 April 2020 that the Board was able to approve the revised consultation plan.

Secondary students scheduled to attend the new school currently attend either AY Jackson Secondary School (SS) or South Carleton High School (HS). The grade 7-8 students attend Glen Cairn Public School (PS), Goulbourn Middle School (MS) or A. Lorne Cassidy Elementary School(ES).

The largest growing community in Eastern Ontario is where this new school is being developed. The challenge was to build boundaries that did not span too broadly, as that would result in issues with overcapacity too quickly. Another issue was ensuring that the currently existing schools are sustainable.

The District has been transparent that in this particular case, it will not be able to create a family of schools. This is due to the lack of Early French Immersion (EFI) program offerings in the Richmond, Goulbourn and Rideau Township areas and for this reason, the District will need to continue transporting these students to Stittsville.

New schools are scheduled to be built for the southern area and once built can be aligned with a family of schools. The intention is to have this issue resolved within the next 3-4 years once a new school is built in Richmond.

At the working group's meeting in March, a consensus was decided on attendance boundaries and a proposed plan was prepared to seek public consultation. During the presentation, the following points were noted:

- The first area for consultation was the opening grade structure and the information that was assessed was as follows:
 - If the school were to open in 2022, and introduce grades 7-10, this would accommodate 945 students with a utilization of 70 percent;

- If a small rural area is removed from the west, this would accommodate 910 students with a utilization factor of 67 percent. Portables would be required by year two;
- With a September 2022 opening with grades 7-9, it would accommodate 723 students with a utilization factor of 53 percent. If this same grade structure was included without the small rural area, it would accommodate 694 students with a utilization factor of 51 percent. Portables would still be required but not until at least year three; and
- The District found the grade 7-9 structure was far less disruptive especially to students in a high school setting, as it would not require them to move in the middle of high school. This was favoured.
- The recommendation for the school programming for grades 7-8 is to have English EFI and Middle French Immersion (MFI) offerings and for the grades 9-12 to have English and French Immersion (FI) for all students;
- The assessment on boundaries considered the following options:
 - The new boundary looked at the grade JK-6 ENG attendance boundaries at A. Lorne Cassidy ES, Stittsville PS, Westwind Public School, new Fernbank Public School, a portion of the Castlefrank ES and Katimavik ES area (currently undeveloped land). These all seemed logical to move to the new Stittsville High School;
 - Staff felt that including a small rural area to the west of Stittsville in the high school numbers did not have a significant impact. It resulted in a population of 723 students, with a utilization factor of 53 percent;
 - In 2025 the anticipated population with all grades present, would have 1,656 students with a utilization factor of 122 percent. Portables are anticipated in year three;
 - South Carleton HS is anticipated to be the most impacted but will still remain sustainable as the population would go from 1100 students to 850 in 2026, with a utilization factor of 63 percent. There is significant development occurring in Richmond and therefore the population should stay strong;
 - Redirection of the grade 7-8 program to the new school would require A. Lorne Cassidy (a JK-8 school). The working group

recommends a boundary adjustment between A. Lorne Cassidy ES and Stittsville PS and has also included a sibling clause;

- The first cohort of grade 8 students from Glen Cairn PS and Goulbourn MS that would be directed to the new Stittsville High School would be required to attend three schools in three years;
- There would be two feeding patterns for EFI students leaving for grade 7 from A. Lorne Cassidy ES and Westwind PS;
- Students living north of Fallowfield Road will be attending the new Stittsville high school. Those south of Fallowfield Road or east of Eagleson Road would attend South Carleton HS;
- The Goulbourn area south of Fallowfield Road does not have its own EFI program school yet, therefore students in that program would continue to attend elementary schools in Stittsville;
- The boundaries within Goulbourn have been assessed, with the cut off being Fallowfield Road;
- Fallowfield Village area students would continue to attend South Carleton HS.

The amended consultation was undertaken using the website to provide information and obtain feedback on the proposed attendance boundaries, as well as a ThoughtExchange exercise that was conducted. The ThoughtExchange received 190 participants and over 2500 stars supporting the suggestions. The feedback was generally supportive of the proposed attendance boundaries.

*** 10:30 pm Vote ***

Several trustees indicated their interest in continuing the meeting at a later date and on that day, to have additional time to discuss items already covered.

Moved by Trustee Schwartz, seconded by Trustee Bell.

Executive Officer Giroux noted if an item is revisited at the continued meeting that had a motion tied to it, the decision stands. Any process for revisiting a decision that has been carried, would require a motion to amend the decision.

Moved by Trustee Schwartz, seconded by Trustee Bell,

THAT the 22 June 2020 Board meeting be continued on 23 June 2020 to discuss the balance of the agenda as well as Report 20-059, Summary of Valuing Voices.

Carried.

14. Adjournment

The meeting adjourned at 10:43 p.m. to be continued on 23 June 2020.

Item 10.9 Report 20-042, New Stittsville Secondary School was on the floor at the time of adjournment.

Lynn Scott, Chair of the Board



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

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

Special Education Plan

2019-2020





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MISSION STATEMENT

Educating for success –
inspiring learning and
building citizenship





Part 1- The Board's Consultation Process

Purpose of the Standard

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

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

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

Minority and Majority Reports

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

Opportunities for Community Input

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

Special Education Program and Services Internal / External Reviews

Methodology for Internal Reviews

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





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

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

OCDSB Quality Programming Indicators

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

Learning Support Services Operational Review

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

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

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





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

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

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Part 2- Special Education Programs and Services

The Board's Model For Special Education

Purpose of the Standard

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

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

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





Service Delivery Model

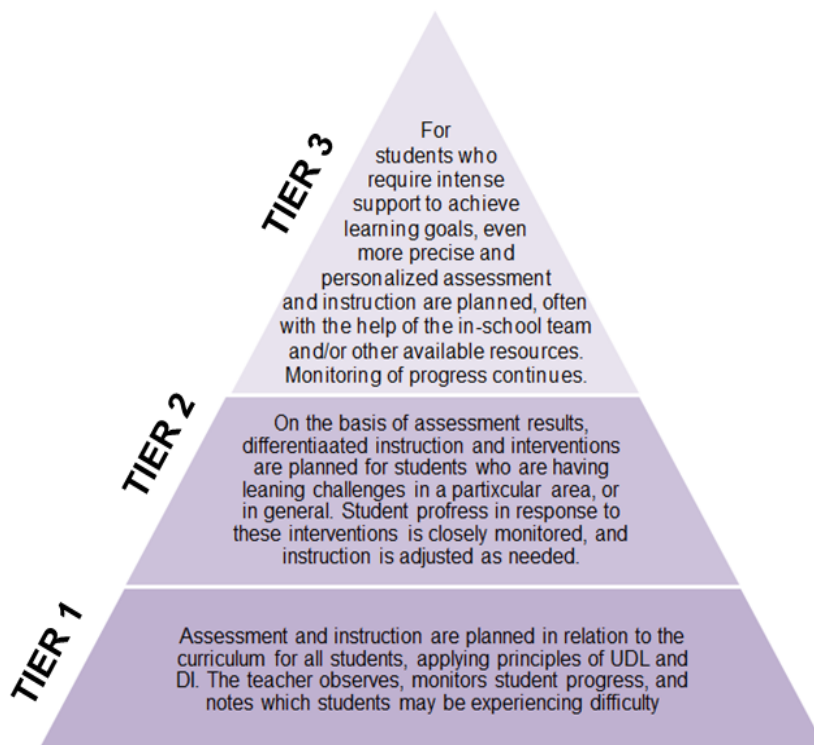
The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive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

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

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

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





Special Education Programs

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

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

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

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

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





Provincial Specialized Placements

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

Special Education Supports in the OCDSB

(All supports listed below are in no particular order)

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





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

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

Definition of Terms

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

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

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

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

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





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

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

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

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

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

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

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

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

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





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

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

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

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

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

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





Acronyms Used in the Special Education Plan 2020

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





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

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Roles and Responsibilities

Purpose of the Standard

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

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

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

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

The Ministry of Education

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





The District School Board

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

The Special Education Advisory Committee (SEAC)

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

The School Principal

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





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

The Teacher

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

The Special Education Teacher

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

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

The Early Childhood Educator in coordination with the Teacher

- assists in implementing and planning education to Kindergarten children;
- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that is healthy physically, and social learning





- relays information to families;
- undertaking of duties assigned by the principal in regards to the Kindergarten program.

The Parent(s)/Guardian(s)

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

The Student

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

Special Education Staff Roles and Responsibilities in the OCDSB

Superintendent of Learning Support Services - Peter Symmonds

System Principal of Learning Support Services - Amy Hannah

System Principal of Learning Support Services - Christine Kessler

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

Manager of Learning Support Services - Stacey Kay

Clinical Supervisors:

Psychology - Dr. Kristin Schaub

Social Work - Kathryn Langevin

Speech - Language Pathology - Maya Rattray





Early Identification Procedures and Intervention Strategies

Purpose of the Standard

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

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

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

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

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

Student Registration Process - Kindergarten

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





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

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

Student Registration Process Grade 1 - 12

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

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





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

English Language Learners

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

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

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

Tiered Approach for Early Identification and Intervention

(Assessment/Consultation/Intervention)

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

Ongoing Monitoring and Responsive Intervention

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





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

Student Data / Information Collection

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

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





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

Intervention Strategies, Programs, and Supports

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

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

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

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





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

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

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

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

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

Transition Planning

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

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





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

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

Purpose of the Standard

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

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

What is an IPRC?

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

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

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

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

The purpose of the IPRC is:

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





IPRCs may also make recommendations to programs and services. It is important to note that although IPRCs may discuss programs and services, IPRCs do not make decisions about the delivery of programs and services. When a referral for a specialized class placement is made, the principal must wait for the referral committee recommendation before holding an IPRC meeting to place the student in that class (see *IPRC Statement of Decision* form at the end of this section).

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

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

Prior to an IPRC Meeting

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

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

What is considered in an IPRC placement decision?

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

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





If, after considering all of the information presented including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent/guardian preferences, the IPRC will decide in favour of a regular class placement with appropriate special education services. The committee may also determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools will have submitted a referral package which is then reviewed by a central referral committee against annually reviewed criteria. The central review committee will then provide feedback for consideration at the IPRC.

Initial IPRC Meeting and Review IPRC Meeting

Initial IPRC Meeting Overview

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

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

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

Annual Review IPRC Meeting/Process

All students that have an IPRC are reviewed annually by the school team and parents/guardians. An IPRC review may not occur more often than once every three month period ([*Reg. 181/98, s.21 \(2\) the Education Act*](#)). Parent(s)/guardian(s) who are in agreement with the recommendation of the school team may waive the requirement to hold an annual review IPRC meeting. *Reg. 181/98, s.21 (4b)* states that, where there are





no changes to the identification or placement, a parent/guardian may choose to waive or dispense of the requirement to hold an IPRC by signing and returning to the school a waiver letter which states that they agree with the school's recommendations. An annual IPRC reviews the following: the student's progress, current statements of strengths and needs, exceptionality and placement.

Parent / Guardian Request for a Review

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

IPRC Statement of Decision

The IPRC Statement of Decision includes the following information:

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

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

Superintendency Based (SB) IPRC Meeting

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

Parents/guardians are invited to the SB IPRC and are valued participants in the process.

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





For most referrals to specialized program classes:

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

The IPRC Appeal Process

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

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

This request will be directed to:

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

Appeal Board Membership

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

- a) one member selected by the OCDSB





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

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

Role of the Appeal Board

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

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

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

Appeals, Tribunals, Mediations

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





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

School Year	Special Education Appeal Board	Ontario Special Education Tribunal	Mediation Processes
2019-2020	TBD	TBD	TBD
2018-2019	0	0	0
2017-2018	0	0	0

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Educational and Other Assessments

Purpose of the Standard

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

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

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

Identification vs. Diagnosis

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

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

School-Level Assessments

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

District-Level Assessments

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





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

Provincial Assessments

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

National and International Assessments

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

Testing Schedule: 2019 – 2020

EQAO Assessments

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

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

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

Grade	Source	Test/Assessment	Next Admin.
10	PISA	Programme for International Student Assessment	2021
4, 8	TIMSS	Trends in Mathematics and Science Study (sample of students in each grade)	Fall 2020





Confidentiality and Rights to Privacy

- Written and informed parental/guardian consent must be obtained for psychological, social work, behavioural and speech- language pathology assessments for students under the age of 18;
- Informed consent is obtained for educational assessments for students under 18 years of age;
- Information can only be shared with outside agencies and other professionals with written parental consent or with written consent from the student if they are 18 years of age or older;
- Third party confidential reports are the responsibility of the professional to whom they are released;
- Third party confidential reports are filed in the OSR, or with Learning Support Services, according to parental / guardian consent;
- Learning Support Services staff will obtain parental consent to communicate third party report information to the schools.

Classroom Teacher

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

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

Educational Assessments

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





Psychological Assessments

- are based on current and historical information;
- include standardized psychological tests, observations, interviews with a student, professional judgment, clinical skills, multi-disciplinary discussion and consultation with parent(s)/guardian(s) to gain insight into a student's overall functioning including behaviour, personality, intellectual profile, learning style and achievement;
- are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario or psychoeducational consultants who are supervised by psychologists.

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

Social Work Assessments

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

The legislative underpinning supporting this service delivery model includes the *Education Act, 1990, The Child, Youth, and Family Services Act 2017.*

Speech/Language Assessments

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

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





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

Assessments conducted outside of the OCDSB

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

Assessment Results

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

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

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

Wait List for Learning Support Services

- Wait lists are maintained at a school level using a multi-disciplinary team approach to prioritize students based on need. A range of supports and services are available to address student needs while waiting for formal assessment.
- Central data for students waiting for speech-language pathology, psychology or social work assessments is not available at this time due to the impacts of labour disruptions and school closures.
- Implementation of a technology solution for the central tracking of this data is in progress; however, implementation has been delayed due to the aforementioned challenges.





Specialized Health Support Services in School Settings

Purpose of the Standard

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

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

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

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





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





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





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





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





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





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





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

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

Discharge criteria include one or more of the following:

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

***General Role of RD**

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



School Health Support Services Service Guidelines –Occupational Therapy

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



School Health Support Services Service Guidelines –Occupational Therapy

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



Program Criteria: Occupational Therapy

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

Discharge Criteria- include one or more of the following:

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

Service Model:

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



School Health Support Services Service Guidelines – Physical Therapy

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

* All guidelines include assessment, conferencing, and consultation



Program Criteria: Physical Therapy

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

Discharge Criteria include one or more of the following:

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

Services:

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



School Health Support Services Speech Language Pathology Service Guidelines

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

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

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



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



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

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



Program Criteria: Speech Language Pathology Service

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

Discharge Criteria include one or more of the following:

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



Categories and Definitions of Exceptionalities

Purpose of the Standard

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

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

According to the Ministry of Education:

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

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

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

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





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

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





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





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





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





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

DRAFT





Special Education Placements Provided by The OCDSB

Purpose of the Standard

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

Learning For All, Kindergarten to Grade 12

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

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

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

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

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





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

Student Program Placement Options (Ministry of Education)

Regular class with indirect support

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

Regular class with resource assistance

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

Regular class with withdrawal assistance

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

Special education class with partial integration

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

Special education class full time

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

OCDSB Regular Classroom Special Education Programs (K - 12)

Regular classroom with monitoring from the LRT/LST

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

Regular classroom with support from the LRT/LST

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





Regular classroom with specialized support

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

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

Specialized Program Classes

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

Referral Process for Specialized Program Classes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





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





Category: Behaviour
Exceptionality: Behaviour

Ministry Definition

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

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

Special Education Class for Behaviour (Behaviour Intervention Program)

(10 elementary classes, 56 secondary sections)

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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





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

Available Resources

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

Program

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

Evaluation Methods

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

Alternative Placements

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

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





Category: Communication

Exceptionality: Autism

Ministry Definition

A severe learning disorder that is characterized by:

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

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

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

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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

Available Resources

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

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





Program

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

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Deaf and Hard of Hearing

Ministry Definition

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

Special Education Class for Deaf (D/HH)

(1 elementary class and 8 secondary sections)

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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

Available Resources

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





Program

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

Evaluation Methods

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

Alternative Placements

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





Exceptionality: Language Impairment

Ministry Definition

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

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

Special Education Class for Language Learning Disabilities (LLD)

(11 elementary classes)

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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





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

Available Resources

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

Program

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

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Speech Impairment

Ministry Definition

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

Placements
<ul style="list-style-type: none"> regular classroom with monitoring from the LST/LRT
Admissions Criteria
<ul style="list-style-type: none"> mild to moderate articulation problems moderate to severe articulation problems cleft palate voice disorder fluency disorder phonology disorder
Criteria for Change in Placement
<ul style="list-style-type: none"> frequency and intensity are individualized depending upon needs as determined by the school speech-language pathologist (5 years of age to grade 8) after grade 8, an assessment, consultation or home/school suggestions upon request consultation screening formal/informal testing CHEO School Based Rehabilitation Services discharge their cases when they reach the mild to moderate level. They may refer to the PATP or community agencies as appropriate
Available Resources
<ul style="list-style-type: none"> classroom teacher speech-language pathologist CHEO School-based Rehabilitation Services parent(s)/ guardian(s), and volunteers Parent Articulation Training Program (PATP) Learning Support Services personnel provide assessment and consultative services to the special education teacher

Service Delivery Model

Speech-language pathologists:

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





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

Exceptionality: Learning Disability (LDSIP and LDP)

Ministry Definition

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

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





Special Education Class for Learning Disabilities (LD)

(14 elementary classes, 71 secondary sections)

Placements

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

Admissions Criteria

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

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

Criteria for Change in Placement

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

Available Resources

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

Program

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





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

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

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Giftedness

Ministry Definition

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

Special Education Class for Gifted Students (Gifted)

(15 elementary classes, 110 secondary sections)

Placements

- specialized classes at the following levels: primary, junior, intermediate and senior
- up to 20 students per class grades 1-3
- up to 25 students per class in grades 4-8
- up to 28 students per class in grades 9-12

Admissions Criteria

- very superior intellectual ability as measured on a psychological assessment

Criteria for Change in Placement

- has academic and/or social needs that could be met more successfully within a different classroom setting
- no longer benefiting or requiring a specialized placement
- evidence of ongoing successful integration

Available Resources

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

Program

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





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

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Mild Intellectual Disability

Ministry Definition

A learning disorder characterized by:

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

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

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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

Available Resources

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

Program

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





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

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

Evaluation Methods

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

Alternative Placements

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

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

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

Placements

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

Admissions Criteria

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





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

Criteria for Change in Placement

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

Available Resources

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

Program

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

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

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Developmental Disability

Ministry Definition

A severe learning disorder characterized by:

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

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

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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

Available Resources

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

Program

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





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

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

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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

Available Resources

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

Program

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

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





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

Category: Physical

Exceptionality: Physical Disability

Ministry Definition

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

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

(2 elementary classes, 24 secondary sections)

Placements

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

Admissions Criteria

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

Criteria for Change in Placement

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





Special Education Class for Physical Disabilities/Physical Support Program

(continued)

Available Resources

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

Program

- At the elementary and secondary level, the physical support programs address the academic and physical needs of students at the appropriate level
- An IEP containing specific expectations is designed for each student reflecting learning needs and abilities
- CHEO School Based Rehabilitation Services provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, nursing and speech disorders (if eligible)
- There is ongoing liaison with CHEO Development and Rehabilitation (Children's Treatment Centre services) for those students who enter from this service.

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year. OCDSB Report Cards, Alternative Report Cards (if applicable) and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

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

- Other special education placement options if appropriate
- CHEO School (Early Intervention Program – JK/SK levels – option if appropriate)
- Regular classroom with support from the LST/LRT
- Regular classroom with monitoring from the LST/LRT





Exceptionality: Blind and Low Vision

Ministry Definition

A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely.

Placements
<ul style="list-style-type: none"> regular classroom with specialized support
Admissions Criteria
<ul style="list-style-type: none"> 20/70 or worse in best eye with best correction as determined by an ophthalmological/optometry report
Range of Support
<ul style="list-style-type: none"> blind students generally receive up to 50 per cent itinerant support depending on needs (e.g., braille, tactile and adaptive program) blind students usually require more intensive support low vision support is individualized (from itinerant 1–2 times a week to monitoring visits 2–4 times a year)
Available Resources
<ul style="list-style-type: none"> teacher with specialized qualification in Blind/Low Vision. May also have certification to teach orientation and mobility orientation and mobility instructor classroom teacher Educational assistants allocated based on student's needs Learning Support Services personnel provide assessment and consultative services to the special education teacher specialized equipment as needed

Program/Service Delivery Model

ITB/LVs provide:

- A school-based functional vision assessment to determine frequency of service and educational strategies
- Direct instruction in Braille and other tactile learning strategies
- Adaptation of curriculum materials (Braille, e-text, auditory, large print)
- Orientation and mobility instruction (safe travel techniques)
- Training in specialized equipment including computer hardware and software, optical aids, and other specialized equipment used in the classroom
- Provide consultation and support to schools concerning needs related to vision





Evaluation Methods

- Student's visual efficiency, tactile learning, orientation and mobility, and alternate skills are assessed regularly by the itinerant teacher, including functional vision assessments, observation and checklists
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB report cards and IEP, as well as anecdotal reports where appropriate
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

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

- Other special education placement options if appropriate
- Provincial school for the blind and deaf-blind, and the Francophone school for the deaf, blind, deaf-blind and for those with learning disabilities
- Regular classroom with monitoring from the LST/LRT
- Regular classroom with support from the LST/LRT

Category: Multiple

Exceptionality: Multiple

Ministry Definition

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Range of Placements

Depending on the student's strengths and needs, placements can range from a regular class to a special education class. While there are no special education classes devoted to students with multiple exceptionalities, these students' program needs can be met in a variety of placements.

Exceptionality: Mild Intellectual Disability and Behaviour

Ministry Definition of Mild Intellectual Disability

A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service





- b. an inability to profit educationally within a regular class because of slow intellectual development
- c. a potential for academic learning, independent social adjustment, and economic self-support

Ministry Definition of Behaviour

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

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

Special Education Class for students requiring a Dual Support Program (DSP) (3 elementary classes; 32 secondary sections)

Placements

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

Admissions Criteria

- significantly below-average intellectual potential as measured on a psychological assessment
- serious delays in the acquisition of fundamental academic skills exacerbated by behaviour problems
- impaired adaptive functioning (e.g., coping with life demands, personal independence)
- history requiring frequent discipline due to disruption, non-compliance, physical/verbal aggression, impulsivity, etc.
- history of socially unacceptable behavior

Criteria for Change in Placement

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





Special Education Class for students requiring a Dual Support Program (DSP) (continued)

Available Resources

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

Program

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

Evaluation Methods

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

Alternative Placements

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

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





Program: Primary Special Needs (PSN)

Special Education Class for students with Primary Special Needs (PSN)

(10 elementary classes)

Placements

- specialized classes at primary level
- up to 10 students per class

Admissions Criteria

- need for one or more years in an intensive support program
- scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability
- in the age-equiv. range of grade 1 to 3
- significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor)

Criteria for Change in Placement

- has turned or will turn 9 years old during the calendar year
- does not require the same degree of specialized programming
- has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations
- on-going assessment determines that a different placement could better meet the student's needs
- no longer benefiting from specialized placement
- evidence of ongoing successful integration

Available Resources

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

Program

- The primary special needs program provides opportunities for each student to progress in all relevant areas of development
- The focus of the program is to develop academic, communication and social/emotional skills
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous formal and informal assessment
- For most students, integration into regular classrooms and school activities is considered to be an essential part of this program





Evaluation Methods

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

Alternative Placements

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

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

DRAFT





Individual Education Plans (IEP)

Purpose of the Standard

To inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEP.

An IEP is a written plan describing the special education program and/or services required by a particular student on an ongoing basis. The IEP outlines the student's areas of strengths and needs as well as the program a student requires for instruction and assessment. The IEP is a working document that contains a transition plan and any record of required accommodations, modifications, or alternative programs needed to help a student achieve their learning expectations identified in the IEP.

The IEP reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of the student. The IEP helps teachers monitor the student's progress and provides a framework for communicating the information about the student's progress to parent(s)/guardian(s) and student.

Implementation of the Ministry of Education Standards

As per *Regulation 181/98*, all students in the OCDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP. The proper implementation and monitoring of the IEP depend on appropriate sharing of information among those involved in executing goals and expectations set out in the IEP. The monitoring and review of the IEP is overseen by the principal and the implementation of the IEP is the responsibility of the classroom teachers, parents, and students who are 16 years of age or older. An IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes or requires the use of SEA equipment but is not identified.

IEP Development for Identified Students

Students identified as exceptional through an IPRC must have an IEP developed within 30 instructional days after the beginning of the new placement or a new school year. In many cases students will already have an IEP in place.

Purpose of an IEP

The IEP will:

- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (IPRC) process;





- may be developed for any student who is receiving special education programs and services but who may not have been formally identified as exceptional;
- be developed within 30 instructional days of the student's first day in the program;
- be developed, implemented, and monitored in a collaborative manner with (parent(s)/guardian(s), student, the school team, teachers, and Learning Support Services personnel;
- outline expectations, strategies, and resources to facilitate learning based on the individual student's needs, strengths, interests, and history;
- include a transition plan for: all students who have an IEP as per *Policy/Program Memorandum 156*, students 14 years of age or older as per Regulation 181/98; and students with autism as per *Policy/Program Memorandum 140*;
- be reviewed and/or revised once each reporting period.

Overview of the IEP Process

A team approach should underlie the IEP process and the process should focus on how the student is expected to progress through the Ontario curriculum, with accommodations, modified expectations, and / or alternative programs (not described in the Ontario curriculum).

The IEP Process can be broken down into five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP as it relates to the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

Within each phase, several steps are taken to inform the development of an IEP. Here is an overview of some of the possible actions that may be taken within each phase:

Gathering information

- review student's Ontario Student Record (OSR) (including the IPRC's statement of decision and / or previous IEPs);
- consult with parents / guardians, the student (if appropriate), school staff, and other professionals;
- gather information through observation of the student;
- conduct further assessments, if necessary

Setting the direction

- establish a collaborative approach;
- establish roles and responsibilities;
- begin the work on the IEP by identifying the student's strengths and needs, as identified in the IPRC's statement of decision, where applicable

Developing the IEP

- incorporate program suggestions from the IPRC (if applicable);





- incorporate applied behaviour analysis (ABA) methods into the IEP for students with autism spectrum disorder (ASD), where appropriate;
- determine for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications and whether alternative programs are required and document them;
- plan for and document required human resources;
- record information pertaining to individualized equipment (if required), evaluation and reporting, and provincial assessments (if required);
- develop a transition plan;
- record parent / guardian / student consultations;
- ensure signature is provided by school principal

Implementing the IEP

- share the completed IEP with the student, parents / guardians, school staff, and other professional (if appropriate);
- put the IEP into practice (classroom / subject teachers' / support personnel) and continuously assess the student's progress;
- adjust the IEP if necessary (ensure to record any changes);
- evaluate the student's learning and report the results of the evaluation to the parents / guardians (if appropriate)

Review and Update the IEP

- update the learning expectations at the beginning of each reporting period;
- review the IEP regularly, including the transition plan, and record the revisions;
- store the IEP in the documentation file in the student's Ontario Student Record (OSR)

It is important to note that the phases described above appear to be linear, but it is important to note that the IEP process is cyclical. Best practices involve ongoing review, evaluation, and adjustment when required.

Transition Plans

Transition plans are included in the IEP and are developed to assist students in successful transitions (e.g. from activity to activity, class to class, from high school to post-secondary activities, etc.) by outlining goals, actions required to meet those goals, identifying individuals responsible for the actions, and specifying timelines to guide the plan.

The creation of transition plans is legislated and can be found in the following regulatory and policy documents:

Ontario Regulation 181/98 requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a





transition plan for the student's transition from school to work, for further education, and/or community living.

Policy / Program Memorandum (PPM) No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA)" states that school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

Policy / Program Memorandum (PPM) No. 156 outlines for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12, September 2014.

In practice, schools within the OCDSB engage in a range of transition planning tasks to support students as they transition from one placement to another. A key component to successful transition planning is ensuring that all of the required information is shared seamlessly with the schools and staff involved. The transition plan is developed as a component of the IEP. All transition plans must be developed in consultation with the parent / guardian, student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action. Each transition plan will be reviewed and/or revised at least once each reporting period to identify tasks completed to date and to include new ones that are individualized and appropriate for the student.

Dispute Resolution Process

If differences of opinion around the content of an IEP should arise, these concerns will be mediated at the school level. It is the goal that through a collaborative process that successful programming for students be achieved. Therefore, every effort is made to resolve differences through a shared approach between parent / guardian and school staff. In the event of unresolved concerns, parents will work with the Superintendent of Instruction for the school. Also, the OCDSB has a Complaint Resolution policy and procedure in place. It can be accessed via the following link:

[OCDSB Complaint Resolution Procedure.](#)

The Ministry of Education also has a resource for dispute resolution entitled [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs.](#)

Storage of IEPs

A student's IEP must be included in the student's Ontario Student Record (OSR). This requirement ensures that the student's relevant assessment data and information about their strengths and needs and learning expectations are available to teachers working





with them. To ensure that the IEP stored in the OSR is up to date, the working copy of the IEP should replace the filed copy at the end of each school year or semester, or when the student transfers to another school.

Results of the Ministry of Education IEP Review

There were no Ministry of Education IEP reviews in the 2019-2020 school year.

OCDSB IEP Template 2019-2020

IEP Cover Page	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
REASON FOR DEVELOPING THE IEP <input type="checkbox"/> Student identified as exceptional by IPRC <input type="checkbox"/> Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations	
STUDENT PROFILE Gender: _____ School Year: _____ Most Recent IPRC Date: _____ Statement of Decision: <input type="checkbox"/> Exceptional <input type="checkbox"/> Not Exceptional <input type="checkbox"/> Non-Identified Exceptionality 1: _____ Exceptionality 2: _____	
Special Education Placement: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Regular class with indirect support <input type="checkbox"/> Regular class with withdrawal assistance <input type="checkbox"/> Special education class full time </div> <div style="width: 45%;"> <input type="checkbox"/> Regular class with resource assistance <input type="checkbox"/> Special education class with partial integration </div> </div>	
Reason for Placement: Program: _____	

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Cover Page

Name: _____

DOB: _____

Grade: _____

Student ID# _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition

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Assessments

Name: _____

DOB: _____

Grade: _____

Student ID# _____

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results	Comments

Areas of Strength	Areas of Need
-------------------	---------------

Health Support Services/Personal Support Required ☐ Yes (list below) ☐ No

- ☐ Catheterization
- ☐ Injections
- ☐ Muscle strengthening
- ☐ Stretching
- ☐ Toileting
- ☐ Other

- ☐ Dressing
- ☐ Lifting
- ☐ Personal care
- ☐ Suctioning
- ☐ Tube feeding

Health Support/Additional Notes:

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Courses and Accommodations

Name: _____ DOB: _____
Grade: _____ Student OEN: _____

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1. _____ ☐ MOD ☐ AC ☐ ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☐ No

Complete for secondary students only:

Student is currently working towards attainment of the:

☐ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes (list below) ☐ No SEA Status: _____

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year: _____

Accommodations: ☐ Yes (list below) ☐ No

Exemptions: ☐ Yes (provide explanatory statement from relevant EQAO document) ☐ No

Deferred: ☐ Yes (provide explanatory statement from relevant EQAO document) ☐ No

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Courses and Accommodations

Name: _____ DOB: _____
Grade: _____ Student OEN: _____

Deferred: ☐ Yes (provide explanatory statement from relevant EQAO document) ☐ No

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Special Education Program

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Teacher: _____	Subject/Course/Alternative Program: _____
Current Level of Achievement: _____	Level of Achievement for Alternative Program: _____
Prerequisite course (if applicable) _____	
Letter grade/Mark _____	
Curriculum grade level (as of June) _____	

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

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Transition

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Transition Goals:

Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines

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Human Resources & IEP Team

Name: _____ DOB: _____
 Grade: _____ Student OEN: _____

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Initiation Date	Frequency	Location(s)

EVALUATION

Reporting Dates: _____

Reporting Format

- ☐ Provincial Report Card (required unless student's program comprises alternative expectations only)
☐ Alternative Report

IEP TEAM

IEP Developed by:

Staff Member	Position	Staff Member	Position
--------------	----------	--------------	----------

Sources Consulted in the Development of the IEP

Date of Placement in Special Education Program (select the appropriate option)

- ☐ 1) First day of attendance in new special education program
☐ 2) First day of the new school year or semester in which the student is continuing in a placement
☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: _____

Completion Date of IEP Development Phase
 (within 30 school days following the Date of Placement): _____

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Consultation Log & Signatures

Name: _____ DOB: _____
 Grade: _____ Student OEN: _____

Log of parent/student consultation and staff review/update for current school year.

Date	Activity (Indicate parent/student consultation or staff review)	Outcome	Staff Involved
------	--	---------	----------------

The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Signature of Principal _____ Date _____

Involvement of Parent/Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP

☐ Parent(s)/Guardian(s)

☐ Student

I declined the opportunity to be consulted in the development of this IEP

☐ Parent(s)/Guardian(s)

☐ Student

I have received a copy of this IEP

☐ Parent(s)/Guardian(s)

☐ Student

Parent(s)/Guardian(s)/Adult Student Comments:

Signature of Parent(s)/Guardian(s)/Student (if 16 or older) _____ Date _____

Signature of Parent(s)/Guardian(s)/Student (if 16 or older) _____ Date _____

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IEP Consultation Form

Name: _____ DOB: _____
 Grade: _____ Student OEN: _____

Please complete areas of this form that you feel will assist staff in developing the IEP for your child. Please return the form by the date noted in the attached letter to the staff member responsible for the IEP. Please note that input may be considered in the development of your child's IEP.

1. Medical:

Is there any medical condition or concern which you feel may impact your child's learning? (Please include any changes to your child's medical condition.)

2. Testing/Assessment Results:

Are there any recent testing/assessment results which would be helpful in programming for your child?

3. Previously Successful Strategies:

Are there strategies which have worked particularly well for your child in the past?

4. Parental or Other Supports:

Are there supports that you have put in place (such as homework routines, assistive technology, tutoring, etc.) which would be helpful for school staff to know about?

5. **Priorities:** What do you consider to be a priority for your child's learning this year?

6. **Other:** Is there any other information you feel may impact on your child's learning (e.g. strengths and/or areas of need)?

Thank you for your contribution to your child's success at school.

Signature of Parent(s)/Guardian(s)/Student (if 16 or older)

Date

Signature of Parent(s)/Guardian(s)/Student (if 16 or older)

Date

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IEP Summary Layout
CONFIDENTIAL (For teacher/school use only)

STUDENT PROFILE

Student: _____ ID: _____ OEN: _____
 Gender: _____ DOB: _____ Grade: _____ Homeroom: _____
 School: _____ Principal: _____
 Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
 Exceptionality 1: Exceptionality 2:

Placement Decision	Recommended Program

STUDENT STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year:

Accommodations:

Modified Subjects:

Comments:

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Ministry of Education Exceptionalities	
Category	Exceptionality
Behavioural	Behavioural
Communicational	Autism Deaf and Hard of Hearing Language Impairment Speech Impairment Learning Disability
Intellectual	Giftedness Mild Intellectual Disability Developmental Disability
Physical	Physical Disability Blind and Low Vision
Multiple	Multiple Exceptionalities

OCDSB Specialized Programs	
Autism Spectrum Disorder Secondary Credit Support Program Autism Spectrum Disorder Program Behaviour Intervention Program Deaf/Hard of Hearing Program (Congregated) Developmental Disabilities Program Dual Support Program General Learning Program	General Learning Program/Storefront Gifted Specialized Program Language Learning Disabilities Program Learning Disability Program (Sec.) Learning Disabilities Specialized Intervention Program (Elem.) Physical Support Program Primary Special Needs
Placement Options	
FSC - Fully self-contained IS – Indirect Service PI - Partially Integrated	RA - Resource Assistance WA - Withdrawal Assistance





The following sections are samples of possible information that are a part of the IEP Online (IOL) platform. The information is evidence-based and subject to change.

Strengths	
Artistic Expression Auditory Braille Skills Communication Skills Creative Problem Solving Daily Living Skills Decoding Expressive Language Fine Motor Skills General Knowledge Gross Motor Skills Intellectual Aptitude Interpersonal Skills Keyboarding Kinesthetic Memory Skills Mobility Skills Multimodal Learning Style Musical/Rhythmic Ability	Numeration Orientation Skills Organizational Skills Perseverance/ Motivation to Learn Positive Attitude Problem Solving Skills Reading Comprehension Receptive Language Receptive/Expressive Language Self-Advocacy Skills Self-Regulation Skills Sign Language Skills Tactile Task Persistence Time Management Skills Visual Visual Perceptions Skills Word Attack Skills Written Expression
Needs	
Attention skills Auditory perceptual skills Auditory skills Braille skills Communication skills Creative thinking skills Critical thinking skills Decoding Skills Expressive Language Fine motor skills Gross motor skills Impulse control skills Information processing skills Leadership skills Memory skills Mobility skills Non-verbal communication skills	Orientation Skills Personal Care Skills Personal Safety Skills Problem Solving Skills Reading Comprehension Receptive Language Receptive/expressive Language Residual Hearing and Auditory Skills Self-advocacy Skills Self-regulation Skills Sign Language Skills Social Skills Spatial Skills Speech/articulation Skills Tactile Perceptual Skills Task Persistence Skills Time Management Skills Visual efficiency





Numeration Organizational skills Orientation and mobility skills	Visual motor integration Visual Perception Skills Visual Perceptual
Assessment Sources	
Audiological assessment Behavioural assessment Developmental assessment Educational assessment Functional visual assessment Group ability test e.g., Canadian Cognitive Abilities Test Medical assessment Occupational therapy assessment Orientation skills Personal care skills	Personal safety skills Pediatric assessment Physiotherapy assessment Psychiatric assessment Psychological assessment Psycho-Educational assessment Social work assessment Speech/language assessment Vision Technology assessment Wechsler-Fundamentals assessment Orientation and Mobility assessment

Assessment Summary

Report describes significant behavioural problems
 Report indicates adaptive equipment essential to access the curriculum
 Report indicates areas of need in ...
 Report indicates assistive technology essential to access the curriculum
 Report indicates blind/low vision
 Report indicates mild adaptive functioning delays
 Report indicates mild articulation difficulty
 Report indicates mild developmental delays
 Report indicates mild hearing loss
 Report indicates mild intellectual disability
 Report indicates mild/moderate/severe adaptive functioning delays
 Report indicates mild/moderate/severe articulation difficulty
 Report indicates mild/moderate/severe developmental delays
 Report indicates mild/moderate/severe/profound hearing loss
 Report indicates moderate adaptive functioning delays
 Report indicates moderate articulation difficulty
 Report indicates moderate developmental delays
 Report indicates moderate hearing loss
 Report indicates profound hearing loss
 Report Indicates sensory equipment essential to access the curriculum
 Report indicates severe adaptive functioning delays
 Report indicates severe articulation difficulty





Report indicates severe developmental delays
 Report indicates severe hearing loss.
 Report provides diagnosis of ...
 Report provides diagnosis of Asperger's Syndrome

Assessment Summary

Report provides diagnosis of Attention Deficit/Hyperactivity Disorder
 Report provides diagnosis of Autism
 Report provides diagnosis of Developmental Disability
 Report provides diagnosis of Learning Disability
 Report provides diagnosis of Oppositional Defiant Disorder
 Test results indicate very superior intellectual functioning

Education Quality and Accountability Office (EQAO)

Annually, in preparation for the provincial assessments, EQAO provides school districts with key information related to accommodations and exemptions. For current information, please visit: <http://www.eqao.com>

Accommodations

Below are accommodations:

Instructional

- | | |
|--|---|
| <ul style="list-style-type: none"> • Anxiety/stress reducers • Ability grouping • Assistive technology • Audio texts • Augmentative and alternative communications systems • Buddy/peer tutoring • Carry and match system • Close-ended activities • Colour cues • Computer options • Concrete/hands-on materials • Contracts • Creative thinking tasks • Critical thinking tasks • Differentiated tasks • Dramatizing information • Duplicated notes | <ul style="list-style-type: none"> • Gesture cues • Graphic organizers • High structure • Increased challenge through higher level thinking skills • Large-size font • Leveled breaks • Manipulatives • Memory aids • Mind maps • More frequent breaks • Multi-sensory presentations • Non-verbal signals • Prompts to return student's attention to task • Note-taking assistance • Organization coaching • Partnering |
|--|---|





<ul style="list-style-type: none"> • Extra time for processing • Fading prompts • First/Then • Forward/backward chaining • Functional tasks 	<ul style="list-style-type: none"> • Positive reinforcement • Pre-cueing • Preferred activities/items/topics • Product differentiation • Prompting (verbal, visual)
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Instructional (*Continued*)

- | | |
|--|---|
| <ul style="list-style-type: none"> • Prompting/modeling/redirection/fading • Provide choice • Reduced/simplified language • Reduced/uncluttered format • Reduction in the number of tasks used to practice a concept or skill • Rehearsal strategies • Reinforcement incentives • Repetition of information • Rewording/rephrasing of information • Sensory diet • Sensory objects/manipulative/toys • Shaping | <ul style="list-style-type: none"> • Shaping/chaining • Small sequential steps • Social Narratives • Social skills coaching • Spatially cued formats • Tactile tracing strategies • Time-management aids • Tracking sheets • Verbal cues • Visual cueing • Visual supports/schedules • Word-retrieval prompts |
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Environmental

- | | |
|---|--|
| <ul style="list-style-type: none"> • Acoustic treatment of workspace • Alternative work space • Area of individual leisure and social leisure • Assistive devices or adaptive equipment • Consistent classroom rules and routines • Minimizing of background noise • Hush ups • Minimal visual distractions • Office/work system • Predictable environment • Preparation for transitions | <ul style="list-style-type: none"> • Proximity to instructor • Quiet setting • Reduction of audio/visual stimuli • Sensory equipment • Sensory room • Special lighting • Strategic seating • Structured learning environment • Study carrel • Use of headphones • Visual supports |
|---|--|

Assessment

- | | |
|--|--|
| <ul style="list-style-type: none"> • Alternate products • Alternative settings | <ul style="list-style-type: none"> • Assessment embedded in regular programming |
|--|--|





<ul style="list-style-type: none"> • Alternative work location • Alternative work space • Alternative time to write tests • Assessing over multiple sessions 	<ul style="list-style-type: none"> • Assessment paired with reinforcement • Assistive devices or adaptive equipment • Assistive technology software • Audio version
Assessment <i>(continued)</i>	
<ul style="list-style-type: none"> • Augmentative and alternative communications systems • Braille • Breaks • Check for understanding of instructions • Checklists • Chunk time of assessment • Cloze • Colour contrasted materials • Colour cues • Computer options • Conferencing • Covered overlays • Daily logs • Dark lined paper • Demonstration of task • Enlarged worksheets • Extended time limits • Extra time for processing • Frequent breaks • Highlight key information on test • Intermittent reinforcement during assessment • Interpreter • Large print 	<ul style="list-style-type: none"> • Large-size font • Learning goals checklist (individualized) • Lighting • Manipulatives • Matching • Memory aids • Multiple choice • Oral responses • Performance-based tasks • Product differentiation • Prompts for time management • Reduce quantity of test items • Reduced/uncluttered format • Reduction in the number of tasks used to assess a concept or skill • Rubric (individualized) • Scribing • Self-assessment checklist • Signing EA Sound cues to help retrieval • Success criteria checklist (individualized) • Tactile assessments • Uncluttered format • Verbatim scribing • Visual supports • Work samples





Human Resources	
Spec Ed Teacher ITD/HH ITB/LV Teacher Learning Resource Teacher Learning Support Teacher Student Success Teacher Educational Assistant(s)	Social Worker Speech/Language Pathologist Physiotherapist Psychologist Psychological Associate Psychoeducational Consultant Occupational Therapist Board Certified Behaviour Analyst
Human Resources Service Type	
Direct Instruction Instructional Support Consultation Reading Instruction	Resource Support Personal Care Behaviour Support Technical Support
Transition Type (Including ASD Transition Type)	
Activity to Activity Change in Grade Level Class to Class Elementary to Secondary School Entry to School Home to School/School to Home Lunch to Class/Class to Lunch Outside Agency to a School Program to Program School Entry to Class/Class to School Exit Secondary School to Apprenticeship	School to School Secondary School to Community Living Secondary School to Day Program Secondary School to Supported Employment Secondary School to World of Work Secondary to Post Secondary Educational Institution Setting to Setting Subject to Subject
Transition Plan Actions (Including ASD Transitions)	
<ul style="list-style-type: none"> • Agenda • Agenda/Calendar • Agenda/Shared Calendars 	<ul style="list-style-type: none"> • Develop a coordinated plan • Develop parent/student knowledge of post-school options





<ul style="list-style-type: none"> • Allow Early/Late Class Dismissal to Travel Halls When Less Congested • Alternative Settings 	<ul style="list-style-type: none"> • Develop resume • Develop workplace communication skills and behaviour skills
Transition Plan Actions (Including ASD Transitions) (Continued)	
<ul style="list-style-type: none"> • Apply learning styles information to current courses • Apprenticeship Program • Attend a college or university information session • Attend information session for high school • Body/Sensory Breaks • Calendars • Checklists • Choice Boards • Communication Books(s) • Complete college applications • Complete option sheet in consultation with teachers and high school Special Education Dept. • Complete university applications • Designate Resource Space for Equipment/Materials • Environment Adaptations • Establish community links re: housing and supported employment • Establish link with student in college/university in relevant program • Examine opportunities within the community (e.g. workshops, courses) • Expand work experience • Expand volunteer opportunities • First-then board • FM System - transfer and training • Home base/safe place • Home/school communication books • Gather information from the secondary school Special Education Dept. re: special education services 	<ul style="list-style-type: none"> • Initiate college visits/tours • Initiate job shadowing • Initiate part-time work • Initiate post-secondary research • Initiate post-secondary visits/tours • Initiate summer work • Initiate supported employment • Initiate university visits/tours • Investigate Ontario Youth • Investigate continuing and adult education • Learn to use OC Transportation • Independently • Learn to use Transportation • Independently • Model/Practice Desired Behaviour • Non-verbal cues • Organizational Aids • Orientation and mobility supports/training • Participate in IPRC review • Participate in a career fair • Participate in a high school tour/visit • Participate in a work placement visit • Participate in co-op experience • Participate in development of IEP • Participate in mentor program at college or university • Participate in school-work program • Participate in work experience • Peer Assistance • Plan Course Selection • Positive Reinforcement • Power Card • Preferred Activity • Quiet/Calming Area • Relaxation Strategies





<ul style="list-style-type: none"> • Gather specific information about colleges/universities and special needs departments • In-school meeting(s) 	<ul style="list-style-type: none"> • Review career selection activities (CHOICES, etc.) • Review learning styles inventory • Review occupation information
Transition Plan Actions (Including ASD Transitions) (Continued)	
<ul style="list-style-type: none"> • Role Play • Shared School Information (All About Me Booklet) Social Narratives • Review course options • Social Scripts • Social Skills Coaching • Specific Plan for Meeting • Communication Needs • Stories for Social Understanding • Student Meets Receiving Teacher(s) 	<ul style="list-style-type: none"> • Student Orientation (tour, map, locker practice) • Timer • Transfer Equipment • Undertake an internet search on - (field of interest) • Verbal Prompts • Visit to New School/Class • Visual Supports (timer, calendar, visual schedule)





Provincial and Demonstration Schools in Ontario

Purpose of the Standard

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

Provincial/Demonstration Schools

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

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

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

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

In addition, these schools:

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





Current Statistics (2019/2020)

Type of School	School Name	Program	Number of students	Transportation (with escort)
Provincial	W. Ross MacDonald	Blind	0	Plane
Provincial	Ernest C. Drury	Deaf	0	Plane
Provincial	Sir James Whitney	Deaf	2	Highway coach
Provincial	Robarts School	Deaf	0	Plane
Demonstration	Trillium	Deaf	0	Plane
Demonstration	Sagonaska	Learning Disabled	0	Highway coach

Provincial Schools for the Deaf

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

Schools for the Deaf

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

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

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





Ernest C. Drury School for the Deaf

255 Ontario Street South

Milton, ON L9T 2M5

Tel: (905) 878-2851

TTY: (905) 878-7195

Fax: (905) 878-1354

<https://pdsbnet.ca/en/schools/ernest-c-drury/>

Robarts School for the Deaf

1515 Cheapside Street,

London, ON N5V 3N9

Tel. and TTY: (519) 453-4400

Fax: (519) 453-7943

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

Sir James Whitney School for the Deaf

350 Dundas Street West

Belleville, ON K8P 1B2

Tel. and TTY: (613) 967-2823

Fax: (613) 967-2857

<https://pdsbnet.ca/en/schools/sir-james-whitney/>

Provincial School for the Blind and Deafblind

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

The school provides:

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

Programs at this school:

- are tailored to the needs of the individual student and are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;





- offer courses in the Expanded Core Curriculum which includes Compensatory Skills, Braille Literacy, Orientation and Mobility, Daily Living Skills, Independent Living Skills, Social Skills, Self Advocacy, Assistive Technology and Orientation and Mobility;
- offer accessible extra curricular activities;
- provide assistance in preparing pre-school deafblind children for future education

W. Ross Macdonald School

350 Brant Avenue

Brantford, ON N3T 3J9

Tel: (519) 759-0730

Fax: (519) 759-4741

<https://pdsbnet.ca/en/schools/w-ross-macdonald/>

Provincial Demonstration Schools

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

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

Provincial Schools Branch Ministry of Education

255 Ontario Street South

Milton, ON L9T 2M5

Tel: (905) 878-2851

Fax: (905) 878-5405

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

Amethyst School

1090 Highbury Avenue

London, ON N5Y 4V9

Tel: (519) 453-4408

Fax: (519) 453-2160

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





Sagonaska School

350 Dundas Street West

Belleville, ON K8P 1B2

Tel: (613) 967-2830 ext. 320

Fax: (613) 967-2482

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

Trillium School

347 Ontario Street South

Milton, ON L9T 3X9

Tel: (905) 878-8428

Fax: (905) 878-7540

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

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

Centre Jules-Leger

281, rue Lanark

Ottawa, ON K1Z 6R8

Tel: (613) 761-9300

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

Fax: (613) 761-9301

<https://centrejulesleger.ca/>





Special Education Staff

Purpose of the Standard

To provide specific details on board staff to the Ministry and to the public.

Special Education Staff 2019-2020	Staff Qualifications	Elementary Panel FTE	Secondary Panel FTE
1.0 Teachers of Exceptional Students			
1.1 Learning Support Teacher / Learning Resource Teacher	Special Education Part 3 (Specialist)	235.5	33.33
1.2 Teachers of Specialized Classes	Minimum of Special Education Part 1	143	98.67
2.0 Other Special Education Teachers			
2.1 Itinerant Teachers of Blind / Low Vision	Minimum of Special Education Part 1, AQ - Teaching Students who are Blind	9.8	0
2.1 Itinerant Teachers of the Deaf and Hard of Hearing	Minimum of Special Education Part 1, AQ - Deaf Education	12.3	0
2.1 Itinerant Teachers of Social /Emotional Learning	Special Education Part 3 (Specialist)	3.0	0
2.1 Itinerant Teachers of Assistive Technology	Special Education Part 3 (Specialist)	4.0	2.0
2.4 Learning Support Consultants	Special Education Part 3 (Specialist)	13.0	3.0
Itinerant Teacher for Autism and Developmental Delay	Special Education Part 3	1.0	0





Special Education Staff 2019-2020	Staff Qualifications	Total FTE
3.0 Educational Assistants in Special Education		
3.1 Educational Assistants	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program	794.00
4.0 Other Professional Resource Staff		
4.1 Psychologists and Psychological Associates, Psychoeducational Consultants	Ph.D. or Masters, Psychologists and Psychological Associates are registered with the College of Psychologists of Ontario. The Psychoeducational Consultants are supervised by a registered member of the College	29.9
4.2 Speech-Language Pathologists	Masters in Speech-Language Pathology, registration with CASLPO	29.0
4.3 Social Workers	Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers	29.7
Communicative Disorders Assistants	Communicative Disorders Assistant Graduate Certificate	2.0
4.9 Subtotal		90.6





Special Education Staff 2019-2020	Staff Qualifications	Total FTE
5.0 Paraprofessional Resource Staff		
5.1 Orientation and mobility personnel	Orientation and Mobility Specialist	1.0
5.4 Transcribers (for blind students) Brailist	Certified Braille Transcriber or equivalent knowledge	0.5
Applied Behaviour Analysis (ABA) Coordinator	ABA certificate courses	1.0
Board Certified Behavior Analyst (BCBA)	Successful completion of the BCBA exam through the Behavior Analyst Certification Board	3.0
5.7 Subtotal		5.5

A. District Level Support

The following individuals / teams / personnel are available to support all staff in schools:

- Superintendent of Learning Support Services
- System Principals of Learning Support Services
- Managers of Learning Support Services / Mental Health and Critical Services
- Multi-Disciplinary staff
- Assistive Technology Team
- Learning Support Consultants
- Itinerant Teachers (Deaf / Hard-of-Hearing and Blind / Low Vision)
- Itinerant Educational Assistants
- Professional Student Services Personnel (Social Workers, Psychologists, Speech-Language Pathologists)

District Level Staff Roles / Descriptions

All members of the Learning Support Services department work in collaboration with teaching personnel and parent(s)/guardian(s) to provide special education supports and services to meet the needs of students and schools. Under the direction of the superintendent and the leadership team, LSS is comprised of:

- Administrative and support personnel
- Brailist





- Educational assistants
- Itinerant teachers of Assistive Technology
- Itinerant teachers of Autism
- Itinerant teachers of the Blind/ Low Vision
- Itinerant teachers of the Deaf/ Hard-of-Hearing
- Learning Support Consultants
- Psychology staff
- Social Workers
- Speech-Language Pathologists

Braillist

- produces Braille transcriptions, electronic Braille transcriptions, e-text, large print materials, and tactile diagrams according to specific requirements as requested by the ITB/LV staff for students;
- maintains the program's blind/low vision inventory of teaching materials and equipment, reference books, computers, and technological equipment;
- is responsible for conservation, storage and inventory of Braille texts in print and electronically;

Itinerant Teachers of Assistive Technology

- support students who have technology based claims through the Special Equipment Amount (SEA) Funding;
- provide consultative services to classroom teachers on assistive technology equipment and software;
- provide staff and student training on assistive technology equipment and software;
- support the implementation and training of Ministry Licensed software for assistive technology system-wide;

Itinerant Teacher Autism

- increases capacity of regular classroom teachers to meet the needs of students with Autism; provides professional development and in class support;
- provides instructional and educational support services to students diagnosed with Autism, including support in the development of ABA strategies;
- consults with teachers and other LSS team members (e.g. ASD team, SLP,)
- provides professional development to all school staff including principals, EA's, ECE, teachers etc.;
- reviews and provide resources including research and assistive technology;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- Supports IEP development, programming and transition plan development;





Applied Behaviour Analysis (ABA) Coordinator

- develops resources to support ABA strategies for all schools;
- provides professional development and guidelines on how to embed ABA strategies into the classroom;
- supports the dedicated space pilot; liaises with therapy professionals in the community who provide IBI and ABA support (e.g. CHEO, Portia, etc.);
- supports all Autism initiatives such as; Autism awareness month, parent /guarding conferences and events;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- Supports pilot projects and evidence-based social skills development initiatives;

Board Certified Behaviour Analyst (BCBA)

- works to support school staff in understanding how to support students with Autism and challenging behaviour;
- may recommend and/or develop behaviour programs;
- may conduct Functional Behaviour Assessments;
- provides professional development to school staff ;
- models and co-teaches the use of ABA strategies;
- reviews and provides research related to emerging supports available for students with behavioural needs;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports and mentors staff enrolled in the Registered Behaviour Therapy (RBT) course and oversees the implementation of these strategies into their regular school duties;

Itinerant Teachers of Blind/Low Vision

- direct instruction in Braille and other tactile learning strategies;
- develop accommodations/modifications and acquisition of curriculum materials (Braille, tapes, large print, etc.);
- provide orientation and mobility instruction (i.e., safe travel techniques);
- provide training in specialized equipment including computer hardware and software, optical aids, and other equipment used in the classroom;
- provide consultation and support to schools related to vision;
- provide consultative services and interpretations of vision reports to teaching staff;
- facilitates the transition of students from pre-school/outside agencies to elementary school and from elementary school to secondary schools;
- supports the development of IEPs, programming, and transition plans;
- monitors student needs and provides feedback to school related to supports required as student needs fluctuate;





Itinerant Teachers of the Deaf/Hard of Hearing

- provide assessment, direct instruction, and academic support services to students with hearing losses ranging from mild to profound (K to 12);
- provide consultative services to classroom teachers and school staff, and ongoing guidance to parent(s) of students who are deaf/hard of hearing;
- apply an Auditory-Verbal/ Oral approach to maximize the student's auditory potential, speech and language development, and participation alongside his/her hearing peers;
- provide training and ongoing management of specialized equipment used in the classroom;

Learning Support Consultants (K to 12)

- develop and deliver special education professional development for staff;
- assist school teams with all aspects of the special education program and service delivery;
- promote current teaching methodologies and instructional practices which reflect the Ontario curriculum and Ministry of Education documents and direction;
- identify and support best practices in all specialized program classes and provide program support;
- committee member on centralized program referral committees to specialized program classes;
- Supports IEP development, programming and transition planning

District Level Central Teams

The Assistive Technology Team

- provide support and training district-wide to schools on assistive technology purchased through Special Equipment Amount (SEA) funds;
- coordinates the ordering of SEA equipment;
- coordinates and facilitates training/professional development sessions on SEA equipment and software for students and staff;
- assists in the completion of special equipment applications;

The Autism Spectrum Disorder Team/ Developmental Disability Support Team

- provide direct and consultative program support to schools;
- facilitates transitions for students who are both within and new to the OCDSB;
- provides ongoing support to students with a diagnosis of Autism Spectrum Disorder (ASD) and a developmental disability (DD);
- assists in the development and implementation of IEPs, behavioural programs, communication strategies and assessment practices;
- supports new Ministry initiatives and pilots related to the field of Autism;





- responds to multi-disciplinary team requests for support as needed;
- provides professional development to the District and the community;
- supports PPM 140 and ABA practices in schools;
- provides resources to schools to support environmental accommodations and recommendations for sensory rooms / spaces;
- provides support to two specialized schools for students with developmental disabilities, Crystal Bay Centre for Special Education and Clifford Bowey Public School and all specialized classes for ASD and DD district-wide;
- provides program support for teachers and administration while working with parent(s)/guardian(s) and community agencies to facilitate new admissions;
- supports an intake process which provides transition support to schools and parents upon entering into the OCDSB;

The Behaviour Support Team / Social-Emotional Learning Teachers

- provide support to the Behavior Intervention Program (BIP), students, parent(s)/guardian(s), staff, and administration;
- provide consultation and classroom observations specific to students who present challenging behaviours;
- SELTs (Social-Emotional Learning Teacher) provide consultation and classroom observations specific to students demonstrating stress behaviour or challenging behaviour in Kindergarten to grade 8;

The Early Learning Team

- provide class wide and student specific support for Kindergarten educator teams
- the multidisciplinary team includes speech-language pathologists, psychology staff, social workers, educators and educational assistants
- consultation is available to address a range of concerns for Kindergarten students including, language, self-regulation, behavior, development, social skills and well-being
- all LSS Kindergarten supports are accessed through a common referral process

The Gifted Support Team

- provide support to schools for programming and planning for students who have been identified with giftedness;
- provide consultation and recommendations pertaining to giftedness identification procedures;
- creates awareness around supports and connects staff with a wide variety of supports available to support students with giftedness;

Itinerant Educational Assistants (IEA)

- provide consultative and direct services to students experiencing behavioural challenges, including the development of behavior support plans;





- provide consultation to school staff on behaviourally related issues;
- assist in the development of student plans (safety plans, safe plans, and Behaviour Management Plans);
- provides professional development in promoting positive behavior;

Psychology Professional Staff

- provides ongoing consultation to schools on student related issues;
- engages in early screening and intervention on learning, student development, and mental health;
- provides both direct or indirect support or intervention to students;
- provides psychological assessments for students K - 12;
- plays an integral role as a school multi-disciplinary team member and is the key point person to respond to threat making, high risk behaviour, and tragic events within the school;
- collaborates with community partners and facilitates access to external resources, when appropriate;
- participates in central referral committees for specialized classes;
- engages in staff training in such areas as suicide prevention, mental health promotion, and behaviour management

Social Work Professional Staff

- consults with each assigned school to establish priorities with respect to students, staff and families;
- provides direct intervention with students, families and school staff directed at resolving or managing a range of social, mental health and/or behavioural issues affecting all students;
- Liaises with and refers to community agencies and acts as a system navigator for families when appropriate;
- provides crisis intervention typically focusing on assessment and follow up in regard to risk issues including suicide, violence and threat making behaviour
- participates in central referral committees for specialized classes;
- provides support to school staff and students in the aftermath of tragic events
- investigates truancy as mandated in the *Ontario Education Act and Regulations* and assists with student and parent re-engagement in school;
- provides counseling support of students in the SAL program where required;
- provides support to families facing financial hardship;
- may provide interventions at all levels of the Tiered-Approach to Intervention district-wide;





Speech-Language Pathology

In consultation with the LST and the principal of the school, speech-language pathologists provide an array of service to students from kindergarten through grade 12.

- scope of practice includes identification, prevention, assessment, consultation and programming/intervention of communication disorders in the areas including language, speech, communication, reading and writing, and augmentative and alternative communication;
- speech-language pathologists facilitate internal and external referrals as appropriate, provide professional development to educational staff and parents, and provide services at all tier levels;
- weighted services are provided to some OCDSB specialized program classes including: language learning disability, and specialized and integrated programs for students with developmental disabilities and Autism;
- OCDSB speech-language pathologists provide integral support to teams such as Early Learning and ASD / DD Teams;

Tragic Events Response Team

When a tragedy occurs, the school community may play a critical role in responding to the needs of students and staff. The psychology and social work staff at the OCDSB provide support services following a tragic event in the school community on an as-needed basis. Along with school staff, the psychology and social work staff support students, educational staff and parents / guardians in the aftermath of crisis by providing a safe haven, disseminating information, identifying individuals at risk, providing mental health services, linking individuals with community services, and supporting long-term recovery.

Urgent Care Team

A related service offered by the psychology and social work staff at the OCDSB is the Urgent Care Team. The Urgent Care Team comprises psychology staff and social workers who provide consultation to our professional services staff around individual students who may be experiencing extreme stress (e.g., suicidal ideation, extraordinary distress and/or psychotic symptoms). The Urgent Care Team also provides a liaison to the CHEO Emergency Department, who provide assessment and follow-up services.

B. School Level Support

The following supports are available within schools:

- School Principals (and Vice-Principals where applicable);
- Classroom Teachers
- Learning Support Teachers and Learning Resource Teachers (elementary only)
- Specialized Program Classroom Teachers / Staff
- Educational Assistants
- Early Childhood Educators (Elementary panel only)





School Level Staff Roles and Descriptions

School Principal

- ensures the development, implementation, and review of a student's Individual Education Plan (IEP) including a transition plan, according to provincial requirements is developed and followed;
- chairs Identification Placement and Review Committee (IPRC) meetings;
- supervises all school staff;
- consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for students with special education needs;
- ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained;
- provides the parent guide, and other relevant documents to parent(s)/guardian(s);

Classroom Teacher

The role of the classroom teacher is to support the learning of all students including those who may need accommodations/modifications to their program. Although not all classroom teachers have special education qualifications, they play a vital role in assessing student learning and ensuring the delivery of services to all special education students. Within the regular classroom, the teacher works with all students to meet their individual needs.

Learning Support Teacher (LST) / Learning Resource Teacher (LRT)

- play a major role in the delivery of special education in schools and deal with the overall administrative and educational needs of students requiring special education programs /services within the school;
- undertake a variety of roles including consulting with and assisting classroom and other special education teachers with early identification, curriculum differentiation and modification, assessment, intervention strategies, the development and coordination of IEPs and in-class or withdrawal support for exceptional learners;
- liaise with members of the multi-disciplinary team;
- provide the highest level of support offered in a school-based program;
- work with a variety of exceptional students who require intensive support in core academic areas;





Specialized Program Classroom Teacher

- provide learning opportunities tailored to each student's specific exceptionality, taking into consideration their strengths and needs, and additional information as outlined in the student's IEP;
- Support students to progress at their appropriate level and reach their potential within the parameters of the Quality Program Indicators for the specialized program class placement;

Educational Assistant

Educational Assistants (EA) are supervised by the school principal in consultation with the classroom teacher. The role may vary from assignment to assignment but usually includes:

- assisting in crisis prevention and intervention;
- supporting the planning, organizing, and implementing of the behavior/social/instructional program in cooperation with the classroom teacher;
- assisting students in various ways, with safety, behaviour and/or medical needs;
- specialized skills and qualifications are required for specific assignments (e.g. Braille, American Sign Language, catheterization) with respect to the EAs assigned to schools;

School EA allocations are reviewed and approved by the school Superintendent of Instruction annually.

Early Childhood Educator (ECE)

works collaboratively with the classroom teachers in implementing and planning education to Year 1 and 2 children;

- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that promotes each child's physical, cognitive, language, emotional, social, and creative development and well-being;
- relays information to families;
- undertakes duties assigned by the principal in regards to the Kindergarten program.





Staff Development

Purpose of the Standard

To provide details of the Board's professional development plans for special education staff to the Ministry and to the public.

The OCDSB Learning Support Services Staff Development Plan

The overall goal of the LSS Staff Development Plan is to build the capacity of special education staff, classroom teachers, support staff, and administrators to provide them with access to information, materials, and skills necessary to implement and support programming for exceptional students. The OCDSB continues to focus on student achievement rooted in the Ontario Curriculum, EQAO assessments, and alternative programs and goals specific to the individual learner. These focus areas are also linked to the goals in the following District frameworks:

- [The OCDSB Strategic Plan](#)
- [The Exit Outcomes](#)

The LSS Staff Development Plan incorporates feedback from school-based special education staff, (learning support teacher (LST), learning resource teacher (LRT) (elementary only), specialized program classroom staff, and through an ongoing evaluation of system needs. In addition, the following are other ways staff provide input for staff development planning:

- written and verbal feedback;
- requests from school administrators and special education teachers for school-based in-service around specific school needs (including teaching staff);
- feedback from Learning Support Services (LSS) staff;
- requests from senior administration around in-service requests;
- requirements as prescribed in legislation and District policies and procedures;

In addition, we are required to follow specific regulations and mandates from the Ministry of Education. Priorities in the area of staff development are determined by Ministry of Education initiatives and Board initiatives. The following factors are considered:

- direction from the Director's Executive Council (DEC);
- changes in Board policy and procedures;
- system-level professional development focus;
- perceived needs as determined by LSS staff;
- requests from schools;
- requests from staff;





Professional Development Input from SEAC

- all recommendations for staff development are open for consideration;
- staff consider input received at each SEAC meeting;

Staff Development Budget

The LSS Department has spent the following on professional development. These figures are approximate. These figures do not reflect additional costs such as: travel, food, supplies etc.

Release and Professional Development	Amount spent
Blind/Low Vision Workshop - Staff Training	\$3 979.80
CEC Conference	\$700.00
Deaf/Hard of Hearing Workshop - Staff Training	\$10 834.90
EMPOWER Reading Program - Staff Training	\$167 772.94
National Association for Gifted Children Conference	\$2 716.81
Non-Violent Crisis Intervention (CPI) Recertification - Staff Training	\$350.00
Online Functional Behaviour Course - Staff Training	\$350.00
Registered Behaviour Technician Training - Staff Training	\$500.00
Self Regulation in Schools Seminar - Staff Training	\$145.77
Traumatic Events System Model - Staff Training	\$1 107.20
Violence and Threat Risk Assessment - Staff Training	\$5 327.94
Total	\$193 785.36

**Due to labour disruptions and school closures due to the COVID-19 Pandemic, many professional development sessions planned were unable to take place during the 2019-2020 school year.*

Principals and Vice-Principal Intern Program / Training Opportunities

- mandatory intern program for newly appointed principals and vice-principals;
- ongoing professional learning at District Operations Meetings;
- workshops organized for principals and vice-principals, e.g., Assistive Technology, IPRC Training, Autism Spectrum Transition Planning, ABA, Learning For All and IEP development, etc.





New Teacher Induction Program

The Ministry of Education initiative ensures beginning teachers are matched with a teacher mentor as they join the teaching profession. Through the various components of the New Teacher Induction Program (NTIP), new teachers are supported as they build knowledge, skills and self-confidence. New teachers are paired with an experienced teacher mentor who provides support by building relationships to create a collaborative, collegial environment in which new teachers feel supported both emotionally and professionally. They also participate in an extensive and differentiated professional development program designed to address the specific needs of these new professionals in the areas of classroom management, assessment and evaluation, teaching students with special education needs, and literacy and numeracy.

Special Education Workshops for Staff

The Learning Support Services Department is committed to ongoing professional development for all staff. Learning Support Teachers from all schools were presented with professional development from central staff during their LST Network meeting. During the 2019-2020 school year professional development opportunities were limited due to occasional teacher and occasional staff shortages and labour disruptions. This year, the following workshops were offered to OCDSB staff:

- ABA in Action – Prompting, Reinforcement and Errorless Learning
- ABA School Team Training
- Anxiety, Stress and Autism – Considerations for Supporting your Students
- Art of Play
- ASD Mentorship
- ASD Music Pilot
- ASD New Teacher Training
- ASD Pilot Program - Ozobots Training
- ASD Specialized Program, Elementary and Secondary Sessions
- ASD Resources Room Model – Best Practices and Conversation
- ASD Working with Challenging Behaviours and Teaching Independence
- ASIST (Applied Suicide Intervention Skills Training)
- Behavior from a Communication Perspective, Part 2
- Behaviour Intervention Program Professional Development for BIP Staff
- Behaviour Management Systems Training (BMS)
- Best Practices in Supporting Students with ASD
- Brain Based Learning and Behavioural Challenges
- Cannabis in Schools
- CHEO Autism Observation
- Communication Strategies for the Early Learner
- Early Learning Strategies
- EA Autism Trainings





- Empower – Comprehension and Vocabulary, Gr. 2-5
- Empower – Decoding and Spelling, Gr. 2 – 5
- Empower – Decoding and Spelling, Gr. 6-8
- Empower – Training Review Gr. 2-5
- Empower - High School
- Exploring Autism - The Early Years
- Geneva Centre E-Learning Modules
- General Learning Program - Program Planning
- Gifted Programming
- Guiding Cooperation through Reinforcement
- Inclusion – Making it work for Students who are Deaf/Hard of Hearing
- Intermediate DDP - Developing Communication and Language
- ILLD - Executive Functioning
- ILLD - Grade 6 Transitions
- Inquiry Play Based Learning for Students with ASD
- LLD Assistive Technology Workshop
- LST Network Sessions
- Math LD Inquiry
- Mental Health Law for Children and Adolescents
- Post-Secondary Transitions for Students with Autism Spectrum Disorder
- Registered Behaviour Technician Training
- SafeTALK – (Suicide Alertness for Everyone), (Tell, Ask, Listen, Keepsafe)
- SLIP - Speech Language Intervention Program
- Social Learning In Class
- Social Thinking and Intro to e-learning for ILLD
- Social Thinking for LD-SIP Sites
- Structured Teaching for Elementary Teachers
- Structured Teaching for Teachers
- Supporting Structured Teaching
- The Autistic Brain
- Three Strategies for Independence
- Tools for Social Understanding
- Training for New LSTs
- Transitions for Students with ASD
- Traumatic Event Systems Model (TES)
- Violence Threat Risk Assessment II (VTRA)
- WIAT Training
- Working with Students with Visual Impairment

Cost Sharing Arrangements

Some staff development is provided on a cost-sharing or partnership basis with other ministries or agencies. The following are examples of such cost-sharing arrangements:





- Ministry of Child and Youth Services – Child and Youth Workers;
- M.F. McHugh Education Centre (Care and Treatment Program);
- Algonquin College – early health screening for vision, hearing, height etc.;
- Ottawa Catholic School District (OCSB);

Communication of Professional Development

In-service workshops are communicated to staff via the OCDSB electronic messaging system and posted on our electronic registration system, ePLC. In some instances, invitations for training and workshops are sent to specific schools to reach a target audience.

DRAFT





Equipment

Purpose of the Standard

To inform the Ministry, Board staff members and other professionals, and parent(s) about the provision of individualized equipment for some students with special needs.

General Overview

Special Equipment Amount (SEA) may originate from two sources:

- Per Pupil Amount
- Claims-Based

Per Pupil Amount (Computers) component supports the purchase of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment, in accordance with this guideline.

Claims-Based funding (Non-computers) is accessed through a claims-based process and supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, vision, personal care and physical assist equipment. Boards are responsible for the first \$800 in costs for Claims-Based funding per student per year (May 1st - April 30th).

Examples of Specialized Equipment for Use at School

The OCDSB strives to ensure that specialized equipment is provided for students who require it. Specialized equipment for use at school include:

- Sensory equipment
- Hearing support equipment
- Vision support equipment
- Personal care support equipment
- Physical assists support equipment
- Computer and software related equipment

A full overview of the [SEA Guidelines for 2019-2020](#) is outlined on the Ministry of Education website.

The OCDSB procedure [Student Specialized Equipment Purchased with Ministry Special Education Amount \(SEA\) Funding](#) is outlined on the OCDSB website.





Funding Information and Allocation for Specialized Equipment

SEA provides funding to school boards to assist with the costs of equipment **essential** to support students with education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school. All equipment purchased through SEA funding is the property of OCDSB, who reserves the right to make the final decision in purchasing, and allocating equipment for students. The OCDSB consistently researches and purchases the most relevant equipment (i.e. technology) to assist students. The OCDSB reserves the right to reassign SEA purchased equipment.

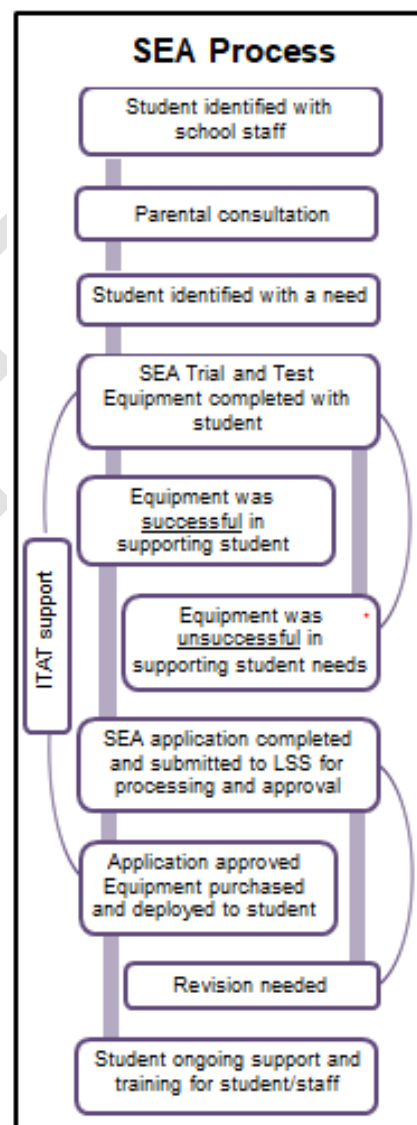
Determination of Need

The determination of need is based upon a recommendation by a qualified professional, as listed in the SEA guidelines, with input by school staff. The recommendation is based on equipment deemed essential to the student in order to access the curriculum as outlined in the IEP.

Required Documentation

Each SEA claim must include:

1. an assessment report from an appropriately qualified professional including a description of the condition the particular equipment is intended for, and a functional recommendation regarding the specific types of equipment essential for the student to access the curriculum;
2. a copy of the quotes(s) and/or product identification of the equipment to be purchased (non-computer);
3. a current copy of the student's IEP signed by principal;
4. an action plan from the school indicating the integration of the equipment into the student's program;
5. consent form to release report(s) from the qualified professional;
6. a copy of the student's report card (PPA only);





Eligible Specialized Equipment for Claims Based Funding

All equipment costs must be specialized equipment for individual or groups of students for use at school. Examples of such equipment are:

- Speech analyzers
- FM microphone systems for DHH students)
- Print enlargers (for low vision)
- Sound Amplification systems
- Computer hardware/software
- Individually modified desks or work tables
- Braille writers
- Symbol or letter voice translators
- Insulated booths and study carrels
- Communication aids (e.g., Boardmaker, speech synthesizers)
- Positioning devices

Portability

Equipment purchased by a school board with SEA funding is portable and may move with the student from school to school or from board to board within Ontario. When a student transitions between schools in the OCDSB, as a component of the transition planning, student equipment is considered and moved when appropriate and required at the new school. If a student leaves the province, the equipment stays with the Board to be reallocated as needed.

Ministry Review

The Ministry of Education may conduct classroom, school and board visits of selected claims and reviews all required documentation in support of those selected SEA claims. The review ensures that the equipment is operational, in good repair and in regular use by the student. The Ministry also expects that the students and staff are able to operate the equipment properly and effectively

Itinerant Teachers of Assistive Technology (ITAT)

The Itinerant Teachers of Assistive Technology work with students and staff to support the integration of assistive devices. This support includes device/tool training as well as best implementation and pedagogical practices.





Ottawa-Carleton District School Board Special Education SEA Claim

In the 2019-2020 SEA year (May 1, 2019 – April 30, 2020) the OCDSB processed the following number of applications:

Claim Types	Number of students	Dollar Amount Spent
Computer (PPA)		
Computers and support components (PPA)	TBD	TBD
Training	N/A	TBD
Technician	N/A	143 992.00
Total		
Non Computer (Claims)		
Number of students Below \$800	248	175 139.33
Number of students Above \$800	89	415 458.92
Total		TBD

** Please note that these totals are approximate to date, as of May 19, 2020.





Accessibility of School Buildings

Purpose of the Standard

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

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

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

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

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

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

2006/2007	\$	483 000.00
2007/2008	\$	948 902.00
2008/2009	\$	1 077 588.00
2009/2010	\$	703 488.00
2010/2011	\$	1 576 416.00
2011/2012	\$	764 984.00
2012/2013	\$	728 577.00
2013/2014	\$	542 998.00
2014/2015	\$	1 155 182.00
2015/2016	\$	1 091 119.00
2016/2017	\$	1 011 038.00
2017/2018	\$	974 023.00
2018/2019	\$	1 600 000.00
2019/2020	\$	1 200 000.00 (approximate to date)





Transportation

Purpose of the Standard

To provide details of the Board's transportation policies to the Ministry and to the public.

Transportation providers must, in all respects, meet the requirements of federal and provincial legislation, regulations and standards governing student transportation using vans, school buses and public transit. They must also comply with relevant Ministry of Education requirements and Board policies and procedures governing student safety and transportation. The Ottawa Student Transportation Authority (OSTA) is responsible for the provision and administration of all Ottawa-Carleton District School Board (OCDSB) transportation services.

Information about OSTA may be found on their website at [Ottawa Student Transportation Authority website](#).

The Board encourages the integration of students with special needs with other students in regular programs as much as possible. In the event integration is not possible, the Board agrees to provide specialized transportation for students with special education needs for whom the Board has received an acceptable medical certificate and/or the Learning Support Services Department has determined that regular transportation is not the best option for a student given the nature of the student's disability or safety concerns.

Under the Accessibility for Ontarians with Disabilities Act (AODA), individual school transportation plans are required for students with disabilities to ensure that accessible and appropriate transportation services are provided to them. To request specialized transportation, a Student Request for Accessible Transportation and Personalized Accessibility Plan form must be completed in consultation with the parent(s)/guardian(s) of students with disabilities. Requests for students with disabilities must be approved by the Board's Learning Support Services Department. Medical requests should be directed to the school principal for approval by the school's Superintendent of Instruction. In addition, transportation operators must comply with all AODA requirements.

To ensure the safety of special needs students, drivers shall deliver each student into the care of a responsible adult. Should any student require assistance getting on, or off the bus, such assistance must be provided by the parent(s)/guardian(s) or school personnel. In the event that a responsible adult is not available, the driver shall report this to OSTA.





Older students in grades 9-12 are exempted from this requirement providing the parent/guardian has given written permission to OSTA, and the school concurs the student does not require supervision when on their own.

For some students with special needs it may be most appropriate for transportation to be provided separately from other students. School teams carefully consider these circumstances and document a request for solo transportation on the Student Request for Accessible Transportation and Personalized Accessibility Plan form. These requests require approval from the Superintendent of Instructions or the Manager of Learning Support Services.

Students in specialized program classes in schools outside their home communities, as supported by Board policy, may be provided transportation without reference to distance units. Students residing within 800m from their designated school may be assessed for their ability to walk to school, with support, on an annual basis. The Board provides transportation for special needs students enrolled in the Summer Learning Program or Care and Treatment (CTCC) programs, also known as Section 23 programs.

Students attending provincial or demonstration schools are transported by the Board. Provincial and demonstration schools are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Drivers must complete a Vulnerable Sector Check and participate in sensitivity training and other specialized training when dealing with students with special needs. The OCDSB actively supports and participates in any region-wide school vehicle safety committee or initiatives with a view to improving the uniformity of school bus safety procedures and to assisting school bus drivers to improve their management of students.





Part 3: The Board's Special Education Advisory Committee (SEAC)

Purpose of the Standard

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

The Role and Responsibilities of SEAC

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

SEAC Meetings

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





- up to two minutes if the request was made after the publication of the agenda and prior to the start of the meeting;

Composition of SEAC

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

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

SPECIAL EDUCATION ADVISORY COMMITTEE (OCDSB) MEMBERS 2019-2020

OCDSB TRUSTEE MEMBERS

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Rob Campbell, Trustee, Zone 5	rob.campbell@ocdsb.ca	613-808-8190
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Autism Ontario, Ottawa Chapter

Katie Ralph (Member) kralp059@uottawa.ca

Katherine Kacew (Alternate) kat.kacew@gmail.com

Down Syndrome Association

Mark Wylie (Member) mwylie@sympatico.ca

Learning Disabilities Association of Ottawa-Carleton (LDAO)

Dr. Maggie Mamen (Member) mmamen@rogers.com

Michael Bates (Alternate) michaelbates1@sympatico.ca





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

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Sean Popal (Alternate)

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Ottawa-Carleton Assembly of School Councils (OCASC)

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VOICE for deaf and hard of hearing children

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Easter Seals Ontario

Nicole Ullmark (Member)

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Professional Student Services Personnel

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Ontario Secondary School Teachers' Federation (OSSTF)

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Student Senate

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Services

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System Principal, Learning Support
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System Principal, Learning Support
Services

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Manager of Learning Support Services





Part 4- Coordination of Services With Other Ministries or Agencies

Purpose of the Standard

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

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

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

Work collaboratively with the parent(s)/guardian(s) and, as appropriate, community partners on a transition plan based on the individual needs of the student.

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

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

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

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





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





Programs and Services	Description
Preschool speech and language program <i>(continued)</i>	<p>parent(s)/ guardian(s) of next steps in the transition from preschool speech and language services to school based speech and language services. First Words and the OCDSB meet formally 1-2 times per year as part of the Transition to School sub-committee;</p> <ul style="list-style-type: none"> The transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning.
Family Reception Centre (FRC)	<ul style="list-style-type: none"> Schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language acquisition; the FRC assists in developing a learner profile and providing program recommendations for English as a Second Language (ESL) and English Literacy Development (ELD) students; Learning Support Services ESL/ELD liaison consults with the FRC on an as-needed basis regarding ESL/ELD students with special education needs.
Ministry of Health	<p>Champlain Local Health Integration Network (LHIN)</p> <ul style="list-style-type: none"> Provides professional health services such as nursing and nutrition to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings); in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by LHIN.





Programs and Services	Description
CHEO	<p>CHEO School</p> <ul style="list-style-type: none"> • short-term early intervention educational and therapy program for kindergarten students with complex physical needs; • CHEO school staff and the therapy team assist with transitioning students to community schools when students have reached and maximized their potential at CHEO School; • liaison teachers work with schools staff to transition children and youth with physical disabilities to schools. <p>Development and Rehabilitation</p> <ul style="list-style-type: none"> • Delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth up (to 18 years of age) with physical and/or developmental disabilities; • provide assessment, treatment, consultation, and education from a variety of specialists including orthopedic surgeons, developmental pediatricians, psychiatrist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work); • share relevant information with OCDSB staff. <p>School-based Rehabilitation Services</p> <p>Provides professional health services such as occupational therapy, physiotherapy, and/or speech therapy to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings)</p> <ul style="list-style-type: none"> • in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by CHEO <p>Coordinated Service Planning</p> <ul style="list-style-type: none"> • Supports children and youth with multiple and/or complex special needs who require services from multiple agencies (e.g., medical, educational, developmental, social services) • CSP is a process to support families that are struggling to navigate and coordinate multiple services to ensure the best





Programs and Services	Description
CHEO <i>(continued)</i>	<p>plan of care for their child/youth</p> <ul style="list-style-type: none"> • referrals can be initiated by the family, school team, medical team or other community agency with parent/guardian consent
Ministry of Children, Community and Social Services	<p>Care and Treatment Day Treatment Programs</p> <p>These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school.</p> <p>Programs available through Coordinated Referral to Care and Treatment Program classes are:</p> <ul style="list-style-type: none"> • Children's Hospital of Eastern Ontario — Kindergarten Unit • Children's Hospital of Eastern Ontario — Steps to Success (Grade 1 to 8) • Crossroads Children's Centre • Roberts/Smart Centre • The Ottawa Royal Hospital • Ottawa Children's Aid Society (CAS) • Children's Hospital of Eastern Ontario, Psychiatry (CHEO) • Back-On-Track <p>When students are returning from any of these treatment programs, a discharge meeting is scheduled with the school team to provide an overview of all data / information gathered to best support a successful transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.</p> <p>The Coordinated Referral Committee is the centralized access point for all school referrals</p> <ul style="list-style-type: none"> • Committee members include representatives from all treatment programs in the Ottawa-Carleton region and a special education contact from each local board of education; • admission to the program is determined by the clinical partners based on information provided and based on its own assessment; • the clinical partners are responsible for contacting schools and





Programs and Services	Description
Ministry of Children, Community and Social Services <i>(continued)</i>	<p>parent(s)/guardian(s) and deciding the date of admission and demission;</p> <ul style="list-style-type: none"> transition to schools or residential moves is the responsibility of the sending community school to attend treatment plan meetings and pass information to the receiving community school; the principal or designate is the key contact while the student attends day treatment programs, the next phase of treatment is reintegration into the community school or other program discussed during a treatment plan meeting once the student is re-registered and attending an OCDSB school, an IPRC may be convened by the school principal, if appropriate.
	<p>Post 21 Programs for Students with Developmental Disabilities</p> <ul style="list-style-type: none"> school personnel will encourage families to apply to Developmental Services Ontario (DSO) when the student is 16 years of age. Their mandate is to help families access programs and services for adults with developmental disabilities and/or autism after completion of the DSO application process, a case manager is assigned to work with the student, parent(s)/guardian(s), and school personnel to collect information in order to match the needs of the student with appropriate adult community programs and/or supports.



DRAFT



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



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ADMINISTRATIVE & SUPPORT STAFFING PRELIMINARY REPORT 2020-2021

22 JUNE 2020

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Introduction

a. Administrative and Support – Preliminary Staffing 2020-2021 – Overview

The purpose of this document is to set out the preliminary plan for administrative and support staffing for the 2020-2021 school year. The term administrative and support staff refers to employees/educators employed in positions such as educational assistants (EAs), early childhood educators (ECEs), school office administrators and assistants, school based technical staff and custodial and maintenance. Administrative and support staffing also includes the professional student services staff such as psychologists, social workers, speech and language pathologists, communications disorders assistants, as well as all centrally based administrative, technical and professional staff. Within the Ottawa-Carleton District School Board (OCDSB), the majority of administrative and support staff (approximately 92%) are employed in unionized positions that fall in one of five education worker bargaining units, all represented by the Ontario Secondary School Teachers' Federation (OSSTF), as set out in the table below:

Table 1 –Education Worker Bargaining Units	
Bargaining Unit	Description
Education Support Professionals (ESP)	Office, clerical, technical, administrative staff <i>(Examples: School office administrators, library technicians, central department office assistants, reception, Business & Learning Technologies (B&LT) field technicians)</i>
Student Support Professionals (SSP)	Early childhood educators working in kindergarten and extended day programs, and educational assistants
Plant Support Staff Unit (PSSU)	Custodial staff Maintenance staff <i>(ie., replacement custodians, floaters, chief custodians, lead hands, electricians, plumber, heating, ventilation, and air conditioning (HVAC), stationary engineers)</i>
Professional Student Support Personnel (PSSP)	Professional staff, including psychologists, social workers, speech and language pathologists, communication disorders assistants

Professional Educators and Childcare Staff (PECCS)	Instructors assigned to Adult LINC and ESL programs; childcare staff working in the childcare programs that support LINC and Adult ESL programs and staffing working in EarlyOn programs located in District schools
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In general, the complement of administrative and support positions are established at the discretion of the Board and confirmed or approved annually as part of the Board's operating budget. This year, due to delays in the release of the Grants for Student Needs (GSNs), final approval of the 2020-2021 budget has been deferred until the summer.

For 2020-2021, it is anticipated that administrative and support staffing levels will remain relatively stable, with no significant changes being proposed from current levels. Tentative allocations and assignments have, in some cases, already been communicated to schools, unions and staff based on a status quo approach, or decisions that have already been made by the Board, in order to meet collective agreement timelines related to the staffing process. Decisions with regard to some staffing is required at this point to allow staff to proceed with confirming staff allocations and implementing hiring processes in advance of the new school year. The balance of the staffing complement for next year, including recommended changes, will be brought forward as part of the full budget this summer.

The preliminary plan includes a request to approve the proposed allocation for EAs, ECEs, school office and school based technicians, custodians and three new positions to support central departments. In addition, it highlights the additional positions available through funding provided as part of the recent OSSTF (Education Worker) central agreement. The balance of the administrative and support staffing, including new recommendations to increase staffing levels in some areas, will come forward for discussion and deliberation as part of the overall budget process.

b. Enrolment Projections

The number of administrative and support (A&S) positions is influenced by a number of factors, including, in some cases student enrolment. For example, the number of ECEs who are employed annually is directly influenced by the number of projected kindergarten classes, as well as projected enrolment in the District's Extended Day Program (EDP). More specific information about the impact of enrolment and other factors, will be discussed below.

c. Collective Agreement and Funding Parameters

In general, as indicated above, the number of administrative and support staff employed by the District is subject to Board discretion. The central agreement that was recently ratified includes a job security provision, which protects the current complement of OSSTF jobs and precludes lay-offs of OSSTF members, except in circumstances set out in the agreement, and, therefore, can have an

impact on the discretion available to the Board in terms of making changes to staffing.

Local agreements also include staffing timeline provisions which require that tentative assignments be provided prior to the end of June. Changes to tentative assignments are permissible to accommodate changed circumstances such as student needs. This year, assignments may need to be reviewed to accommodate plans for return to school in the fall.

In terms of funding envelopes, administrative and support staff are funded from a variety of envelopes including the school foundation grant, the pupil foundation grant, central administration, school operations and special education. In most cases, this funding is not specifically sweated, but can help to inform or provide guidance in terms of the number of positions. In the case of special education, the District is required to expend, at minimum, all funds received within the special education envelope to support the needs of special education students; however, there is discretion as to how the funds are expended within the envelope. Special education funding is used to support EAs and professional staff, such as psychologists, social workers, speech and language pathologists, communication disorders assistants, behaviour consultants and psychological associates, all of whom support the delivery of the District's special education supports and services, within the framework of the District's special education plan.

d. Support for Students Funding

As part of the central agreement reached earlier this spring between OPSBA, the Crown and OSSTF, support for students funding was provided to local school districts to support education worker positions. Funds from this system investment must be used to create additional permanent positions within the applicable bargaining units to address special education, unique learning needs, mental health initiatives and employees who play a role in promoting safe, healthy and caring schools. The total amount available to the OCDSB is approximately \$3.1 million, to be allocated proportionally across four bargaining units: ESP, SSP (specifically for EAs), PSSU and PSSP.

The table below provides a summary of the Student Support Funding provided to the OCDSB, broken down across the eligible bargaining units. The specific allocation of the positions is a matter for discussion with representatives of the various bargaining units, within the parameters set out in the above paragraph for how the funding is to be used. These discussions are on-going and should be finalized within the next couple of weeks. In the interim, however, staff is highlighting these additional positions now so that once discussions with the bargaining units are complete, staff can proceed with plans for filling the positions without delay so that they can be in place starting in September. This additional funding provides an important opportunity to enhance services and support aligned with the District's strategic priorities and to address ongoing and emerging needs.

Table 2 Support for Students Funding

Bargaining Unit	Amount of Funding Available	Estimated FTE
Education Support Professionals (ESP)	\$949,434	15.0
Student Support Professionals (SSP)	\$1,135,596	19.6
Plant Support Staff Unit (PSSU)	\$1,072,942	16.6
Professional Student Support Personnel (PSSP)	\$143,237	1.3
Total	\$3,301,209	52.5

***Note:** FTEs are estimates only at this point and are still being finalized through discussions with the respective bargaining units.*

Special Education Staffing

a. Educational Assistants

Educational assistants play a critical role supporting students with special education needs. The 2019-2020 approved budget included a total of 750.0 FTE EA positions. In or about January 2020, the Board approved a staff recommendation to increase the number of EAs by an additional 25.0 FTE, bringing the total number to 775.0 FTE. For 2020-2021, the number of EAs being recommended is 794.0 FTE, which includes the 19.0 additional FTE to support the new specialized program classes. As indicated above, approximately 19.5 FTE additional positions (to be confirmed) are also available through the Support for Students Funding. These positions will be added to the 794.0 FTE. Discussions with the local OSSTF representatives are on-going and it is our intent to proceed with allocating and staffing the positions as soon as discussions are concluded.

For 2020-2021, staff is recommending an allocation of 794.0 FTE, to be further augmented by the additional positions provided through the Support for Students Funding.

b. Professional Student Supports

There were 94.6 FTE professional student service positions approved as part of the 2019-2020 budget, the majority of which are assigned to Learning Support Services (LSS) to support students with special needs. Although some needs for additional support have been identified, staff is currently awaiting additional details with respect to funding, including in the area of mental health to finalize recommended changes for next year. On that basis, recommended staffing in this area will be coming forward as part of the staff recommended budget. In the

interim, staff is proceeding to ensure that the current complement of positions are filled moving into the next school year. As indicated above, an estimated additional 1.3 FTE positions (to be confirmed) will be available through the Support for Students Funding. Discussions with the local representatives of the PSSP bargaining unit are on-going; it is our intent to proceed with staffing the additional positions once those discussions conclude.

School Based Staffing

a. Early Childhood Educators (ECEs)

Kindergarten classes in the District are supported by educator teams that include teachers and ECEs, regardless of class size. *Regulation 224/10, Full Day Junior Kindergarten and Kindergarten*, requires that all kindergarten classes be staffed with an ECE position as well as a teacher. The regulation provides an exemption for up to one class in each school where the class size is less than 16. Staff is recommending that all kindergarten classes continue to be staffed with an ECE, regardless of class size.

For next year 411.0 FTE ECEs are required to support the core kindergarten program, including 8.0 FTE itinerant positions. This figure is subject to change based on fluctuations in kindergarten enrollment which can impact the number of classes required.

In addition to the above, an additional 220.0 FTE ECEs is being recommended for purposes of staffing the district's Extended Day Programs. Although there is still uncertainty with respect to how exactly the programs will operate in this changed environment, we know there will continue to be a demand for before and after school care when school reopens in the fall. It is important to ensure we have a sufficient number of ECEs in place to staff these programs appropriately.

In total, therefore, based on current projections, staff is recommending a total of 631.0 FTE ECEs for next year, subject to adjustments based on kindergarten and EDP enrolment fluctuations.

b. School Office and Technician Staffing

All elementary and secondary school offices are staffed with a 1.0 FTE office administrator and an additional allocation of school office assistants which varies based almost exclusively on the size of the school. Elementary schools are allocated library technician support, ranging from 0.2 FTE, which equates to one day a week of support, to a maximum of 0.7 FTE, or 3.5 days per week of support. Next year, the allocation of office administrators has been adjusted to reflect the closure of J.H. Putman Public School, and by 2.0 FTE office assistants based on enrolment.

Within secondary schools, the technician allocations will be adjusted next year to accommodate the redeployment of the 16.0 FTE Instructional Student Support Technicians (ISSTs) to B< Field Technicians. Under the new model, the 25 B< Field Technicians (16.0 FTE ISST combined with the existing 9.0 FTE

B< technicians) will be deployed to each to support a secondary school and a family of elementary schools to provide information technology (IT) support, as part of and supported by other IT professionals within the B< department. Secondary schools will continue to be supported by various combinations of guidance, library, lab and food services technicians, at the discretion of the principal, in consultation with the superintendent of instruction (SOI) and approval of the Directors' Executive Council (DEC).

The table below identifies the school based office and technician positions allocated to elementary and secondary schools based on current formulae and projected enrolments. However, as indicated above, 16.0 FTE ESP positions will be added as a result of the Support for Students Funding and based on preliminary discussions with OSSTF (ESP) representatives, it is likely that this will include some increase in support for school offices next year, taking into consideration schools with the highest level of needs. Staff's intent would be to proceed with allocating and staffing these positions as soon as discussions with the union are concluded.

Table 3 – School Office and Technician Staffing			
Position	2019-2020 Approved FTE	2020-2021 Recommended FTE	Change to FTE
Elementary Office Administrators*	118	117	-1
Elementary Office Assistants	80	78	-2
Secondary Office Administrators	25.0	25.0	0
Secondary Office Assistants	54.0	54.0	0
School Based Technicians			
<i>Elementary</i>	55.8	55.9	+0.1
<i>Secondary**</i>	36.0	20.0	-16.0*
Total	368.8	349.9	-18.9

* Reduction of 1.0 office administrators due to closure of J.H. Putman PS
reduction of 2.0 FTE office assistants due to fluctuations in enrolment

** 16.0 FTE ISSTs redeployed to B< field technicians effective 2020-2021

Therefore, based on all of the above, staff is recommending taking a status quo approach to school based office and technician staffing for next year, adjusted to reflect the redeployment of the 16.0 FTE technician positions to B< and

subject to the additional positions that may be added as a result of the Student Support Fund.

c. Facilities – Custodial Services and Maintenance

The 2019-2020 operating budget provides for a total allocation of 708.62 FTE custodial staff, which includes full-time and regular-part-time staff. As we move into next year, staff anticipates an increased need for custodial services to meet the enhanced cleaning and disinfection requirements that will accompany a return to learn and work for OCDSB students and staff. At this point it is unclear whether additional funds will be made available from the province to accommodate this increase. In the interim, and as indicated above, there are an estimated 16.6 FTE additional positions available through the Student Support Fund within the PSSU bargaining unit. Discussions with representatives of the PSSU bargaining unit are on-going, but preliminary discussions indicate there is general agreement that the majority of these additional positions should be used to augment the current custodial complement. It is staff's intent to proceed to allocate and fill these additional positions as soon as discussions with the bargaining unit are concluded. Subject to the funding and ongoing assessment of the District's needs in this area, additional recommendations may be part of the staff recommended budget when it is presented later this summer.

d. Safe Schools Program

Next year, staff is enhancing the level of support for program delivery to students serving a long term suspension or expulsion and assigned to a safe schools classroom. The students attending these programs have student action plans outlining their personalized academic and social emotional goals. Previously the formal program delivery was limited to academic support only, but to align with Ministry requirements each student's day will now include formal program delivery to support their social emotional goals. This will require the expertise and guidance of social work and psychological qualified professional staff and on that basis, staff is bringing forward a recommendation to add an additional 1.3 FTE positions to support safe schools, specifically, a 0.8 FTE social worker position and a 0.5 FTE psychologist position, at least part of which may be funded from the Student Support funded positions, subject to on-going discussions with PSSP.

Staff is recommending that an additional 1.3 FTE positions be approved for 2020-2021 to provide dedicated professional support to students attending the District's safe schools programs.

Central Departments

a. General

This section outlines the recommendations being brought forward with respect to centrally based departments. Additional needs to support the work of central departments over those outlined below, have been identified and discussed, however, final recommendations are still pending, subject to the release of the grants and a further opportunity for analysis. Discussions to date have been focused on supports required to achieve the objectives articulated in the strategic

plan, and, in some cases, part of the District's response to the pandemic. The remainder of central department staffing, including any additional changes being recommended for next year, will form part of the staff recommended budget later this summer. The positions identified below have been prioritized for preliminary approval so that staff can move forward with staffing these positions in time for them to be in place for September 2020.

b. Business & Learning Technology

As part of the review conducted by IBM during the 2018-2019 school year, a new organizational structure for the Business & Learning Technology Department was developed and approved by senior staff. As part of the reorganization, staff is seeking approval now for the creation of two new positions: Team Leader, Security and Identity and Team Leader, Learning Technology Specialists. These positions support the department's work in two key areas; network security and supporting student and staff learning through the use of technology. Approval of these positions now will allow the department to move forward with filling them in time to start the new school year.

As part of the 2020-2021 budget, staff is recommending the addition of 2.0 FTE Team Lead positions to support B<.

c. Human Rights and Equity Office

Earlier this year, the District was able to add a new position, Human Rights and Equity Advisor (HREA). This position plays a key role in terms of the development, implementation and monitoring of the District's equity and human rights strategy, including an investigative role in response to individual and systemic human rights concerns. At the time the position was created, a need was also identified to create an administrative support position to work with the HREA, but a decision was made to defer approval until the upcoming budget. As a result, staff is now bringing forward the recommendation to add an office administrator to support the work of the HREA.

As part of the 2020-2021 budget, staff is recommending the addition of 1.0 FTE administrative position to support the Human Rights and Equity office.

Summary

The table below provides a summary of the proposed changes being recommended to administrative and support staffing in advance of the budget, which will be funded from the District's operating budget. It does not include the estimated additional 52.0 FTE positions that will be available through the Support for Students Funding to add educational assistants, professional student services personnel, custodial and maintenance staff and school and central office administrative, technical and clerical staff.

Table 4 – Summary of Changes*	
	FTE
Special Education Educational Assistants	44 FTE
School Based School Office and Technicians Safe Schools B< Field Technicians	-18.9 FTE 1.3 FTE 16.0 FTE
Central Departments B< Human Rights & Equity	2.00 FTE 1.00 FTE
Total	45.4 FTE

Costing information related to the potential changes is included in Appendix A to this Addendum.

This addendum does not purport to deal with the full scope of the staffing changes for next year. There will be further recommended changes as part of the staff recommended budget, which will be finalized following receipt of the grants for next year.



BOARD PUBLIC MINUTES

(Continuation Meeting)

**Tuesday, June 23, 2020, 5:00 pm
Zoom Meeting**

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

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Darcy Knoll (Communications Coordinator/Media), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 5:01 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Matters for Action

2.1 Report 20-042, New Stittsville Secondary School (M. Carson)

Manager Ostafichuk presented Report 20-042, on the attendance boundary, program and opening grade structure for the new Stittsville secondary school. The school will house 1,353 pupils from grade 7-12 and will be located at the corner of Robert Grant Avenue and Cope Drive.

In October 2019 the Board approved a consultation plan to set the attendance boundary and opening grade structure of the new school. A working group consisting of various school and community associations representatives, Trustees Scott and Boothby, Superintendent Lehman and the planners on the file, Lisa Gowans and Janet MacDonald met three times to discuss and examine various options. Once the proposal was ready to proceed to consultation, quarantine measures were enforced and it was not until 28 April 2020 that the Board was able to approve the revised consultation plan.

Secondary students scheduled to attend the new school, currently attend either AY Jackson Secondary School (SS) or South Carleton High School (HS). The grade 7-8 students attend Glen Cairn Public School (PS), Goulbourn Middle School (MS) or A. Lorne Cassidy Elementary School(ES).

The largest growing community in Eastern Ontario is where this new school is being developed. The challenge was to build boundaries that did not span too broadly, as that would result in issues with overcapacity too quickly. Another issue was ensuring that the currently existing schools are sustainable.

The District has been transparent that in this particular case, it will not be able to create a family of schools. This is due to the lack of Early French Immersion (EFI) program offerings in the Richmond, Goulbourn and Rideau Township areas and for this reason, the District will need to continue transporting these students to Stittsville.

New schools are scheduled to be built for the southern area and once built can be aligned with a family of schools. The intention is to have this issue resolved within the next 3-4 years once a new school is built in Richmond.

At the working group's meeting in March, a consensus was reached on attendance boundaries and a proposed plan was prepared to seek public consultation. During the presentation, the following points were noted:

- The first area for consultation was the opening grade structure and the information that was assessed was as follows:
 - If the school were to open in 2022, and introduce grades 7-10, this would accommodate 945 students with a utilization of 70 percent;
 - If a small rural area is removed from the west, this would accommodate 910 students with a utilization factor of 67 percent. Portables would be required by year two;
 - With a September 2022 opening with grades 7-9, it would accommodate 723 students with a utilization factor of 53 percent. If

this same grade structure was included without the small rural area, it would accommodate 694 students with a utilization factor of 51 percent. Portables would still be required but not until at least year three; and

- The District found the grade 7-9 structure was far less disruptive especially to students in a high school setting, as it would not require them to move in the middle of high school. This was favoured.
- The recommendation for the school programming for grades 7-8 is to have English EFI and Middle French Immersion (MFI) offerings and for the grades 9-12 to have English and French Immersion (FI) for all students;
- The assessment on boundaries considered the following options:
 - The new boundary looked at the grade JK-6 ENG attendance boundaries at A. Lorne Cassidy ES, Stittsville PS, Westwind Public School, new Fernbank Public School, a portion of the Castlefrank ES and Katimavik ES area (currently undeveloped land). These all seemed logical to move to the new Stittsville High School;
 - Staff felt that including a small rural area to the west of Stittsville in the high school numbers did not have a significant impact. It resulted in a population of 723 students, with a utilization factor of 53 percent;
 - In 2025 the anticipated population with all grades present, would have 1,656 students with a utilization factor of 122 percent. Portables are anticipated in year three;
 - South Carleton HS is anticipated to be the most impacted but will still remain sustainable as the population would go from 1100 students to 850 in 2026, with a utilization factor of 63 percent. There is significant development occurring in Richmond and therefore the population should stay strong;
 - Redirection of the grade 7-8 program to the new school would require A. Lorne Cassidy (a JK-8 school). The working group recommends a boundary adjustment between A. Lorne Cassidy ES and Stittsville PS and has also included a sibling clause;
 - The first cohort of grade 8 students from Glen Cairn PS and Goulbourn MS, that would be directed to the new Stittsville High School, would require them to attend three schools in three years;

- There would be two feeding patterns for EFI students leaving for grade 7 from A. Lorne Cassidy ES and Westwind PS;
- Students living north of Fallowfield Road will be attending the new Stittsville high school. Those south of Fallowfield Road or east of Eagleson Road would attend South Carleton HS;
- The Goulbourn area south of Fallowfield Road does not have its own EFI program school yet, therefore students in that program would continue to attend elementary schools in Stittsville;
- The boundaries within Goulbourn have been assessed, with the cut off being Fallowfield Road;
- Fallowfield Village area students would continue to attend South Carleton HS.

The amended consultation was done using the website to provide information and obtain feedback on the proposed attendance boundaries, as well as a ThoughtExchange exercise that was conducted. The ThoughtExchange received 190 participants and over 2500 stars supporting the suggestions. The feedback was generally supportive of the proposed attendance boundaries.

CONTINUATION

During question period, the following points were noted:

Chair Scott thanked staff for the report and for the continuation of the public consultation. Chair Scott requested clarification regarding the students of A. Lorne Cassidy ES that would attend Goulbourn MS for grades 7-8 and then attend South Carleton HS, as constituents were interested in knowing if exceptions could be made once the number of enrolled students were determined.

In response, Manager Ostafichuk stated that the District is trying to create families of schools with logical boundaries from JK to secondary school. The District used south of Fallowfield Road as the boundary division and since there are no EFI offerings south of Fallowfield Road, students in this area will continue to be directed towards Westwind PS and A. Lorne Cassidy ES in Stittsville. When all these elementary schools' numbers are combined, they total 150 students and the District wants South Carleton HS to maintain their numbers and for the new school to not be overpopulated. For A. Lorne Cassidy ES, on average only 7 students per grade will be directed to Goulbourn MS and South Carleton HS while the remainder will move to the new Stittsville SS. It is the District's intention to offer EFI south of Fallowfield Road in the future. Applications for student

transfers would develop an issue, as no transportation is in place for these students.

Chair Scott highlighted that it is an issue that the new school will be overpopulated once opened. She stated that the capital funding process is flawed as it does not allow districts to serve rapidly growing communities in advance. Chair Scott's constituents felt it was important for all Stittsville students to be redirected to this new school.

Moved by Trustee Scott, seconded by Trustee Boothby,

THAT an opening grade structure, program offering, and attendance boundary for the new Stittsville secondary school, and revised attendance boundaries for A. Lorne Cassidy Elementary School, Glen Cairn Public School, Goulbourn Middle School, Katimavik Elementary School, A.Y. Jackson Secondary School, Earl of March Secondary School, and South Carleton High School, be approved according to Appendix C to Report 20-042 and implemented upon its opening (Attached as Appendix A);

THAT revised kindergarten to grade 6 English with Core French Program and Early French Immersion Program attendance boundaries for Castlefrank Elementary School (K-3), Katimavik Elementary School (4-6), and Stittsville Public School (K-6), be approved according to Appendix E to Report No. 20-042, and implemented for September 2020 (Attached as Appendix B);

THAT revised Kindergarten to Grade 6 English with Core French Program and Early French Immersion Program attendance boundaries for A. Lorne Cassidy Elementary School and Stittsville Public School be approved according to Appendix F of Report No. 20-042, and implemented upon the opening of the new Stittsville secondary school (Attached as Appendix C);

THAT students impacted by Recommendation C of Report No. 20-042 and their siblings born in the year new Stittsville secondary school opens or earlier be given a one-time option to remain at /attend Stittsville Public School until the completion of grade 6 and be provided transportation if they are eligible under Student Transportation Policy P.127 TRA and Procedure PR.556 TRA; and

THAT any student on a cross boundary transfer at a school whose program cohort is being relocated to another school as a result of approved recommendations in Report 20-042 be allowed to move with their program cohort without having to reapply for a transfer.

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

2.2 Report 20-055, Purchase of Replacement Chromebooks (S. Lehman)

Director Williams-Taylor highlighted that the District purchased additional equipment this year to allow students to participate in virtual learning. Report 20-055, Purchase of Replacement Chromebooks has been prepared by the Business & Learning Technologies (B<) and Finance departments and will present the analysis conducted on future needs.

Superintendent Lehman highlighted that the report recommends purchasing 5000 Chromebooks to supplement the current fleet of 23,000. The District has distributed 11,000 of these Chromebooks to families, who will be retaining them for the remainder of the summer. The three models for returning to school outlined by the Ministry of Education, suggest the likelihood that students will continue to require these Chromebooks.

As noted in the report, some schools have no remaining Chromebooks and had to borrow from other schools to supply to their students. The purchase of additional Chromebooks will allow schools to replenish their inventory and allow for one device per four students as outlined in the five-year technology plan.

The recommendation is being presented to the Board, as the monetary amount exceeds what can be approved internally, however these funds are available in the B< budget.

During question period, the following points were noted:

- Superintendent Lehman stated that the District was able to provide the required number of Chromebooks to families. Given the fact that parents were working from home, some families with devices in the home still required a Chromebook for student use;
- Superintendent Lehman noted that the District is aware of 100 Chromebooks that were either damaged by students or required repair. However, the District has not contacted families to verify if there are any issues with the loaned devices. Hotspots and Chromebooks will remain with students until the end of the summer and at that point staff will review their condition;

- In response to a question about school councils purchasing Chromebooks, Superintendent Lehman noted that the District discourages this and are putting measures in place to ensure there is a 4:1 student to mobile device ratio. We also provided a projector in each classroom used for student learning. If school council would like to use funding to purchase supplementary technology, they should discuss this with the school principal; and
- The funds available within the B< budget were derived from funds allocated to a project to replace school WIFI access points, a project that has been delayed.. This particular project will continue to be funded. In developing the 2020-2021 budget, funds will be reserved to support WIFI and the ongoing cyclical purchase of Chromebooks. In developing a forecast, staff assumed this purchase would be taking place in the 2020-2021 period;
- The five-year technology acquisition plan outlines the purchase of mobile devices and Chromebooks. The plan allows for new items to be purchased each year as required, which prevents the need for all the devices to be replaced simultaneously and avoids a large expense during a particular year;
- In response to a query regarding the purchase of devices and supply chain issues, Superintendent Lehman highlighted that the District has a standing set of suppliers through the Ontario Education Collaborative Marketplace (OECM). Manager Owens has been working with the province to provide the quantities required by the District and there is confidence they will be secured by the end of July 2020; and
- Superintendent Lehman highlighted that students currently have devices in their possession and assuming online learning becomes full-time, the District feels the supply will be sufficient. Even if there is an increase in demand, the 28,000 Chromebooks should meet the need. It is projected that 5,000 devices in circulation will become outdated in September 2020. However, staff feel they can be fixed and/or re-serviced. Chief Financial Officer Carson added that it is the District's intention is to acquire additional Chromebooks for 2020-2021, subsequent to approval of the budget.

Motion moved by Trustee Lyra Evans, seconded by Trustee Penny,

THAT the Board authorize the expenditure of \$2,260,000 for 5000 student Chromebooks.

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

2.3 Report 20-057, Provisions for Calling Extraordinary Board Meetings (M. Giroux)

Executive Officer Giroux presented Report 20-057, Provisions for Calling Extraordinary Board Meetings, highlighting that Board bylaws outline that the Board does not conduct meetings during the summer; however, there are laws for extraordinary provisions. In this particular case, the District requests that the provision in section 8.6 of the bylaw, be enforced until 31 December 2020. Executive Officer Giroux reminded trustees that there is currently a provision in place that expires at the end of June 2020.

Chair Scott reminded trustees that a Board meeting or Special Board meeting, under this provision, could be scheduled with 48 hours' notice.

Moved by Trustee Boothby, seconded by Trustee Lyra Evans,

THAT the Board invoke the provisions of Section 8.6 of the Board's By-laws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to planning as a result of COVID-19, for the period from 22 June 2020 to 31 December 2020.

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

2.4 Report 20-048, Minor Revisions to Policy P.137.SCO Concussion Management (N. Towaij)

Associate Director Reynolds presented Report 20-048, Minor Revisions to Policy P.137. SCO Concussion Management on behalf of Superintendent Towaij. The report was brought forward to approve the updated policy, to

align with that of Policy/Program Memorandum (PPM changes that were updated last year. The package includes the policy revision document, the updated PPM, as well as the letter of transmittal.

As of 28 January 2020, revisions to the policy were approved to bring it into compliance with PPM 158 which emerged from Rowan's Law. The District received feedback from in-house counsel suggesting the Concussion Code of Conduct requirements should be included in the policy instead of embedding it into the procedure. As advised, the report includes the proposed change.

In the model, staff or volunteers leading activities will pledge annually (using an electronic form, to adhere to the principles in Rowan's Law and PPM and that they will disclose incidents and previous health and safety concerns, to ensure that all student athletes can participate in activities safely.

During the question period, Trustee Ellis inquired if the text crossed out in the clause implementation 4.12, was correct, in response Executive Officer Giroux confirmed that was correct.

Trustee Ellis requested that "from" be struck from the clause.

Moved by Trustee Ellis, seconded by Trustee Lyra Evans.

Moved by Trustee Ellis, seconded by Trustee Lyra Evans,

THAT the proposed revisions to P.137.SCO Concussion Management, attached as Appendix B to Report 20-048, be approved (Attached as Appendix D).

Carried

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

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

AGAINST: Nil (0

ABSTENTION: Nil (0

2.5 Notice of Motion, OPSBA Policy Resolution, Trustee Scott

Chair Scott highlighted that the Ontario Public School Boards' Association (OPSBA) invites Boards to submit policy resolutions. With the postponement of the annual general meeting until the fall, the deadline for submitting policy resolutions has been extended.

Chair Scott noted that the proposed policy resolution was developed as a result of discussions with Student Trustee Gagne and Superintendent Hardie at a conference during a presentation on the student trustee situation in Ontario.

Chair Scott moved the following policy change:

THAT OPSBA support and advocate for the recognition of annual fees for membership in the Ontario Student Trustees Association (OSTA-AECO) in the determination of funding for school district governance in the provincial Grants for Student Needs.

Trustee Boothby noted that concern about this topic resulted in discussions at OPSBA on several occasions, as not all boards can afford to have their student trustees attend all meetings. Trustee Boothby shared her opinion that this policy would be welcomed by OPSBA and thanked Trustee Scott for bringing it forward.

Motion moved by Trustee Scott, seconded by Trustee Boothby,

THAT OPSBA support and advocate for the recognition of annual fees for membership in the Ontario Student Trustees Association (OSTA-AECO) in the determination of funding for school district governance in the provincial Grants for Student Needs.

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

2.6 Report 20-056, Appointment of a Trustee to the Integrity Commissioner Selection Committee (M. Giroux)

Director Williams-Taylor reminded trustees that the District has been seeking an integrity commissioner, but the process was halted as the process required review and one of the trustees sitting on the selection committee has submitted their resignation. Report 20-056 addresses the need to appoint an additional trustee to the committee and Executive Officer Giroux will chair the selection process.

Executive Officer Giroux invited trustees to provide nominations or to self-nominate. If there is more than one nomination, a secret ballot will be conducted to nominate the trustee to the committee.

During discussion, the following points were made:

- Trustee Boothby requested clarification on when the committee meetings would be held, as they were previously held during the day and suggested the timing be discussed. In response the following answers were provided:
 - Chair Scott highlighted that the District tries to accommodate trustees but noted that staff work during the day;
 - Executive Officer Giroux noted that the District tries to accommodate the availability of trustees but can be more accommodating. The challenge exists with the request for proposal (RFP) process, as some individual work is assigned to trustees that requires it to be done on their own time. Executive Officer Giroux noted the timing of the next meeting is flexible and regarding the interview component, efforts can be made to schedule them later, but they generally need to be during the day; and
 - As a follow up to Trustee Boothby's original comment, she acknowledged that this process was very intensive for staff and noted there was an equal ratio of staff to trustees at meetings.
- Trustee Schwartz inquired what the anticipated time commitment would be, understanding that this depends on the number of applicants and interviews. In response, Executive Officer Giroux noted that there would be 1-2 meetings prior to the RFP, held by Zoom, each lasting a few hours. During the interview and review phase, this would depend on the number of applicants. It was noted that the District would not issue the RFP until late August. This would allow for most of the work to be accomplished in September 2020; and
- Executive Officer Giroux advised trustees that the RFP and review templates would be developed by staff and that it would be a formal process and that the manager of Supply Chain and Risk Management department would be sitting on the panel. It was noted that members of the committee must sign a letter of privacy and non disclosure.

Trustee Schwartz, seconded by Trustee Penny, self-nominated.

Trustee Jennekens, seconded by Trustee Boothby, self-nominated.

Moved by Trustee Lyra Evans, seconded by Trustee Campbell,

THAT nominations be closed.

Carried

Following an election, Executive Officer Giroux declared THAT Trustee Schwartz be appointed as a member of the Integrity Commissioner Selection Committee.

Moved by Trustee Penny, Seconded by Trustee Ellis,

THAT Trustee Schwartz be appointed as a member of the Integrity Commissioner Selection Committee.

Carried

3. Matters for Discussion

3.1 Report 20-059, Summary of Results from Student Survey (2019-2020): Valuing Voices-Identity Matters (M. Giroux)

Director Williams-Taylor noted Report 20-059, Summary of Results from Student Survey Valuing Voices-Identity Matters, was presented on 22 June 2020 and provided a summary of the process and outcomes. During this session, Executive Officer Giroux and Manager Oracheski answered questions.

- The information used from the 2016 Census Data from Statistics Canada on total households, may or may not include information on children. However, Manager Oracheski stated that staff plan to compare the data used against the socio-economic status (SES) indicator in the annual student achievement report. This is based on a custom tabulation data set from Statistics Canada that only includes households with school aged children. Staff will review the comparisons with the Census information and see how closely it reflects their SES and raise indicators;
- Regarding the OCDSB's involvement in data collection and sharing of data with other boards, Manager Oracheski noted that the Ottawa Catholic School Board (OCSB) has not yet undertaken collection of this kind of data. However, by 2023 it will be a requirement for all school boards in Ontario to collect this type of information and release an open data set. At this point, the OCDSB could access this information from other school districts who have undertaken collection, most of which are in the Toronto area;
- Trustee Campbell inquired how the OCDSB plans to identify and adequately capture additional information on the high schools with a low response rate. In response, Executive Officer Giroux recognized

that work needs to be done to capture this but it will take place in the next phase of analysis when considering school-based results. For example the information collected will help to inform what strategies should be considered and what areas need improvement. To the question regarding imputation of missing data, Manager Oracheski noted that due to the complexity and nature of identity it would not be an appropriate approach to do this, however, staff will use other data (e.g., from the student information system) to provide additional context and better understand who's voices may be missing from the analysis; and

- Trustee Campbell stressed the importance of validating this information in order to use data to inform decisions.

**Moved by Trustee Lyra Evans, seconded by Trustee Ellis,
THAT the board move to adopt the rules of committee.
Carried**

- The ranges of income presented in the survey did not directly reflect those obtained from Statistics Canada, as they used \$25,000 increments and the District used \$20,000. The District decided to adopt the range used by the Toronto district school boards;
- Trustee Lyra Evans provided a list of questions on observations from the report responses, Executive Officer Giroux highlighted that the questions related to respondents' feelings and staff cannot explain the reason for the response;
- Trustee Lyra Evans stated that based on survey results indicating students are tired, a future meeting should be held to discuss delaying the start time of high schools to 10:30 a.m. or 11:00 a.m.;
- Trustee Ellis requested more information on the school level dashboards and what would be included and who would have access to this information. In response Executive Officer Giroux highlighted that the District provided zero suppression on the information collected but this level of information cannot be provided at school levels, as it could identify respondents. The District has yet to determine what information will be circulated and to whom, but has committed to keeping the information anonymous. It is the District's intention to provide public facing data and a dashboard that provides schools with a portrait of their school to post on their school website;
- Trustee Ellis encouraged staff to consider the role of the trustee when creating the dashboard and how the information could be useful to trustees to assist their community. In response Executive Director Giroux stressed that access to this information is private and there is a

need to protect easily identified respondents. In some cases, principals will be provided basic information but not actual figures;

- Trustee Bell highlighted that the information that was prevalent to her was around the percentage of students feeling racism, bullying and a lack of safety. She inquired how staff will use this data to ensure equity, continue the dialogue with students and how the District compares to other board's surveys. In response to Trustee Bell:
 - Executive Officer Giroux highlighted that the District has collected data on the school climate, which provides similar perceptual questions but not directly comparable, but the District does have experience sharing the data and using the data to inform practices. The data will be used to inform District-wide strategies and policies and support school administrators to enhance student success and to create a system of caring in schools;
 - The research team has a data support model which superintendents use to support models in the Programming and Learning K-12 department and adolescent learning and innovation. Planning is done with this data to target key areas of focus and to create guiding questions for principals to help them understand issues and affect change. The information is not directly comparable to other districts, but the District has reviewed other surveys and will continue to assess;
 - Manager Oracheski emphasized that using the data support model is a key method to work with schools. Similar work has been done with the biannual school climate surveys, where the feedback is provided to principals, who then initiate focus groups with their students; and
 - Executive Officer Giroux responded to the question of meaningful communication with students on the data, highlighting that although information and infographics will be shared with students, most students are interested in their school community specifically. Thought will be provided to how the equity team can support students, how to learn from students and address their concerns. Superintendent Baker added that principals are already having conversations through virtual town halls with students, parents and the community and through these, are addressing pressing and timely concerns.

**Motion by Trustee Ellis,
 THAT return to rules of board.
 Carried.**

Executive Officer Giroux highlighted that additional questions related to Report 20-059 can be sent to the email address valueingvoices@ocdsb.ca.

3.2 COVID-19 Update

Director Williams-Taylor advised that staff are in the process of preparing for the return to school. The Ministry released its *Approach to reopening schools for the 2020-2021 School Year* on Friday 19 June 2020. Most districts have already been engaged in and have begun preliminary planning for a variety of possible scenarios to permit a safe return to school for students and staff. The Ministry guidelines notes three options for return: a conventional return with some guidelines to prevent spread; an adaptive model with many caveats and a fully virtual mode in the event it is deemed unsafe to return.

Director Williams-Taylor noted that the adaptive approach to the return to school - would see the creation of cohorts of no more than 15 students. The cohorts are required to ensure contact tracing if required. Staff, in collaboration with Ottawa Public Health (OPH) and co-terminous boards, are reviewing the cohort model. It is anticipated that there may be differentiation from one district to another depending on guidance from their own public health units.

Director Williams-Taylor emphasized the importance of coordination with the co-terminous boards particularly the OCSB as the two boards share transportation. Although the District does not have the same collaboration with the French Catholic or French Public boards, all local boards will have to adhere to the guidance provided by both the Ministry and the direction of OPH.

Director Williams-Taylor provided the following points in her COVID-19 update:

- The planning for transportation will have to follow the chosen academic mode. The Ottawa Student Transportation Authority (OSTA) has already begun to plan for a variety of models. The Associate Director has led much of this work and continues to meet with OPH, OSTA and OCSB staff;
- OCSB are suggesting a cohort model, with not every student at school every day. The OCSB recognizes that the opportunity for more students to be in attendance at certain schools will vary based on the community needs and the school enrolment;

- The District will consider its most vulnerable students first;
- The directors of education, in their regular meetings with the Deputy Minister, anticipate further discussion to address emerging questions;
- The collaborative tables working to plan for the return to school and continuity of learning include union representatives, the mental health lead, the equity lead, as well as the managers of Business & Learning Technology (B<) and Learning Support Services (LSS). The collaborative tables have received input from all of the partners from the inception of the planning process;
- Staff will meet to discuss the launch of a Thoughtexchange for students, parents and staff seeking input on possible models and reflections upon their experience to date. Staff anticipate the Thoughtexchange will be released the first week of July 2020.

In response to questions, the following points were noted:

- Trustee Ellis stressed the importance of providing support and routine to higher needs students. He noted that many families have struggled to support their children without the resources they previously had at the school level;
- Trustee Penny thanked the Director for the update and noted that staff well-being should be considered. He noted that unprecedented situations often place undue stress on leadership and queried the Director's plans to mitigate this stress. Director Williams-Taylor advised that the Director's Executive Council have discussed this topic and the need for balance. She noted that the OCDSB staff have risen to the occasion. She added that the summer is not yielding many opportunities for time off with the cancellation of many camps and other summer programming. Staff recognizes the mental health and well-being aspects of this problem. Staff cannot guarantee that schools or the administration building will reopen or be ready for 1 September. Staff continues to work to ensure employees remain calm and reassured. The District will uphold the summer closure period the last week of July and the first week of August. Staff will be encouraged to have a break during this time;
- In response to a query from Trustee Bell, Director Williams-Taylor noted that information regarding what communications the community can expect over the summer will be important as the usual communication with teachers will not be a part of the regular cycle. The District does not have all of the information right now and is working on both its planning for the reopening of schools and the extended day programs but do not yet have clarity. Staff is unsure how

the childcare model and school models can combine. Staff understands that it is helpful for parents to remain up-to-date on the District's plans and will create a communication structure to ensure messages are conveyed. Director Williams-Taylor added that a final return to school model will likely not be provided until August 2020 as it will be dictated by the numbers of new cases and data.

3.3 Report from OPSBA Representatives (if required)

Trustee Boothby announced that the date of the annual general meeting for the Ontario Public School Board Association (OPSBA) has been set for 26 September 2020. Any resolutions from the Board need to be provided to the OPSBA office by 15 July 2020.

4. Matters for Information

Director Williams-Taylor highlighted that the Ministry of Education just released a memorandum pertaining to the new mathematics curriculum, which will be provided to trustees for review. The announcement on 23 June 2020 outlined the expectation of districts to implement the curriculum in September 2020. Superintendent Towaij and the Program and Learning K-12 team have commenced building the mathematics curriculum. A new component in the curriculum relates to financial literacy. One challenge the District anticipates is engaging students in the new curriculum model if the program is conducted virtually in the fall.

5. New Business -- Information and Inquiries

Trustee Hough inquired if there were any updates on the status of the report card portal.

Superintendent Lehman responded stating a number of parents have registered for the online portal. Client services are managing inquiries from parents and informing them registration for the portal is not restrictive and can be done at any point. If parents cannot register, staff will ensure they receive their children's report cards in the next couple weeks, either by email or by mail.

Report cards for secondary students are anticipated to be available by the third or fourth of July.

Trustee Hough inquired if perhaps the messaging on the website should be edited so that a deadline is not implied.

6. Adjournment

Chair Scott thanked trustees and staff for being available for the continuation of the 22 June 2020 meeting. It was noted that the next meeting will be a Special Board meeting scheduled for 29 June 2020 at 7:00 p.m.

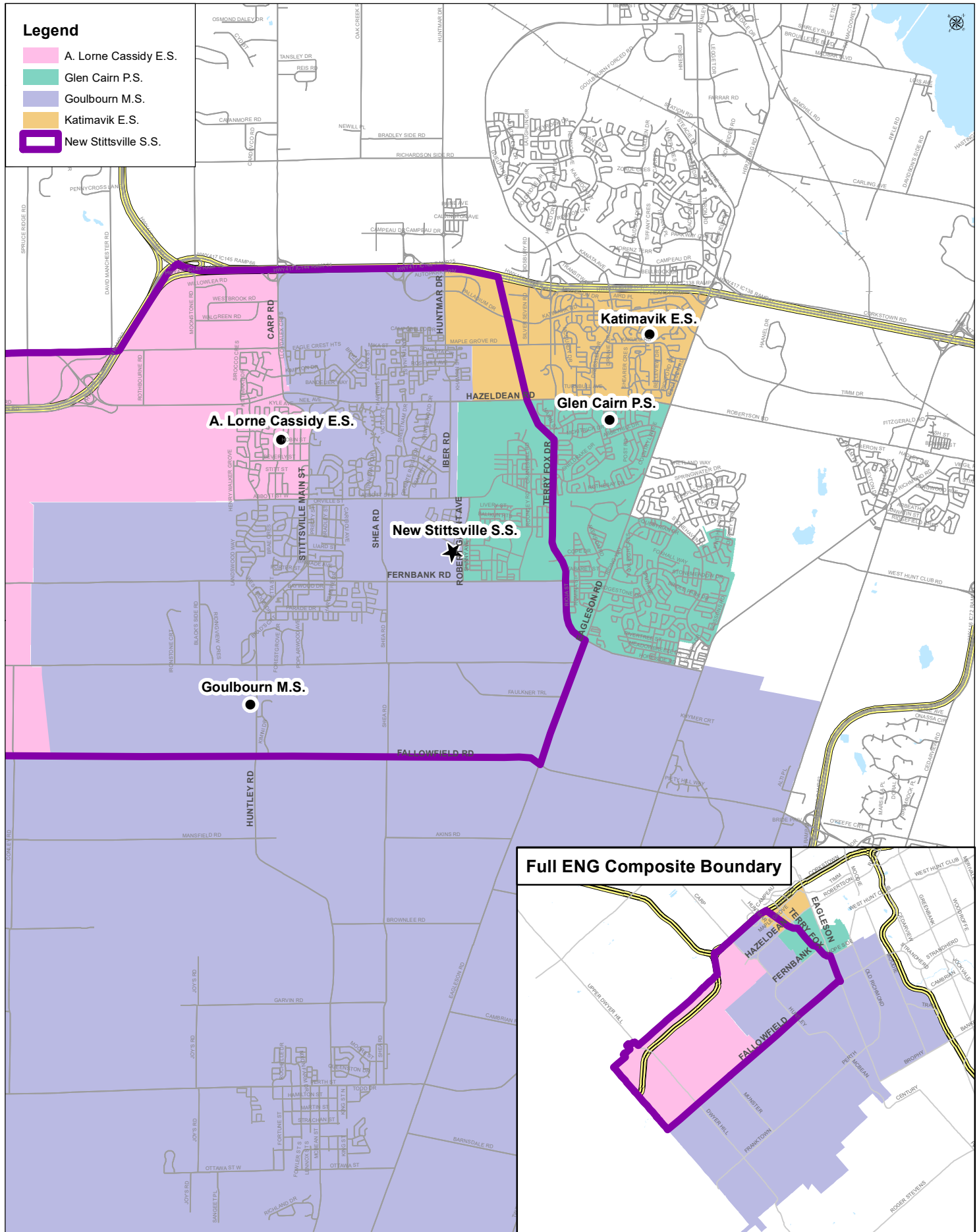
The meeting adjourned at 7:16 p.m.

Lynn Scott, Chair of the Board

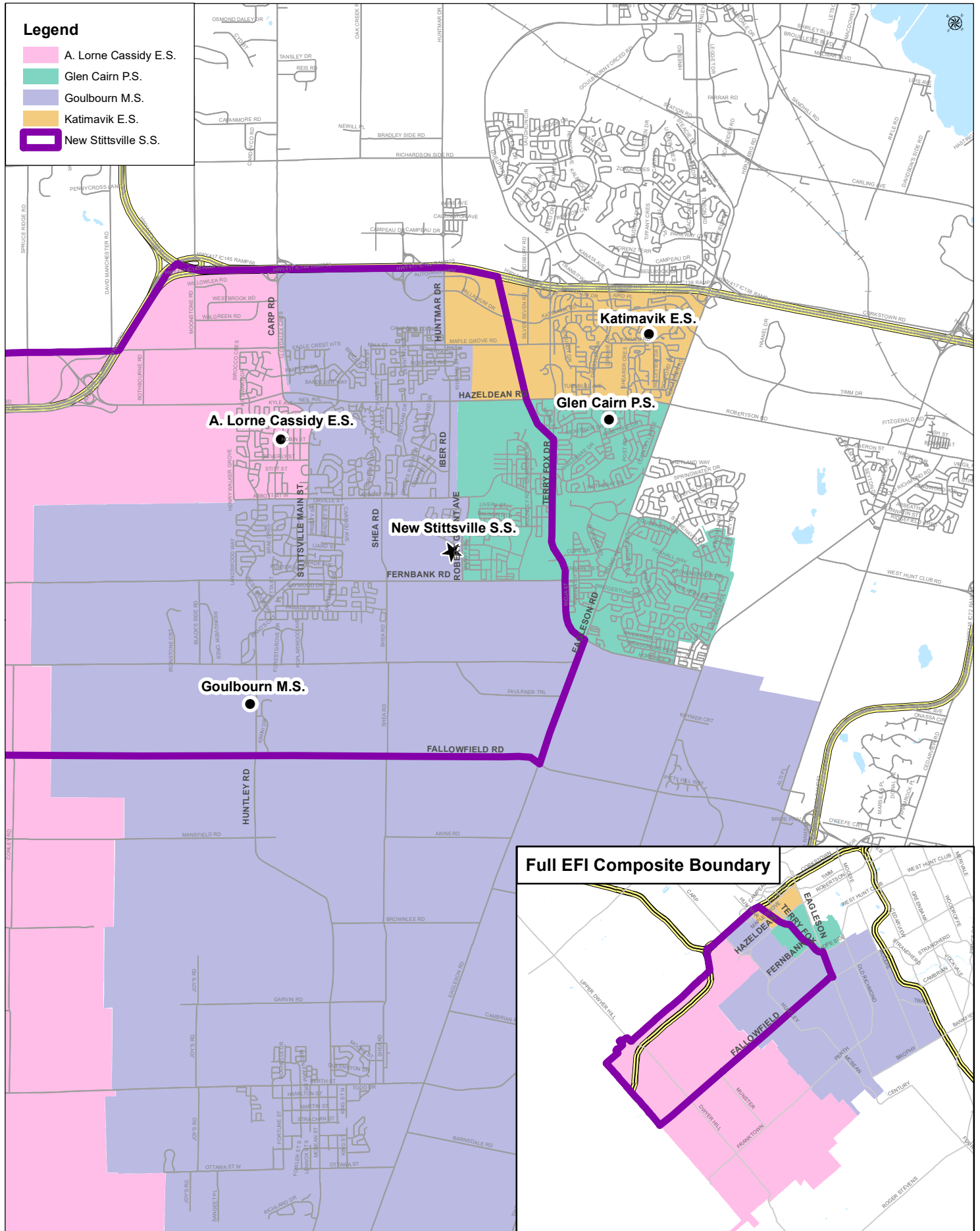
Recommended Attendance Boundaries

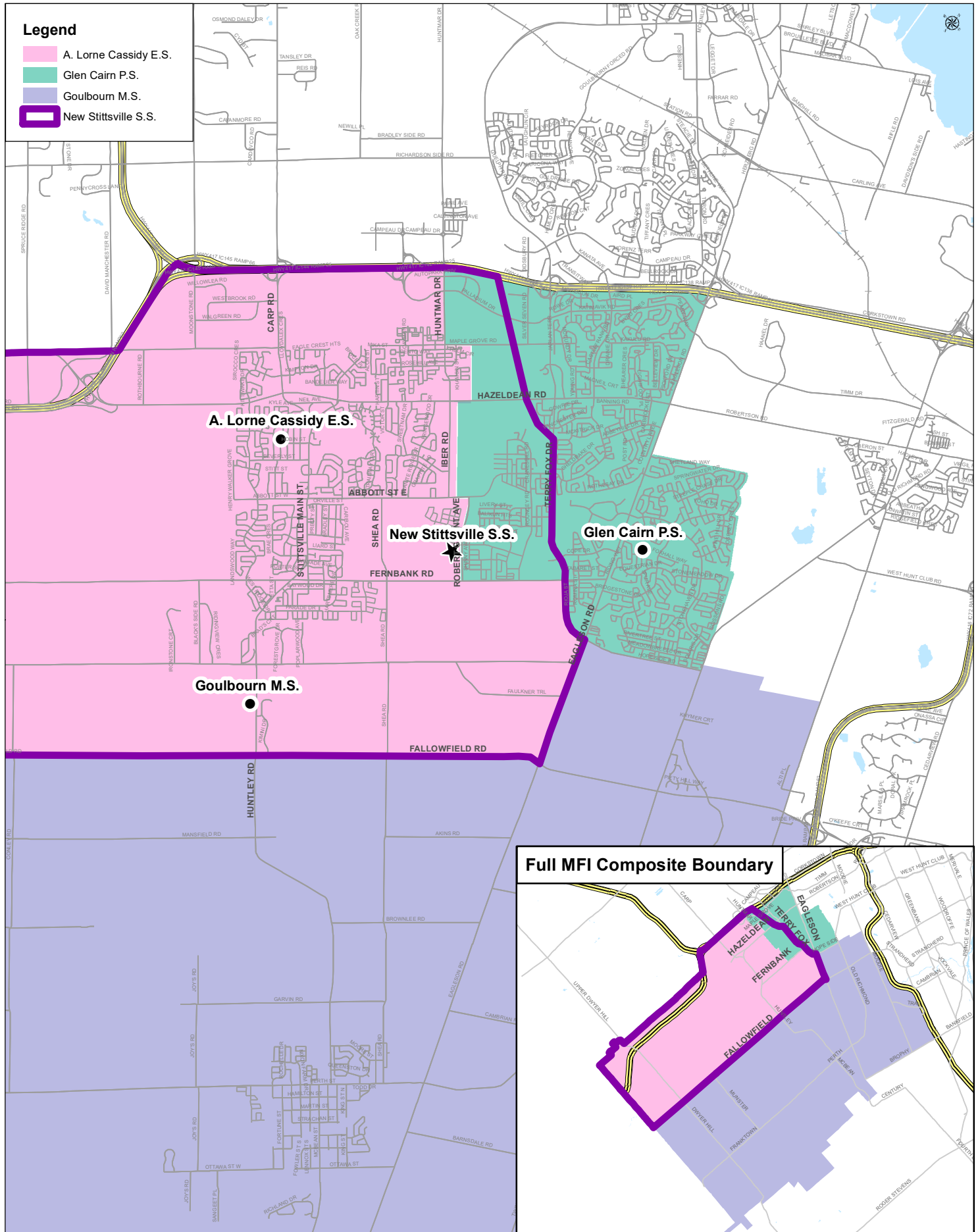
New Stittsville SS Study

7 to 8 ENG Composite Map

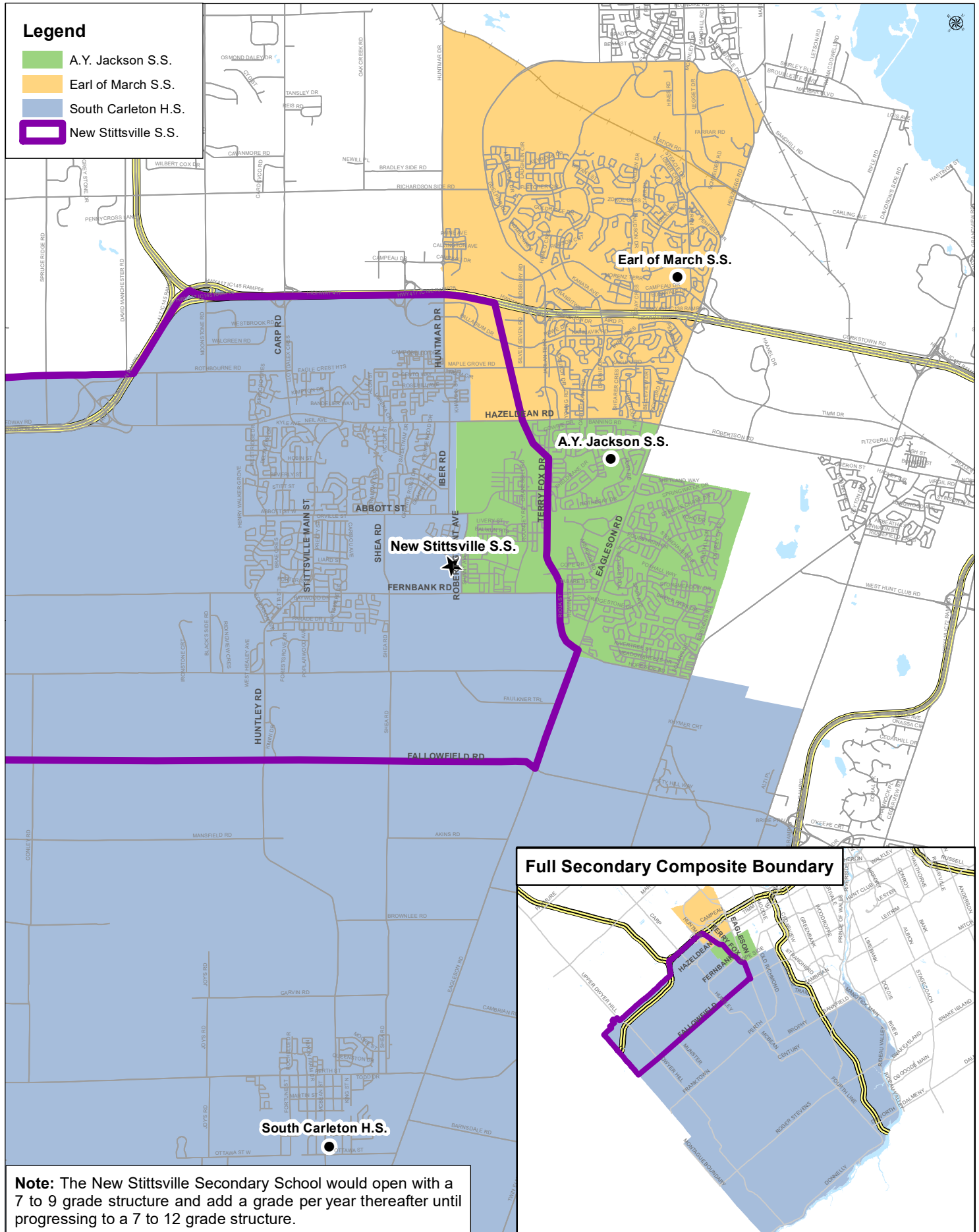


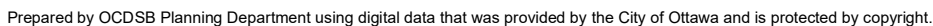
Recommended Attendance Boundaries New Stittsville SS Study 7 to 8 EFI Composite Map





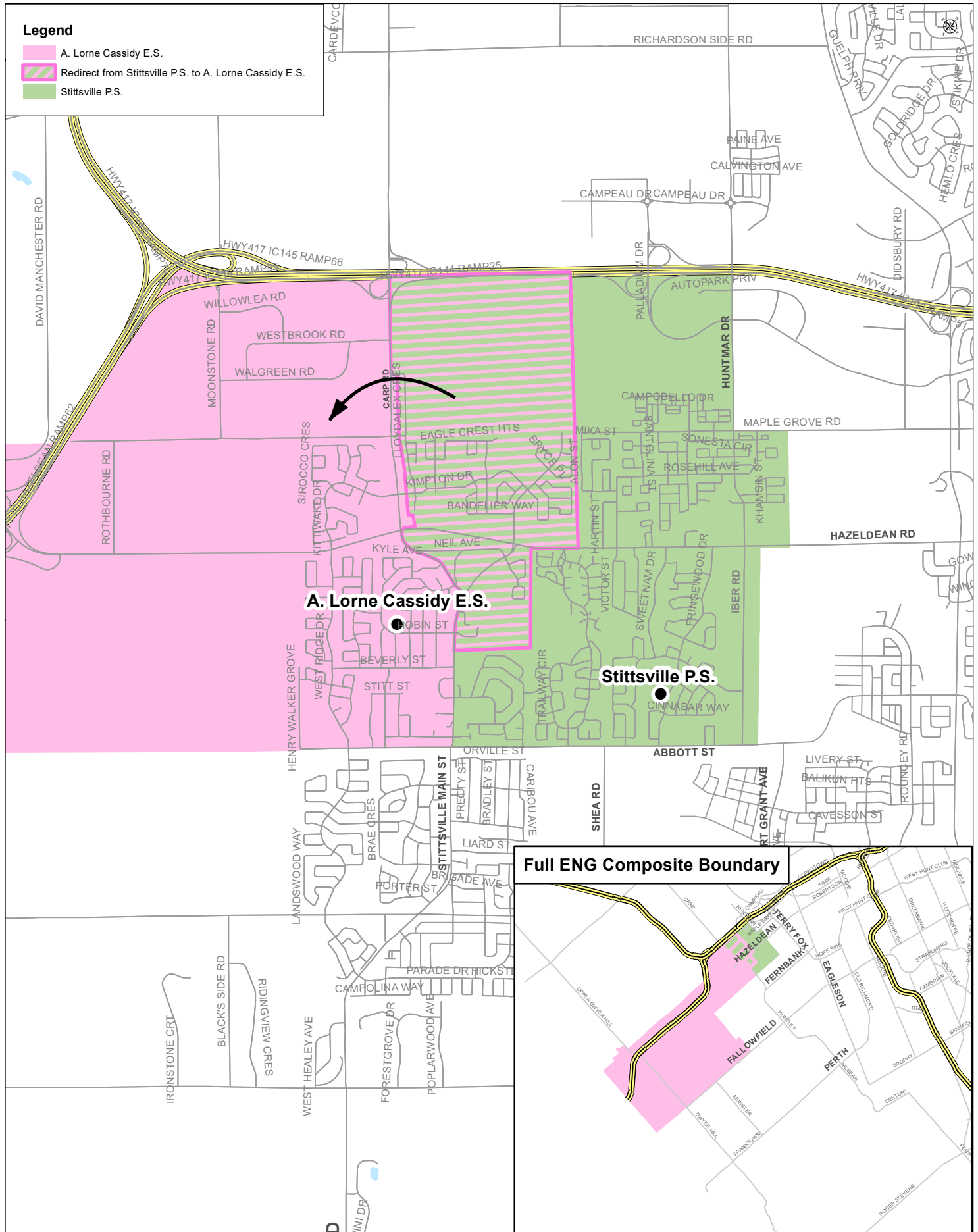
Recommended Attendance Boundaries New Stittsville SS Study Secondary School (Grade 9 to 12) Composite Map





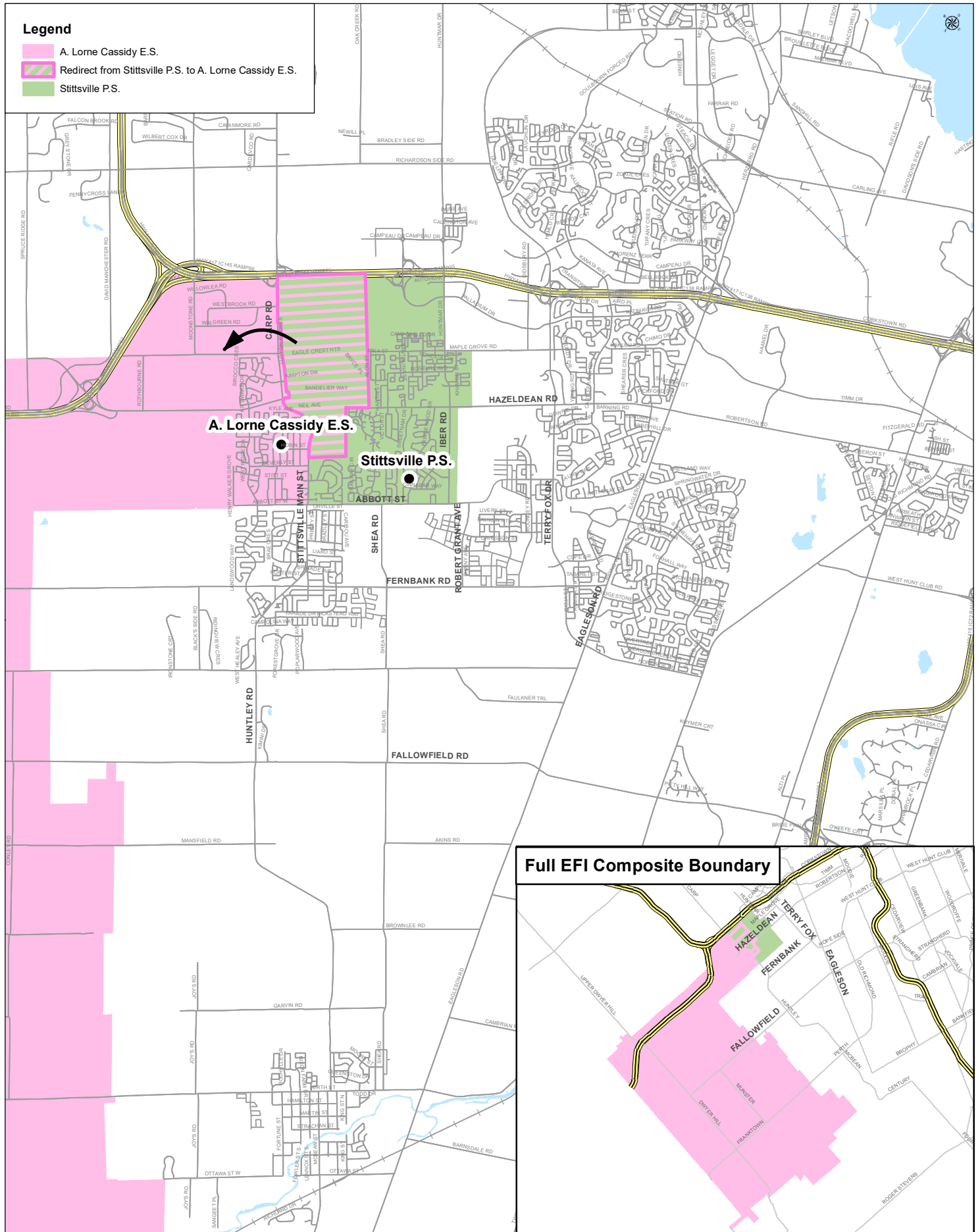


Recommended K to 6 ENG Attendance Boundary Revision Between A. Lorne Cassidy ES and Stittsville PS





Recommended K to 6 EFI Attendance Boundary Redirection Between A. Lorne Cassidy ES and Stittsville PS





POLICY P.137.SCO

TITLE: CONCUSSION MANAGEMENT

Date issued: 27 January 2015

Last revised: 23 June 2020

Authorization: Board: 27 January 2015

1.0 OBJECTIVE

To ensure awareness about head injury prevention and establish practices to manage concussions.

2.0 DEFINITIONS

In this policy,

2.1 **Board** refers to the Board of Trustees.

2.2 **Concussion** refers to a brain injury that causes changes in how the brain functions, leading to signs and symptoms that can be physical, cognitive, emotional and/or related to sleep. A concussion can occur from a direct blow to the head, face or neck but may also occur from a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull. A concussion can occur with or without a loss of consciousness and cannot normally be seen by means of medical imaging tests or magnetic resonance imaging (MRI) scans.

2.3 **District** refers to the Ottawa-Carleton District School Board.

2.4 **Return to School Plan** is a personalized strategy to support a student's Return to Learning and Return to Physical Activity after having sustained a concussion.

2.5 **Return to Learn** refers to the student's return to doing school work, including activities that involve reading and writing. It does not include physical activities.

2.6 **Return to Physical Activity** refers to the student's return to participation in any physical activity that increases the student's heart rate. It includes a student's return to activities such as sports or physical education classes.

3.0 POLICY

Guiding Principles

3.1 The Board is committed to ensuring the safety and well-being of students.

- 3.2 The Board recognizes that:
- a) head injuries and/or concussions can adversely impact the cognitive, physical, emotional and social development of students; and
 - b) head injuries and/or concussions can occur in any activity and are not restricted to only sports or other high-risk activities.
- 3.3 The Board believes that:
- a) activities that pose a higher risk for head injuries and/or concussions require additional consideration based on the type of activity and its associated risk;
 - b) awareness of the signs and symptoms of concussion and effective concussion management practices are key preventative strategies; and
 - c) administrators, educators (including occasional teachers), school staff, students, parents, and school volunteers play an important role not only in the prevention of concussion but also in the identification of a suspected concussion, as well as the ongoing monitoring of students with a diagnosed concussion throughout their Return to School Plan.
- 3.4 The Board recognizes the international consensus statement on concussion in sports.
- 3.5 The Board recognizes the Ontario Physical and Health Education Association (OPHEA)'s concussion protocol, as part of the Ontario Physical Activity Safety Standards in Education (OPASSE).

4.0 SPECIFIC DIRECTIVES

Awareness and Training

- 4.1 The Board recognizes Rowan's Law Day and shall ensure annual concussion awareness events for students and parents are held on or around Rowan's Law Day, which occurs on the last Wednesday in September.
- 4.2 The District shall make available information and resources regarding concussion prevention, identification, and management to:
- a) all staff;
 - b) students;
 - c) parents;
 - d) volunteers;
 - e) community partners; and
 - f) childcare providers.
- 4.3 Annual training shall be made available to relevant school staff and extra-curricular leaders to promote awareness and understanding of concussion management practices.

- 4.4 The District shall engage students in concussion-related discussions, including the following:
- a) the importance of fair play and respect for all;
 - b) understanding prohibited play that is considered high-risk for causing concussions;
 - c) understanding the risks of concussion in everyday activities; and
 - d) the importance of the recognition and reporting of concussion symptoms.
- 4.5 Other Prevention Strategies shall include:
- a) minimizing slips and falls in compliance with the Occupiers Liability Act;
 - b) incorporating the rules of a physical activity/sport in the District's learning materials; and
 - c) the proper progressive implementation of the skills required for any physical activity.

Identification and Management

- 4.6 The District shall have practices and procedures in place to govern the identification and management of concussions based on the safety guidelines established by the Ontario Physical and Health Education Association (OPHEA).
- 4.7 The management of a student's concussion is a shared responsibility, requiring regular communication between home, school, sports organizations with which a student is involved and registered, and the student's medical doctor or nurse practitioner or other licensed healthcare providers, such as nurses, physiotherapists, chiropractors, and athletic therapists, who may play a role in the management of a diagnosed concussion.
- 4.8 The District shall use a multi-step Return to School plan which includes: Rest, Return to Learn (symptoms improving), Return to Learn (symptom-free), Return to Physical Activity (light), Return to Physical Activity (specific sports) and Return to Physical Activity (full participation).
- 4.9 Where there is a reason for concern about the possibility of a head injury and/or concussion, the safe practice shall be to discontinue student participation in the activity.
- 4.10 The District shall make it a priority to communicate with parents immediately when a concussion is suspected.
- 4.11 A student with a suspected concussion shall not return to full participation in physical activity unless they are medically cleared by a physician or a nurse practitioner.

Implementation

- 4.12 Every year prior to participation in inter-school Board sponsored sports, confirmation of the review of one of the Ministry of Education approved concussion awareness resources and the respective concussion code of conduct will be submitted to the District from the following individuals:
- a) participant students;

- b) their parents/guardians;
- c) participant coaches;
- d) team trainers; and
- e) other participating staff.

4.13 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

Education Act, 1990, Section 321

Rowan's Law, 2018

[Consensus Statement on concussion in sport](#) by the Concussion in Sport Group.

OPHEA-[Concussion Protocol](#)

Ministry of Education [PPM 158, School Board Policies on Concussion](#)

[The Berlin Consensus Statement on Concussion in Sport, October 2016](#)

OCDSB Procedure PR.561.SCO Concussion Management



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



SPECIAL BOARD PUBLIC MINUTES

Monday, June 29,

2020

7:00 pm

Zoom Meeting

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

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director of Education), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Janice McCoy (Superintendent of Human Resources), Shannon Smith (Superintendent of Instruction), Michele Giroux (Executive Officer), Richard Sinclair (Manager of Legal and Labour Relations), Carolyn Tanner (Human Rights and Equity Advisor), Diane Pernari-Hergert (Manager of Communications and Information), Pamela LeMaistre (Manager of Human Resources), Sandy Owens (Manager, Business & Learning Technologies), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior; Board Coordinator), Amanda Pelkola (Committee Coordinator)

Guests Present: Lynn Harnden (Legal Counsel), Zaheer Lakhani (Lakhani Campeau LLP)

1. Call to Order -- Chair of the Board

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

2. Approval of the Agenda

**Moved by Trustee Hough, seconded by Trustee Boothby,
THAT the agenda be approved.
Carried**

3. Presentation of Investigator's Report (Mr. Zaheer Lakhani)

Chair Scott acknowledged that this Special Board meeting was called to address a code of conduct complaint (with respect to Trustee Blackburn and a member of the community), and it is of particular interest to the Black community. Chair Scott thanked everyone for their patience as the investigation into the alleged breach of the Code of Conduct was conducted.

Chair Scott noted that, in accordance with legislation and policy, Trustee Blackburn is entitled to be present but cannot participate in the meeting. The complaint was filed by Trustee Boothby and she is entitled to participate.

Chair Scott advised that legal counsel, Mr. Lynn Harnden, is present to provide additional legal guidance, as required. If privileged information needs to be discussed, the Board will resolve in camera.

Chair Scott instructed trustees to recuse themselves if they do not wish to participate on agenda items 3.1, 4.1 and 4.2. The courts have consistently held the determination that if bias exists, it is not reasonable to recuse on some items of the agenda and then participate in determining the sanctions. If someone recused themselves from the first part of the agenda, it is appropriate to recuse themselves from the second part as well.

On a point of order, Trustee Ellis questioned the rules for recusal. Chair Scott advised that the advice from legal counsel was for trustees to recuse themselves from both the determination of whether a breach occurred and if sanctions should be applied. Mr. Harnden highlighted that if trustees recuse themselves due to conflict of interest, such as prejudging whether a breach has occurred would stand as a barrier on the initial resolution but would also place risk on the discussion of sanctions. It could be argued that an acknowledged conflict of interest would be a breach to the duty of fairness to Trustee Blackburn. After the process has been completed, a trustee can discuss why they were in conflict.

Trustee Ellis countered that if a trustee declares a conflict, and remains silent during discussion of items 3.1 and 4.1, they should be allowed to participate in item 4.2 regarding the sanctions. Mr. Harnden stated that only trustees themselves have the ability to decide whether or not to recuse themselves. However, he advised that if trustees recuse themselves for items 3.1 and 4.1 of the agenda, they should also be recused for section 4.2.

Trustee Lyra advised that she has prejudged whether a breach has occurred and will recuse herself from 3.1 and 4.1. She added that she has not prejudged what the sanction should be and therefore will not recuse herself for item 4.2.

Trustee Schwartz requested additional information with respect to the process for an appeal and/or judicial review of the Board's decision. Mr. Harnden advised that, if Trustee Blackburn is found to have breached the Code of Conduct and a

sanction is imposed, the decisions could be subject to an appeal and judicial review. In either an appeal or judicial review, having a trustee participate with an admitted conflict of interest could be perceived as breaching Trustee Blackburn's ability to receive a fair hearing. If the Board's determination is overturned, the Board could be at risk of being ordered to pay all court costs.

Trustee Ellis withdrew his point of order and advised that he would not recuse himself for items 3.1, 4.1 and 4.2.

3.1 Investigator's Report dated June 24, 2020

Chair Scott advised the Board that an investigation has been undertaken by an independent investigator, Zaheer Lakhani of Lakhani Campeau LLP. Mr. Lakhani will provide his investigator's report and after his presentation, trustees are invited to ask questions of clarification.

Mr. Lakhani informed the Board that he was a third-party investigator hired to investigate the 27 March 2020 incident involving Trustee Blackburn and a member of the community. Mr. Lakhani does not reside in Ottawa and does not know any of the involved parties. The publication and press releases were circulated and he was made aware of them. When retained, Mr. Lakhani committed to only look at the facts from the incident on 27 March 2020.

Mr. Lakhani provided an overview of his investigation.

Following Mr. Lakhani's presentation, Chair Scott invited trustees to ask questions for clarification and instructed that no new information was to be provided outside of what was filed in the report. Chair Scott advised that an opportunity to express views would be provided during items 4.1 and 4.2.

Trustee Ellis remarked that the whole process was a sham. He expressed concern that trustees were precluded from discussing the issue of racism and noted that he would recuse himself and leave the meeting.

**Moved by Trustee Bell, seconded by Trustee Campbell,
THAT the Board adopt the rules of committee.
Carried**

- Trustee Bell questioned the difference between "racially insensitive" and "racist" and whether conscious or unconscious. Mr. Lakhani advised that being racially insensitive is when an individual is unaware of their comments and that they are insensitive towards someone's race, instead of being intentionally racist. Mr. Lakhani noted that Trustee Blackburn did not target a Black youth; however, the intent is irrelevant as the photo and the comments were inappropriate. Advising a Black youth that he may go to a detention centre is racially

insensitive due to the misrepresentation of Black individuals in jails. Another issue that there was concern of being inappropriate was when Trustee Blackburn advised that she told other young Muslim boys that the park was closed and they adhered to her request to leave. When SL did not leave the park, the incident escalated;

- Trustee Bell inquired why further investigation of SL was not pursued. Mr. Lakhani highlighted that it was his requirement to meet with the parties and to ask for the names of witnesses. SL did not provide him with any witnesses. Mr. Lakhani's follow up letter to SL explicitly requested names of people to meet with to verify events and SL did not provide any contacts. Trustee Blackburn did provide her witnesses and others that were not involved;
- Mr. Lakhani highlighted that since SL retained counsel, he received guidance from his lawyer. Mr. Lakhani advised that his correspondence clearly stated that any lack of information could impact his assessment of credibility. Mr. Lakhani did not immediately know that SL had counsel, and he was originally going through SL's father. Mr. Lakhani stated both SL and his father could be present for the meeting and there was no response to the request. When Mr. Greenspan was retained by SL, Mr. Lakhani was told he would only receive a statement and that SL would not participate in a meeting;
- Trustee Bell inquired why previous racist issues were not taken into account. Trustee Scott noted that the parameters for an investigation are defined by the Code of Conduct policy which restricts investigations to actions pertaining to the specific incident;
- Trustee Campbell requested clarity on what was meant by "some conduct, seemed disingenuous" as no reasons were provided in the report. In response Mr. Lakhani advised that two main conclusions were used to base this decision:
 - Firstly, this comment about the detention centre was not thought to be racially insensitive at the time; however it was recognized by Trustee Blackburn after the fact. Trustee Blackburn said by not following rules, it is a slippery slope. Mr. Lakhani expressed the view that her comment was racially insensitive regardless of Trustee Blackburn's explanation; and
 - Secondly, Trustee Blackburn claimed she posted SL's photo to demonstrate she was ensuring the community was safe. Mr. Lakhani was concerned about posting the picture as it identified SL as a young person who does not follow the rules.

- Mr. Lakhani noted that Trustee Blackburn's counsel confirmed that she had taken sensitivity training;
- Trustee Hough inquired if an attempt was made to confirm SL's credibility through a character witness. Mr. Lakhani noted that he was looking for relevant evidence rather than an individual who could provide a positive statement about SL. SL, Trustee Blackburn, and a local Imam all agreed that the main witnesses, were two Muslim boys who were present. As SL's and Trustee Blackburn's statements aligned there was very little reason to investigate further as only minor aspects differed. The comment about Trustee Blackburn stating she would trip SL on stage and interfere with his graduation could not be confirmed;
- Trustee Schwartz requested clarification on SL's testimony/statement and whether he confirmed that his personal privacy was breached and that he felt discriminated against and shamed. Mr. Lakhani highlighted that SL's statement was in written form and he did not have the benefit of hearing it for himself. Mr. Lakhani asked SL for clarification around those statements to confirm if those were SL's own words. Mr. Lakhani received written confirmation stating that those were SL's words;
- Trustee Schwartz inquired if evidence suggested that Trustee Blackburn targeted SL, and in response Mr. Lakhani stated that he did not feel that SL was targeted but confirmed that what Trustee Blackburn said does meet the standards of racial insensitivity;
- Trustee Schwartz requested additional explanation as to why the comments were made about Trustee Blackburn's credibility and conduct being disingenuous. Mr. Lakhani noted that the statement was made as a result of Trustee Blackburn's comment about the "slippery slope" and that "those individuals that do not follow rules may one day be in a detention centre". Mr. Lakhani expressed the view that this comment was a problem and posting SL's picture to show she was protecting the community was not her sole intent. Whether Trustee Blackburn acknowledged the comments in the end or not, they were a problem; and
- Trustee Schwartz requested clarification on the comments under factual findings, "racially insensitive" and "by an elected official with corresponding fiduciary obligations towards the public". In response Mr. Lakhani stated that Trustee Blackburn's conduct was not as a concerned citizen, it was in her role as a trustee and that was a significant factor in how she approached the situation. On page 11 of the report, Mr. Lakhani provided evidence justifying why he came to this conclusion. If Trustee Blackburn was representing herself as a

trustee on Facebook and leveraging her position, then there are corresponding fiduciary obligations towards the public as stated in the law.

4. Matters for Action

4.1 Report 20-043, Code of Conduct Breach Determination (M. Giroux)

The Board had before it Report 20-043, Code of Conduct Breach Determination.

Executive Officer Giroux highlighted that in April 2020, a Code of Conduct complaint was filed against Trustee Blackburn stemming from an incident with a student in a local park on 27 March 2020. The Board retained the services of a third party investigator to conduct an investigation of the incident. A formal report was prepared by the investigator Mr. Zaheer Lakhani.

In order to make its determination the Board shall consider only the findings in the report of the investigator when voting on the decision and possible sanction(s).

Moved by Trustee Boothby, seconded by Trustee Penny,

THAT Trustee Blackburn has breached Sections 3.8, 3.15 and 3.18 of Policy P.073, Board Member Code of Conduct, in relation to an incident which occurred on March 27, 2020.

In introducing the motion Trustee Boothby made the following statements:

- Section 3.8 of the Code of Conduct states that " Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when representing the Board, attending Board events, or while on Board property" and it is clear from the finding of the report, that Trustee Blackburn was representing herself during the incident as a trustee, as indicated in her Facebook post;
- Section 3.15 of the Code of Conduct states that a trustee is required to behave in a civil manner and "not engage in conduct that would discredit or compromise the integrity of the Board";
- Section 3.18 of the Code of Conduct states "Board members shall, at all times, act with decorum and shall be respectful of ... students and the public". Whether Trustee Blackburn thought SL was a student of the Ottawa-Carleton District School Board (OCDSB) or not, she did not conduct herself with decorum and SL did not feel respected but felt shamed. Trustee Blackburn subsequently took down the photo of SL

from Facebook, which implies she was aware that it was a shameful act and that it violated SL's privacy; and

- None of these actions are acting in decorum and Trustee Blackburn breached all three sections of the Code of Conduct and she has brought shame to the Board of trustees and to the OCDSB.

Trustee Penny, speaking in support of the motion, noted that it is evident that Trustee Blackburn diminished the role of a trustee by questioning the youth for over an hour and threatening to follow him home. These acts go against what the OCDSB is trying to accomplish. Trustee Blackburn did not apologize to the youth directly and during the incident did not act with decorum or respect.

Trustee Campbell agreed with the sentiments expressed and questioned 4.31 of the Code of Conduct where it states "resolution and reasons for decision shall be recorded" and requested clarification. Executive Officer Giroux responded by stating the minutes would sufficiently capture the reasons.

Trustee Jennekens stated that trustees are supposed to promote student achievement and equity or social circumstances should never be obstacles in them attaining their potential. Trustees must comply with the Code of Conduct, and there is an expectation for them to act with integrity and high ethical standards. She suggested that Trustee Blackburn must be held accountable for her actions, which do not represent the spirit of the District. Trustee Jennekens expressed the view that Trustee Blackburn has damaged public confidence in the Board.

Trustee Bell stated that, based on facts from the report, she understands this to be an act of racism. When there is an abuse of power through the impact of actions on a person or community, whether intentional or not, trustees must listen to the voices of those impacted in the community.

Trustee Schwartz expressed her support of the motion based on the findings in the investigator's report. She believes all three sections of the Code of Conduct were breached. Trustee Schwartz highlighted that a disregard for fellow Board members was shown by Trustee Blackburn's actions as demonstrated by the facts in the report. Trustee Blackburn did not uphold the dignity of the office and as a result, there will be a need to rebuild the public's trust. Trustees need to have high ethical standards and Trustee Schwartz expressed her disappointment and anger and stated that Donna Blackburn is not deserving of the title of trustee and the honour and respect the title deserves.

Trustee Hough stated that she is saddened and disappointed that the inappropriate behaviour by one trustee has had a significant impact on all

trustees over the last few months. She is upset that trustees are having to endure this, and she is unsure how to rebuild the community's trust. The fact that trustees have been required to remain silent, which appeared as though they did not care, has been unbearable.

Student Trustee Wijewwera thanked everyone for their professionalism and leadership in the process. He commented on behalf of students and as a person of colour, and expressed the view that emotions are running high and that supporting the determination of a breach could have a positive impact on students' views of trustees and senior staff.

Trustee Schwartz requested that the opinion of legal counsel be sought and proposed moving in camera following the vote on the recommendation.

**Moved by Trustee Campbell,
 THAT the Board move to end the rules of committee.
 Carried**

Trustee Penny assumed the Chair.

Trustee Scott expressed sadness that her fellow trustees are called on tonight to make a determination of a breach of the Code of Conduct. Trustee Scott noted that during Trustee Blackburn's term, she has made significant efforts to support marginalized youth; however, her treatment of SL and her subsequent media posts are disturbing. Trustee Blackburn used her connections as a Board member and her language was intimidating and insensitive. Conduct in a professional manner should not include posting photos of minors. The insensitivity of Trustee Blackburn's remarks diminished the collaborative relationships that the OCDSB is trying to build and have hurt the OCDSB's credibility. This incident displayed a blatant lack of respect. Trustee Scott resumed the Chair.

Trustee Boothby noted that the public has placed their confidence in trustees to make decisions in the best interests of students. She expressed the view that the incident has shattered the public's confidence and the associated work by the District has suffered as a result. She urged trustees to hold Trustee Blackburn accountable for her actions and the impact her insensitive actions had on SL.

Moved by Trustee Boothby, seconded by Trustee Penny,

Upon review of the facts as documented in the investigator's final report dated June 25, 2020 regarding a Code of Conduct complaint filed by Trustee Boothby in relation to Trustee Blackburn, the Board finds:

THAT Trustee Blackburn has breached Sections 3.8, 3.15 and 3.18 of Policy P.073, Board Member Code of Conduct, in relation to an incident which occurred on March 27, 2020.

Carried

A recorded vote was held and the motion was carried on the following division by those present:

FOR: Trustees Boothby, Hough, Campbell, Jennekens, Penny, Bell, Fisher, Schwartz, Scott, (9)

AGAINST: Nil (0)

ABSTENTION: Trustee Lyra Evans (1)

Moved by Trustee Schwartz, seconded by Trustee Jennekens, THAT the Board resolve in camera, to seek legal advice.

Carried

Chair Scott called the public meeting back to order at 9:23 p.m.

Trustee Penny reported that the Board met in camera this evening to seek legal advice and had no report.

Trustee Lyra Evans recused herself from participating in agenda item 4.2.

4.2 Report 20-060, Code of Conduct - Possible Application of Breach Sanctions (M. Giroux)

The Board had before it Report 20-060, Code of Conduct - Possible Application of Breach Sanctions, to consider whether sanctions, if any, should be applied in the event that the Board of Trustees rendered a decision that there has been a breach of the Board Member Code of Conduct.

Executive Officer Giroux noted that the Board, having determined a breach, may impose one or more sanctions. Options include censure, barring the Board member from attending all or part of a Board meeting or meeting of a committee of the Board, and barring the Board member from sitting on one or more committees of the Board for a specified amount of time not to exceed six-months. Both the determination of a breach and the imposition of sanction(s) must be decided by a $\frac{2}{3}$ majority vote of elected trustees.

Moved by Trustee Penny, seconded by Trustee Schwartz

Whereas the Ottawa-Carleton District School Board has a strong commitment to the human rights and equitable treatment of all persons;

And whereas the Ottawa-Carleton District School Board recognizes the importance of good governance and the responsibilities of trustees to provide leadership and to govern to benefit public education, being mindful of the impact of decisions and actions on individual communities and society at large, as provided in the Board Governance Policy P.012, Board Governance;

And whereas the Ottawa-Carleton District School Board has investigated a complaint under the Board Member Code of Conduct and has determined that Trustee Donna Blackburn has breached the Code of Conduct sections 3.8, 3.15 and 3.18 of Policy P.073.Gov, Board member Code of Conduct and the fiduciary expectations for civil behavior for School Trustees;

And whereas the Board believes that Trustee Blackburn exploited her privilege and the privilege of elected office; failed to prioritize the dignity of other persons; and engaged in conduct which discredited the Board and undermined the Board's commitment to create a culture of caring and social responsibility; and expressed regret for her actions only well after the presentation of the Code of Conduct complaint;

Therefore be it resolved.

A. THAT, in accordance with Section 4.37(a) of Policy P.073.GOV, Board Member Code of Conduct, the Board censure Trustee Blackburn for behavior which was disrespectful to the individuals directly involved, disrespectful to the Black community as a whole, and which used language which is known to be offensive and more specifically is a form of anti-Black racism; and further,

i. That the Board condemn the behavior of Trustee Blackburn which is not representative of the values and beliefs of the Board of Trustees; and

ii. THAT the Board stand with the community in strongly recommending that Trustee Blackburn immediately offer her resignation from the office of OCDSB Trustee, Zone 3, Barrhaven/Knoxdale-Merivale;

B. THAT, in accordance with Sections 4.37(b) and 4.39 of Policy P.073.GOV, Board Member Code of Conduct, Trustee Blackburn be barred from attending the Board meeting at which the Board will consider the approval of the 2020-2021 Annual Budget;

C. THAT, in accordance with Section 4.37(c) of Policy P.073.GOV, Board Member Code of Conduct, Trustee Blackburn be barred from sitting on the following committees of the Board for the six-month period between July 1, 2020 and December 31, 2020:

- Committee of the Whole;

- Committee of the Whole (Budget);
- Parent Involvement Committee;
- Audit Committee;
- Any Advisory Committee designated under Section 9.5(c) of the OCDSB By-Laws;
- Appeals Hearing Panels;
- Expulsion Hearing Panels, and
- Any Ad Hoc Committee established by the Board; and further.

D. THAT, in accordance with Section 4.38 of Policy P.073.GOV, Board Member Code of Conduct, the Board encourage Trustee Blackburn to immediately undertake and complete an Anti-racism program to be recommended by the Board's Human Rights and Equity Advisor;

E. THAT, in accordance with Section 4.38 of Policy P.073.GOV, Board Member Code of Conduct, the Board encourage Trustee Blackburn to immediately undertake and complete a review of the Good Governance for School Boards, Trustee Professional Development Program and provide a copy of the Certificate of Completion to the Board; and

F. THAT the Board refrain from appointing Trustee Blackburn to any representative position or role on behalf of the Board for a period of six months from July 1, 2020 to December 31, 2020.

In introducing the motion Trustee Penny noted that the depth of the proposed sanctions are appropriate for the nature of the breach.

**Moved by Trustee Schwartz, seconded by Trustee Fisher,
THAT the Board adopt the rules of committee.
Carried.**

Speaking in support of the motion, Trustee Schwartz noted for the record that it is true that Donna Blackburn represented Barrhaven constituents for many years, raised funds for Syrian refugees and we thank her for that, but her actions in Board meetings were that of a bully and she abused her role as an elected official. Donna Blackburn has done this before and her deplorable actions on 27 March 2020 affected SL. Trustee Schwartz showed frustration that her voice was silenced and that the OCDSB's reputation has been affected. Trustee Schwartz felt hopeful at the recent Board retreat that the Board was moving in the right direction knowing that staff and colleagues were committed to equity for all. Trustee Blackburn admitted her actions, she bullied a child, abused her power, the report signals that she was not remorseful for her actions and it took more than a month to issue an apology. Trustee Schwartz notes she would like stronger sanctions and for options to be provided. Trustee Schwartz highlighted that students and community members need to know the

Board will put action and policies of anti-bullying and racism into effect. She urged fellow trustees to consider the seriousness of the allegations.

Trustee Boothby thanked Trustee Schwartz for summarizing how she has felt over the last few months. Trustee Boothby stated that Trustee Blackburn is a third term trustee and not ignorant of the expectations of a trustee. She expressed the view that the Board must not condone her behaviour and that Trustee Blackburn's actions have undone some of the efforts of her own work and that of the Board. Trustee Boothby noted that Trustee Blackburn shamed a student on Facebook, and noted that her actions will have repercussions.

In response to trustee queries the following points were noted:

- Executive Officer Giroux highlighted, that the legislation is clear with respect to the sanctions available to school boards;
- Mr. Harnden confirmed that, while a six-month limitation was not in the *Education Act*, it was contained in the Code of Conduct. The Board was required to adhere to that limitation. The sanctions in the motion represented a fulsome view of those available; imposing more severe sanctions would be regarded as being outside of the Board's authority;
- Mr. Harnden highlighted that, "attending" indicates that this form of sanction is confirmed to a single meeting. He added that "barring from sitting" indicates that there can be a removal of the trustee from a committee;
- Executive Officer Giroux stated that it is the practice of the Board to appoint trustees to a committee. This is usually done by motion or by ballot. The provision is barring the trustee from sitting on the current committee and would not prohibit appointments in the future. The trustee may also be barred from a committee not exceeding a six-month period; and
- In response to a query from Trustee Hough, Executive Officer Giroux stated that the Board may only encourage a resignation.

Speaking in support of the motion, Trustee Fisher stated that he shared the views of his fellow trustees and highlighted that individuals seek public office to further the interests of their community. Trustee Fisher expressed the view that while this was a highly unfortunate event this was not the first incident involving Trustee Blackburn and despite the Board's efforts to deal with the behaviour in a way that would prevent future incidents, they were not successful.

Trustee Bell expressed the view that although she is a first-time trustee, she is aware of her responsibility to behave with decorum in public and in

private. Trustee Bell highlighted that over the course of the investigation, staff have spent hours on this issue and have spent tens of thousands of dollars. Trustee Bell inquired as to how strongly the clause can be worded stating a racist act was committed and be added to the clause. Secondly, should Trustee Blackburn choose to keep her seat, is there a clause that can be added that if another incident occurs, a harsher sanction would be applied? Executive Officer Giroux responded that the addition of conditional language that moves to a stricter action cannot be added unless there is a change in legislation. However, the Board has flexibility about the language and can make it stronger.

An amendment moved by Trustee Bell,

THAT part A be amended to read “more specifically engaged in an act of anti-Black racism...”

Carried

In response to a query from Trustee Schwartz regarding the severity of sanctions permitted within the *Education Act*, Mr. Harnden stated he is aware of some cases where further sanctions were imposed but they are not in accordance with the *Education Act*, and therefore, he would advise against it.

- Trustee Schwartz noted that some committees would continue to meet over the summer and inquired if the start of the sanctions could commence at a date later than 23 June 2020. In response Chair Scott noted that Board, Committee of the Whole (COW) and Committee of the Whole (COW) Budget would meet over the summer months and suggested that the date the sanctions apply commence in September 2020;
- Executive Officer Giroux noted that the Board has the discretion to select the dates of the six month period; and
- Speaking in support of the amendment Trustee Boothby expressed the view that Trustee Blackburn has lost the moral authority to act as a trustee and to move the Board's work forward, particularly regarding the anti-racism work.

An amendment moved by Trustee Schwartz,

THAT part C be amended to read “Trustee Blackburn be barred from sitting on the following committees of the Board for the six month period beginning with the next scheduled meeting...”

Carried, friendly

**** The 10:30 pm vote obtained the required $\frac{2}{3}$ majority to continue the meeting ****

An amendment moved by Trustee Schwartz,

THAT part F be revised to read "THAT the Board refrain from appointing Trustee Blackburn to any representative position or role on behalf of the Board at the next organizational meeting in December 2020".

Executive Officer Giroux and Mr. Harnden advised that a 1 or 2 year period may be outside of the Board's scope.

Trustee Schwartz withdrew her amendment.

An amendment moved by Trustee Schwartz,

THAT part F be revised to read "THAT the Board refrain from appointing Trustee Blackburn to any representative position or role on behalf of the Board for a period of six months beginning 1 December 2020".

Carried, friendly

- Trustee Schwartz recommended that funds not be provided to Trustee Blackburn for professional development for the duration of her term, in response, Executive Officer Giroux and Mr. Harnden responded that this is outside of the bounds of *the Education Act*;
- Trustee Schwartz noted for the record, that in her opinion, Trustee Blackburn should not have access to public funds for professional development for the duration of the imposed sanctions and that access to OCDSB email should be revoked; and
- Trustee Boothby requested that Trustee Blackburn be removed from her appointment on the Board of the Ottawa Student Transportation Authority (OSTA), Mr. Harnden advised that the removal of Trustee Blackburn from OSTA could not be included in the sanctions as OSTA is a separate organization from the Board.

Moved by Trustee Fisher,

THAT the Board end the rules of Committee.

Carried

Trustee Schwartz assumed the Chair.

Trustee Scott stated that the sanctions are severe, but Trustee Blackburn abused her role as trustee and failed to recognize that her actions were wrong.

Trustee Scott resumed the Chair.

Moved by Trustee Penny, Seconded by Trustee Schwartz,

A. THAT, in accordance with Section 4.37(a) of Policy P.073.GOV, Board Member Code of Conduct, the Board censure Trustee Blackburn for behavior which was disrespectful to the individuals directly involved, disrespectful to the Black community as a whole, and which used language which is known to be offensive and more specifically engaged in an act of anti-Black racism; and further,

- i. THAT the Board condemn the behavior of Trustee Blackburn which is not representative of the values and beliefs of the Board of Trustees; and**
- ii. THAT the Board stand with the community in strongly recommending that Trustee Blackburn immediately offer her resignation from the office of OCDSB Trustee, Zone 3, Barrhaven/Knoxdale-Merivale;**

B. THAT, in accordance with Sections 4.37(b) and 4.39 of Policy P.073.GOV, Board Member Code of Conduct, Trustee Blackburn be barred from attending the Board meeting at which the Board will consider the approval of the 2020-2021 Annual Budget;

C. THAT, in accordance with Section 4.37(c) of Policy P.073.GOV, Board Member Code of Conduct, Trustee Blackburn be barred from sitting on the following committees of the Board for the six month period beginning with the next scheduled meeting of each of the following committees: Committee of the Whole (COW), COW Budget, Parent Involvement Committee, Audit Committee, any Advisory Committee designated under Section 9.5(c) of the OCDSB By-Laws, Appeals Hearing Panels, Expulsion Hearing Panels, and any Ad Hoc Committee established by the Board; and further;

D. THAT, in accordance with Section 4.38 of Policy P.073.GOV, Board Member Code of Conduct, the Board encourage Trustee Blackburn to immediately undertake and complete an anti-racism program to be recommended by the Board's Human Rights and Equity Advisor;

E. THAT, in accordance with Section 4.38 of Policy P.073.GOV, Board Member Code of Conduct, the Board encourage Trustee Blackburn to immediately undertake and complete a review of the Good Governance for School Boards, Trustee Professional Development Program and provide a copy of the Certificate of Completion to the Board.

F. THAT the Board refrain from appointing Trustee Blackburn to any representative position or role on behalf of the Board for a period of six months beginning 1 December 2020.

Carried

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

FOR: Trustees Boothby, Hough, Campbell, Jennekens, Penny, Bell, Fisher, Schwartz, Scott, (9)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Chair Scott noted that written notice of the determination will be provided to Trustee Blackburn and she has the right to appeal the determination of sanctions within 14 days of receiving the notice.

Trustee Scott informed the Board that she will prepare a letter to the Ministry of Education, informing them of the District's experience since 2016 and on research on other boards, which will be circulated to all trustees for review. The letter will be a publicly available document.

Director Williams-Taylor shared that the calls for action sounded by the community have been underscored by the recent attention to matters of Anti-Black racism shared not only through the media, but also through the voices of people in Ottawa. The trauma that has been communicated by the community at large and the Black community in particular has been clear and resonant. The voices of Black people are joined with Indigenous communities, scholars, leaders and families who have already shone a light on areas where the District's commitments and responsibilities to Human Rights have not been realized. There is no question that the Board and staff together must own the challenge and drive changes that will result in measurable differences for the District's Black and Indigenous students. Classroom curricular programs, content and teaching, leadership and staff representation, discipline policies and procedures, are some of the key areas where Black and Indigenous students have been underserved by the status quo. While the District's work must serve to improve the experience and outcomes for these particular student communities, it is known that to achieve equitable outcomes for all students the District must engage with and explore diverse voices, experiences and perspectives. When the experiences and opportunities for Black and Indigenous students are improved, the District will ultimately better serve all students.

4.3 Notice of Motion, OPSBA Policy Resolution, Trustee Scott

Moved by Trustee Scott, seconded by Trustee Lyra Evans,
 THAT OPSBA advocates for improvements to Section 218 of the
Education Act and O. Reg. 246/18 to enhance school boards' ability and
 authority to address unacceptable or inappropriate behaviour by board
 members.

In introducing the motion, Trustee Scott advised the Board that policy
 resolutions are to be presented at the Ontario Public School Board's
 Association (OPSBA) annual general meeting (AGM) in the fall of
 2020. She noted that the policy resolution may be well received as other
 school boards from across the province have found the legislation lacking
 with respect to the sanctions available to address Code of Conduct issues.

In response to a query from Trustee Campbell, Trustee Boothby noted
 that over the last four years, several boards have experienced difficult
 situations with trustees and have lamented the limited punitive sanctions
 the legislation affords Boards.

Moved by Trustee Scott, seconded by Trustee Lyra Evans,

**THAT OPSBA advocates for improvements to Section 218 of the
Education Act and O. Reg. 246/18 to enhance school boards' ability
 and authority to address unacceptable or inappropriate behaviour by
 board members.**

Carried

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

FOR: Trustees Boothby, Hough, Campbell, Jennekens, Penny, Bell,
 Fisher, Schwartz, Scott, Lyra Evans, Blackburn (11)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

5. Adjournment

Meeting adjourned at 11:00pm.

Lynn Scott, Chair of the Board



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



SPECIAL BOARD PUBLIC MINUTES

Thursday, July 9, 2020

6:00 pm

Zoom Meeting

Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Richard Sinclair (Manager of Legal Services and Labour Relations), Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager of Learning Support Services), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Julie Cyr (Manager of Early Learning), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)

Guests Present: Vera Etches (Chief Medical Officer at Ottawa Public Health)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 6:02 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Hough, seconded by Trustee Lyra Evans,
THAT the agenda be approved.

Trustee Campbell requested that the calendar item be moved to earlier on the agenda. In response, Chair Scott stated that was not advisable as the calendar could be impacted by the discussions. Director Williams-Taylor added that if Trustees are asked to approve the agenda around the return to school, then perhaps the approval could be delayed until after the delegations.

**Moved by Trustee Hough, seconded by Trustee Lyra Evans,
THAT the agenda be approved.
Carried**

3. Delegations (Oral)

3.1 Holly Grenier, re Planning for Return to School

Ms. Grenier shared that the learning at home has had a significant impact on her 11-year-old son who has become nervous and anxious. From her experience, the curriculum had a lack of structure with inconsistent levels of work being assigned, limited feedback, no teacher-led calls or one-on-ones. Being an only child, this program added to his stress and his isolation.

Ms. Grenier's son requires social interaction and extended day programs (EDP) need to run to support working parents. A two-day, in-person approach will not limit transmission because parents will be required to place their children in daycare outside of EDP.

Other options need to be explored if learning from home will be continuing. Children will require a plan clearly outlining the week's schedule. Children need to be made aware of what is expected so they can hold themselves accountable. Options should be explored to keep children engaged such as pre-recorded videos by teachers, clearly outlining the lessons each week, and scheduling one-on-one calls with teachers, as necessary.

3.2 Ariel Troster, re Planning for Return to School

Ms. Troster expressed her frustration with the current plan to only reopen schools two days a week per child. Stating that even in their two-parent household of educated parents, they were unable to effectively teach their 8-year-old. She is concerned as her daughter has refused to participate in the online curriculum and has begun showing signs of depression.

In response to a query, Ms. Troster noted offering mental health support in school would be a positive improvement. Her concern is surrounding children who ordinarily would have teachers that intervene and that those children are not being recognized.

In response to a query, Ms. Troster noted that full-time schooling is ideal. Young children cannot complete assignments and log onto virtual calls without requiring parental assistance. Children require supervision and in order to do this, parents cannot work. For those working outside of the home, online assistance cannot be expected from day care. The only potential solution would be to have a dedicated synchronous learning program that engaged children instead of having children learn on their own.

3.3 Neil Barratt, re Planning for Return to School

Mr. Barratt shared his opinion that the Ottawa-Carleton District School Board (OCDSB) needs to publicly advocate for full-time schooling in the fall to the Minister of Education and the Premier and request the sufficient funds to enable this possibility.

Mr. Barratt stated not enough innovative solutions have been explored. He understands this will be a challenge, but children will suffer setbacks that will affect their mental health as well as their parents.

3.4 Nathan Gordon, re Planning for Return to School

Mr. Gordon is a parent of three primary aged children and requested that primary students be provided full-time in-person instruction if a second wave of COVID-19 does not occur. He highlighted that health experts and institutions recommend full-time schooling for children and noted children do not receive the attention they require if they are learning from home.

3.5 Jessica Haynes, re Planning for Return to School

Ms. Haynes is a parent of three elementary school children and shared that in her experience, remote learning was challenging. She is concerned for her daughter, who is entering grade one and has autism, as she did not respond well to e-learning. She highlighted that Report 20-061 stated the curricular standards will be maintained but how can this be achieved if parents are responsible for teaching their children? Parents will be bearing the burden of educating their children, which is not practical. The curriculum would need to be modified if e-learning is to continue.

3.6 Stephanie Turner, re Planning for Return to School

Ms. Turner believes that it is not in families' best interest to have children only attend school two days a week. This plan will likely result in parents

burning out which could lead to mental health issues. Unless additional resources can be provided for daycare, this plan will not work. Parents will need to choose between working or home schooling their children. This proposed school schedule will mainly impact women, as care is predominantly provided by them, and this will contribute to systemic inequity for genders.

3.7 Lee Patriquin, re Planning for Return to School

Ms. Patriquin expressed her disappointment in the hybrid learning plan. She works full-time outside of the home and this proposed plan essentially will result in her needing to quit her job. She highlighted that when the economy starts to normalize, employers' expectations will increase.

Her only option will be to have her children cared for by her teenage child, which will likely result in her children not participating in e-learning. This will have a domino effect that will cause their academic careers to be in jeopardy. Parents and siblings are not qualified to be schooling young children.

In response to a query, Ms. Patriquin stated if her children are in school full-time, she would not need to seek additional care for her children.

3.8 Chris Mallinos, re Planning for Return to School

Mr. Mallinos, the father of a grade 1 student, is disappointed by the proposed two-day a week, in-person school plan. He highlighted that this will have disastrous effects on children, families and the economy. Quarantine is isolating children and as a result more children are suffering from depression. Children need social and emotional support. The hybrid model relies on assistance from parents and they are burning out while trying to work full-time. Mr. Mallinos noted that women will likely be the most impacted and may need to quit their jobs. He noted that there are inequities as high speed internet is not readily available to all communities. Full-time schooling does pose a risk to children, but the risk of part-time schooling opens children up to more risk and exposure.

3.9 Marguerite Gravelle, re Planning for Return to School

Ms. Gravelle, is the mother of two youths entering grade 12, and she is worried about their academic future if they have a sub-par school year. The synchronous learning was inconsistent and the tests her youths were provided did not seem to meet quality standards.

One of her teenage children has dyslexia and, given quarantine, the school was unable to provide assistance. To manage the situation, she was instructed to hire a private tutor. Summer school is a potential solution, however the condensed curriculum increases the frequency of tests and the impact of missing a day would cause a significant loss of

learning. Another challenge is that her children are not motivated to complete the e-learning curriculum. Since Ms. Gravelle is working, she cannot supervise them, and being teenagers, they need accountability.

Ms. Gravelle highlighted that part-time schooling does not limit teenager's exposure as they are currently interacting with their peers outside of school.

3.10 Sara Atkins, re Planning for Return to School

Ms. Atkins is the mother of a four-year-old son with special needs, who is immune compromised. His condition is severe, and he has been rushed to the Children's Hospital of Eastern Ontario (CHEO) for oxygen simply from a cold. Despite this fact, Ms. Atkins firmly believes that it is in children's best interest to be in school full-time. She noted that children are struggling with online learning and with parents working, they will need to be in daycare, which will not reduce the spread. Ms. Atkins suggested cancelling field trips and assemblies and designing new protocols for hygiene. It is important for children's development and mental health to be in school full-time.

3.11 Raghav Srikanth, re Planning for Return to School

Mr. Srikanth highlighted that children are the future and it is not realistic to expect parents to be responsible for furthering their children's education. The school board has the power to provide adequate schooling for children ideally on a full-time basis. If this is not possible, then an online program must be designed providing adequate access to resources and education. This is particularly important for children with special needs and marginalized students, where some form of facility is necessary.

3.12 Mike Pot, re Planning for Return to School

Mr. Pot recognized that this situation is temporary and currently his focus is on safety and for that reason he supports the hybrid model.

He believes that as long as his children are in school part-time, this should assist with their mental health challenges. The hybrid option will allow for more flexibility, as the winter months will cause everyone to be indoors and if the virus is airborne, a quarantine could recommence. However, Mr. Pot agrees that the online learning program needs to be improved.

Mr. Pot recommended that the Board review the studies from the Netherlands and agreed to circulate the reports. He highlighted that the virus spreads from travel and suggested that a policy be considered instructing students to be isolated for 14 days if their parents return from travels.

3.13 Alasdair Stuart-Bell, re Planning for Return to School

Mr. Stuart-Bell is the father of two school aged children and is concerned about the current online education. Although he recognizes the efforts made by teachers, he urged the OCDSB to explore digital solutions to enhance the program offering. Simply having online resources is not sufficient and having teachers, inexperienced with delivering online education, is not effective. There are experts in research and design that can assist the OCDSB to develop a digital offering that is appropriate for each student and age.

3.14 Sharmeen Charania, re Planning for Return to School

Ms. Charania was unable to attend the meeting to present her delegation.

3.15 Kayla Cseh, re Planning for Return to School

Ms. Cseh is the single mother of a ten-year-old daughter, and works as a casual education assistant (EA) for the school district. She noted that during quarantine, she received government assistance and therefore she could assist her daughter with online learning. Her daughter has been diagnosed with anxiety and attention deficit/ hyperactivity disorder and has been struggling over the last year. However, during the closure, her daughter thrived due to her dedicated assistance. However, once she returns to work, this level of attention will not be able to continue. Ms. Cseh is determined to not have her daughter fall behind when she needs to return to work. The only options she sees are private schools, home schooling for dual income families and at home parents or neglecting your children's education.

3.16 Elizabeth Sweeney, re Planning for Return to School

Ms. Sweeney was not available to present her delegation.

3.17 Sally Bidel, re Planning for Return to School

Ms. Bidel is the mother of two children that are entering grade 1 and junior kindergarten. For children this age, it is not possible for them to participate in online learning without the assistance of an adult. The proposed two days of school is not sufficient, and having a full day dedicated to cleaning is unacceptable, it should be done outside of school hours. Dr. Etches has stated that the number of COVID-19 cases cannot be lower than it is without a vaccine.

In response to a query, Ms. Bidel stated younger grades are not conducive to online learning. Her oldest child has a wonderful teacher who did her best and she herself is a teacher and she feels that there should be zero online learning for younger students.

3.18 Miriam Padolsky, re Planning for Return to School

Ms. Padolsky is the mother of two children ages 4 and 8. She understands that the OCDSB follows the direction of the Ministry of Education but asks the Board to advocate for full-time, in-person schooling. Ms. Padolsky is aware that full-time school has some risk but feels the price of part-time schooling is too high to pay, due to the inevitable increased contacts. Remote learning is not a viable replacement for in-person learning. Even with the assistance of parents, her children only learned a fraction of what they would have in person. Online learning was stressful, and it is not realistic to have kids learning from home with parents working full-time.

3.19 Ruth Thompson, Planning for Return to School

Ms. Thompson is a full-time single mom to a 6-year-old. During the closure, her son did not participate in online learning and he watched TV for the majority of the time, because she needed to work 40 hours a week. The only alternative would be to put her child in daycare, and she questions how he will complete his online education if he is in daycare. In Ms. Thompson's opinion, full-time school is the only option; it is best for children and the economy.

In response to a query, Ms. Thompson stated a hybrid model or the online model, would likely result in her needing to quit her job despite the fact that it would cause financial hardships. She suggested having full-time school one week on and one week off, because in her case she could send her child out of town to be cared for by family.

3.20 Sarah Estabrooks, re Planning for Return to School

Ms. Estabrooks is the mother of three elementary aged children. Even though she is part of a two-parent household, with access to technology, educated parents with flexible work schedules, her children struggled with the online learning despite having every reason to succeed.

Ms. Estabrooks highlighted that her children's education suffered, and she feels they deserve better, such as more support from their teachers in terms of content and curriculum. She recognized teachers' efforts, but the technology and the platforms were not adequate and online learning is not a reasonable way to continue. The announcement of a hybrid model was very disappointing, and Ms. Estabrooks stressed the importance of finding creative solutions over the remainder of the summer and suggested utilizing empty federal government buildings.

3.21 Carolyn Moffatt, re Planning for Return to School

Ms. Moffatt is a single mother with a disability, with two elementary aged children. She is concerned about the part-time hybrid model because there is no evidence to support that this plan is safe, and she urged the OCDSB to explore alternatives. Having worked in healthcare, she

stressed how vital it is to have solid cleaning practices in place to prevent and control infectious disease. Ms. Moffatt highlighted that janitors need to be trained on proper cleaning procedures and the province needs to increase funding for supplies and staff. She stated that taking an entire day to clean is not sufficient, in healthcare, machines are cleaned with every use and high touch surfaces are cleaned throughout the day. Until cleaning protocols are in place and airflow in school is increased, she is not confident that the COVID-19 numbers will remain low.

3.22 Lise Arseneau, re Planning for Return to School

Ms. Arseneau was not present to present her delegation.

3.23 Regina Bateson, re Planning for Return to School

Ms. Bateson is the mother of three elementary aged children, and she noted that in her opinion, a hybrid model would fail the OCDSB's youngest learners. She recognizes it was necessary to adopt an online education model during quarantine but now that circumstances have drastically changed, full-time schooling is necessary. She highlighted that over the last few months, her grade one child had only 30 minutes with her teachers weekly, and the same would be true for her twins entering junior kindergarten. This will prevent children learning social skills, numeracy and French. If a hybrid model is adopted, those with higher incomes will hire tutors or send their children to private school while lower income families will see their children fall behind. Ms. Bateson encouraged Trustees to fight for full-time schooling and challenge the Premier and Minister of Education to provide funding and support.

3.24 Melanie Wissink, re Planning for Return to School

Ms. Wissink is a mother of a one year old and a four-year-old and she highlighted that she decided to opt out of learning at home during quarantine. She urged trustees and the OCDSB to be innovative to find a solution. Ms. Wissink encouraged approaching parents to determine their plans for September to allow the District to better understand anticipated class sizes and the staffing required. If numbers require it, utilize closed office buildings and libraries. Part-time schooling will likely increase inequalities and have long lasting mental health effects. Children will be paying the debt that is incurred for years to come and therefore it is important we educate them to allow them to pay down the debt.

3.25 Teresa Iacobelli, re Planning for Return to School

Ms. Iacobelli is a parent to a grade one child, and she is supportive of a full-time return in September. Parents who work full-time and provide full-time care to their children, will burn out. This hybrid model is not conducive to working parents both in dual and single parent homes. Ms.

laocobelli expressed her disappointment that the province has not made education a bigger priority.

3.26 Lauren Dobson-Hughes, re Planning for Return to School

Ms. Dobson-Hughes noted that parents are at a breaking point and the hybrid model is unacceptable. Legal and human rights of children have been violated for the past 15 weeks, and if we are violating their rights, then it must be for a better reason than lack of ambition and logistics. If a model that consists of school two days a week is established, it will likely stay that way for the remainder of the year. It is better to be ambitious and scale down if necessary. Proposals have included the cost and impact assessments from a financial perspective, but they should also assess the emotional, psycho-social, and economic cost. She encouraged costing out scenarios and considering those factors in the calculations.

In response to a query, Ms. Dobson-Hughes highlighted that education is the fourth United Nations sustainable development goal. Canada has committed to 17 sustainable goals and currently, it is not delivering on the education goal or the gender equality goal.

3.27 Nicole Clowe, re Planning for Return to School

Ms. Clowe is the mother of two children, a four-year-old and one-year-old. Since her husband works out of home, she has needed to reduce her work to part-time to care for her children and assist with online learning. Ms. Clowe noted that this is not sustainable mentally and highlighted that this situation is forcing women to affect their careers. She stated that if she is expected to stay up late to complete her work then schools can work late evenings to clean the schools.

She questioned why the decision to limit classroom size to 15 students was made, when there is no research to suggest this number would be more effective. Ms. Clowe stated that education needs to be prioritized even if that is achieved by stopping the reopening plans for other scheduled services.

3.28 Sarah Mitchell, re Planning for Return to School

Ms. Mitchell noted that her six-year-old was keenly interested in school and over the quarantine has lost interest in learning completely and refuses assistance from parents. She appreciates that in order to reopen schools, it would require shifts to protect students and staff, but she feels necessary precautions can be implemented as demonstrated by the in-person camps now operating.

3.29 Lea Button, re Planning for Return to School

Ms. Button shared that she is raising 4 children, varying from 11 to 2 years of age, in a separated and blended family. She highlighted that co-parenting with the other two parents, has been difficult and resulted in them having a large bubble. She feels the hybrid model has highlighted the inequities and the difficulties that families in similar situations are facing. With separate households, the online assistance provided to children may vary and be unequal. Ms. Button stated that co-parenting can be difficult when the communication between the parents is difficult.

3.30 Gillian Carter, re Planning for Return to School

Ms. Carter is the mother of a three and six-year-old. She works approximately 60 hours a week, as does her partner, and they have no extended family to assist with childcare. She found the online learning program to be very challenging and she urged trustees and the District to prioritize children's well-being and deliver full-time schooling in September. Ms. Carter stressed the impacts of social isolation on children and suggested that the majority of children have had minor symptoms at best. She noted that the part-time model will put pressure on families, and this is not sustainable. It will only cause economic issues and will disproportionately affect women.

4. Delegations (written)

Chair Scott thanked all of the delegations that provided written delegations and listed everyone by name.

4.1 Carrie Cuhaci, re Planning for Return to School

4.2 Chris Huggins, re Planning for Return to School

4.3 Hannah Parks, re Planning for Return to School

4.4 Mary Vincent, re Planning for Return to School

4.5 Luisa Cardarelli, re Planning for Return to School

4.6 Shauna Ironside, re Planning for Return to School

4.7 Kristy Cook, re Planning for Return to School

4.8 Stacey Wan, re Planning for Return to School

4.9 Anatole Papadopoulos, re Planning for Return to School

4.10 Stella Militano and Burke Cleland, re Planning for Return to School

4.11 Angelina Wan, re Planning for Return to School

4.12 Renee Caron, re Planning for Return to School

4.13 Jennifer Salahub, re Planning for Return to School

- 4.14 Jamie Piga, re Planning for Return to School
- 4.15 Dana Kuehl, re Planning for Return to School
- 4.16 Bethany Schock, re Planning for Return to School
- 4.17 Leah Hutchinson-White, re Planning for Return to School
- 4.18 Scott Hindle, re Planning for Return to School
- 4.19 Taylor Hutter, re Planning for Return to School
- 4.20 Kelly and Larry Friesen, re Planning for Return to School
- 4.21 Hester Potts, re Planning for Return to School
- 4.22 Amy Nickerson, re Planning for Return to School
- 4.23 Leah Jagodics, re Planning for Return to School
- 4.24 Christoph Hutter, re Planning for Return to School
- 4.25 Saira David, Neena Kushwaha and Mariana Esponda, re Planning for Return to School

5. Matters for Action

5.1 Report 20-061, Planning for Return to School in September (B. Reynolds)

Director Williams-Taylor thanked the community for providing multiple perspectives on the return to school. The District has also received written submissions, emails directly to staff and trustees and all perspectives have been documented and where possible, a response was provided. These perspectives are being captured to inform the Board's and the District's decisions.

The Board had before it, Report 20-061, Planning for Return to School in September. Director Williams-Taylor noted that the plan is continually being adjusted as new information is obtained from Ottawa Public Health (OPH), the Ottawa Catholic School Board (OCSB), and the municipal advisory tables.

The District was contemplating a 2-1-2 model but it is clear that further considerations need to be made, and planning has shifted since 7 July 2020. The Minister of Education clearly stated that school board models should have school buildings used daily and in-person schooling more frequently than not. The Minister's statement is based on the improving numbers in Ontario.

Director Williams-Taylor noted that the presentation that accompanies the report is an overview for trustees and recognizes that school is just one component of Ottawa's ecosystem. Returning to school contributes to the

well-being, education and mental health of students, staff, families and the community as a whole. It is recognized that school plays a role in the economy and the impact it has on fragile communities is understood.

Staff at the District share the view that resuming school operations as quickly as sustainable is the primary goal. Sustainable means that once open, schools are in a position to remain open continuously. The plan is to reopen in September, but it is unlikely that it will be business as usual, as there are certain parameters and protocols for cleaning and movement that need to be established.

Director Williams-Taylor noted that the District recognizes that the online platform has challenges and has contacted third party operators, specializing in online learning platforms, to enhance the current program. This is in accordance with the Ministry of Education's instruction to enhance the virtual platforms to accommodate children who are not planning to physically return to school in September. The enhanced program will also be in effect if the return to full-time schooling is not possible due to another outbreak or a second wave.

Director Williams-Taylor highlighted that the District is aware that families are looking for clarity around the return to school. Unfortunately, no certainty can be provided as the Ministry will only announce in early August, which of the three modes of return will be applied, and they will be conditional on the recommendations from local and provincial public health agencies. In the meantime, the District is planning for all three modes with the resources currently allocated.

Associate Director Reynolds highlighted that collaboration efforts have been significantly enhanced between partners in the education sector across the province including co-terminus boards, Ottawa Student Transportation Authority (OSTA), Ottawa Public Health (OPH), and from parents and staff through surveys. These parties have been working within the Ministry's parameters to provide a consistent approach. The District has been working closely with the Ottawa Catholic School Board (OCSB) and OSTA to align and maximize transportation resources. Director Williams-Taylor noted that since April, collaborations have been ongoing on the Continuity of Learning initiative, with representation from the federations and from the mental health and equity team. The District has needed to make some speculations, as some participants and partners do not work in the summer and there is no certainty in this situation. The Ministry's COVID-19 collaboration table, consisting of medical health officers, has informed the Ministry's recommendations.

The three modes of learning that the Ministry has instructed districts to plan for include A) a normal return to school with enhanced protocols and

altered routines, B) a modified reopening with cohorts of 15 students, and C) an at home learning program if it is not safe to return to school.

Associate Director Reynolds welcomed Dr. Vera Etches, the Chief Medical Officer at OPH and thanked her for volunteering to participate and for her participation for the duration of the meeting. He highlighted that OPH has been helpful and routinely joins meetings to assist the District with challenges.

Dr. Etches thanked parents for all their efforts and recognized that they are the reason that a return to school is even a possibility. She highlighted that OPH needs to balance the risk of COVID-19 infections against the other health harms being exerted on the population. The full picture on the virus is not yet known but literature suggests that children tend to have milder symptoms. In Ottawa, as of 9 July 2020, there have been no children hospitalized, 70 cases in youths 10-19 years of age and 33 cases in children 0-9 years. Although children seem to have fewer symptoms, there is no certainty that they will be immune. There is a risk that, if physical distancing protocols are not followed and masks not worn, the virus could spread.

Dr. Etches shared that OPH is trying to balance all the risks and have been concerned since the beginning, of the overall effects on children and their well-being and those not residing in safe households. OPH is studying the impact of the pandemic on children and families and have discovered 50 percent of parents with children under the age of 18 reported poor or fair mental health, where previously it was 9 percent. Two thirds of parents of school-aged children were concerned about their children's emotional well-being.

Given these statistics, OPH has recommended five days of in-person school for children with physical measures in place and the provincial guidelines being observed. There is recognition that schools cannot operate with two meters of distance between students and the province is currently in the process of developing parameters. OPH is dedicated to collaborating to ensure reasonable and feasible options can be established to allow for full-time school and that mental health assistance is available in the community. OPH is committed to learning and adjusting to ensure resilience.

Director Williams-Taylor highlighted that Report 20-061 includes a synopsis of the complex key structural pieces. Full-day instruction is one component, as is student cohorts if that becomes required, as well as virtual learning for those that choose to remain at home.

Director Williams-Taylor noted that equity is a key principle of the District's decision making process, as are safety, quality instruction both in class and virtually, well-being, social support, and to comply with the guidelines

of the Ministry and OPH. Special education needs are being considered and feedback clearly illustrates that families need regular services to be available. The District has increased its commitment to support families who are vulnerable due to language barriers or socioeconomic disadvantages. Transportation provides an opportunity for access and although operationally it will be complicated, it is recognized as necessary. Staff has been in regular communication with OSTA about transportation upon the return to school.

Director Williams-Taylor highlighted that the extended day program (EDP) operates under the Ministry of Education unlike third party providers who follow a different direction and have differing parameters. In order to have full-time school operational, those who deliver programs need to be considered. There are many contracts and collective agreements and groups specifying human resource commitments for teachers, custodial staff, early childhood educators (ECE), and educational assistants.

The facilities staff will enhance cleaning, and additional resources and time will be allocated. EDP uses shared spaces with schools and therefore cleaning schedules will need to reflect the time required to clean between each group's use of the space.

Chair Scott thanked the staff for their presentation and Dr. Etches for taking the time to participate. She highlighted that the senior team has been working very hard to create a fluid model.

During question period, the following points were noted:

- In response to a query regarding whether class sizes of 15 were safer than those of 30, Dr. Etches noted that it depends on the overall situation. If smaller classes meant that children do not need to interact with other children, then in her opinion it was safer. If additional interactions will occur, then 30 would be better if it limits children's exposure. Five days a week with the same cohort and a smaller group would be ideal.

Moved by Trustee Lyra Evans, seconded by Trustee Fisher,

THAT the Board adopt the rules of committee.

Carried

- Trustee Lyra Evans noted that she feels adequate funds have not been allocated and that it is the Board's responsibility and that of the province, to ensure more funds are provided. She suggested providing an actual budget estimate, without restraint, to the Minister of Education for approval. If rejected, the Board would have done their due diligence and the community would know the Board exercised all their power;

- In response to a query, Dr. Etches noted that the Ministries of Education and Health are working on a best practices document for cleaning and deep cleaning. She highlighted that having a provincial standard is best, although schools will not be 100 percent safe no matter what measures are in place;
- In response to a query regarding the new COVID-19 strain that is apparently more contagious, Dr. Etches stated that there is not enough evidence to determine if it will create a higher risk; and
- Director Williams-Taylor clarified that the section on what we know and do not know refers to what mode of return to school the Ministry will announce and what additional safety parameters will be in place. The full-time and hybrid model would require adjustments to be made to special education and transportation for example;
- Trustee Schwartz stated that the District needs to take direction from the provincial government and the Ministry. The Ministry is expecting September to be an adapted hybrid, over the past many months, the OCDSB has tried to provide the best possible online learning program but it cannot replace in-person teaching and it poses negative effects on mental health. From Trustee Schwartz's first-hand experience and from what the delegations shared, it is clear that health and well-being are directly correlated to in-person learning. She highlighted that it will be a complex task, but families need to be considered and the OCDSB needs to exercise creativity and ask for emergency funding; and
- Trustee Schwartz advised that she will move the recommendation in the staff report with a new Part D to include writing a letter to the province and sharing it with partners, so that children can return to school full-time.

Moved by Trustee Schwartz,

- A. THAT the Board direct staff to develop plans for the implementation of three scenarios for the delivery of public education in September 2020 in accordance with the Ministry of Education guidelines and the guiding principles outlined in this report;
- B. THAT the 2020-2021 Staff Recommended Budget identify the provisions and estimates associated with the implementation of return to school plans;
- C. THAT the interim and annual financial reports that are provided to the Board include a summary of costs and any recoveries associated with the return to school plans; and
- D. THAT the Chair of the Board write to the Minister of Education and to the Premier of Ontario to express the Board's concern that the current

Back to School Recovery plan, and the “hybrid” or “adapted” model, in particular, leave working parents with young children, single-parent households, and low-income families in the precarious position of having to choose between educating their children and their own employment and that any Back to School Recovery plan needs to accommodate getting as many students as possible back into physical schools and spaces, while respecting public health advice, the letter to be copied to OPSBA, its member boards and Ottawa MPPs, and include the following:

- i. The OCDSB believes that a full and measured emergency response to the COVID-19 pandemic and recovery/reopening requires an ambitious and creative plan that supports communities, families, and children, and prioritizes investment in public education;
 - ii. To ask the Ministry to provide emergency and continuing funding to school districts to cover all extra COVID-19-related costs including, but not limited to, personal protective equipment (PPE), additional staffing, transportation, information technology (IT), supports for mental health and well-being, cleaning supplies, and essential school retrofitting and maintenance.”
- In response to a query, Director Williams-Taylor stated that the plan on reopening involves the Ministry outlining the direction and the OCDSB’s developed plan for that mode being applied and it does not require Ministerial approval. School boards will work with local public health units, as there will not necessarily be a full regional opening;
 - Director Williams-Taylor noted that the cohorts will be limited to 15, which is not necessarily present in enhanced measures, as the District has not been provided much clarity around enhanced measures. Director Williams-Taylor noted that enhanced safety protocols would be guided by OPH with the intention of keeping a cohort together to minimize contacts. The routine will change from what was previously practised, keeping groups of students limited, however numbers have not been provided. It is anticipated that high school students will not be freely moving around the halls as before. Opportunities to physical distance will be practised even if there are no cohorts in place;
 - In response to a query, Dr. Etches stated that OPH will follow the Ministry of Health’s direction and will work with provincial partners to ensure the guidelines allow for school five days a week. Once a plan is announced, the OPH’s role in the school board will be to provide support and make the environment as safe as possible with infection prevention guidance. Students experiencing anxiety, that impacts their social emotional well-being, will be assisted by the mental health representatives working in schools. If there is a second wave, OPH

will assist with managing that process as well but they do not anticipate needing to provide any type of order, under the Health and Protection and Promotion Act it may make an order, if required; and

- Dr. Etches responded to the inquiry regarding the reopening stages and stated that it is a complex process and she cannot speak on behalf of the Ministry of Education or the school board, but in her opinion a balanced approach is required. If infections rise then steps need to be taken to stop transmission in schools, which will require collaborating with parents and teachers. The intention is to avoid having to conduct a total quarantine like that in March and April. This will require having to balance the pros and cons to decide on the most suitable approaches and if physical distancing can be done in the general public, that is encouraged. Dr. Etches advised trustees to take the entire situation into consideration where family physical, emotional and mental health is taken into consideration not just infection rates.

An amendment moved by Trustee Fisher,

THAT the motion be revised as follows:

- A. THAT the Board direct staff to develop plans for the implementation of scenarios for the delivery of public education during the 2020-21 school year, commencing in September 2020, for approval by the Board in accordance with guidance from the Ministry of Education and the guiding principles outlined in Report 20-061;
- B. THAT the 2020-2021 Staff Recommended Budget identify the provisions and estimates associated with the implementation of the scenario that will guide the return to school in September;
- C. THAT regular financial reports be provided to the Board on the costs and any recoveries arising as a direct result of the pandemic throughout the 2020-21 school year, such as the implementation of the return to school plan and any other costs and recoveries associated with operational adjustments that might need to be made during the year in response to COVID-19; and
- D. THAT the Board include a standing item on each Committee of the Whole agenda for the 2020-21 school year in order to receive regular updates on the implementation of the board's pandemic response plans, to evaluate the effectiveness of these plans, and to determine on an ongoing basis whether adjustments need to be made by the Board.

Trustee Fisher highlighted the reasons for his proposed amendments:

- In part A, the intention was to provide clarity in the language to allow staff to make plans according to the Ministry of Education's direction but also consider that plans need to be submitted for board approval;

- In part B, the language provides clarity on the recommended budget around provisions and budgets to return to school;
- Part C applies to the financial reporting and any adjustments recommended to the budget throughout the year. It is important for trustees to receive regular updates on the impacts of the pandemic and unforeseen expenses, in order to adjust to other scenarios throughout the year; and
- Part D highlights the importance to the Board and staff of establishing time on the Committee of the Whole (COW) agendas to assess and evaluate the plans selected to be adopted and implemented. If course corrections are anticipated, this should be a standing agenda item for every COW meeting agenda.

During discussion, the following points were noted:

- In response to Trustee Scott's request for clarification on Part B regarding the standing item for each COW meeting agenda, Trustee Fisher agreed the intention is for it to be discussed at each meeting or if trustees prefer, once a month;
- In response to a query regarding the purview of staff and the Board of Trustees, Director Williams-Taylor stated that the planning does fall under the Board's fiduciary responsibility, however, the *Education Act* would not have foreseen a circumstance such as this and therefore it is not explicitly captured in the *Act*. The return to school includes a significant number of components, which are largely operational, and it would be within trustee's purview to provide their guidance around decisions, but it is Director Williams-Taylor's perception that daily operations would be in staff's purview;
- Trustee Blackburn requested clarification from Trustee Fisher as to whether the updates outlined in B and D would be oral updates or require a report. In response, Trustee Fisher stated that would depend on the significance of the adjustments being proposed, it could be either, however if adjustments are significant then a report would be preferred;
- Director Williams-Taylor highlighted that timelines will be challenging, as a budget needs to be provided to the Ministry of Education without knowing the method of return and then finalized by the end of August. However, there are financial considerations that can be assumed, such as enhanced cleaning protocols, if there is a full return to school or if a hybrid model is adopted. The District will need to make reasonable speculations regarding expected expenses. If necessary, there will be adjustments and course corrections;

- Trustee Boothby inquired if the motion should include the sub amendment to part B, stating “scenario(s)”, to reflect changes that may occur due to the plan imposed by the Ministry of Education;
- Trustee Lyra Evans noted the importance of part D, but stressed that staff should not be required to provide weekly updates as they will be busy preparing a plan and reacting to changes;
- In response to a query from Trustee Campbell on the proposed amendment to Part A, Trustee Fisher stated that the Board should support the budget and investments sent to the Ministry given the Board's fiduciary responsibility;
- Director Williams-Taylor clarified that the District is directed by the Ministry to prepare a plan for each of the three outlined scenarios and will be advised by 4 August 2020 what plan will be activated. The District is expected to receive direction and implement the scenario immediately, but the District's plan will be presented to the Ministry prior to that time; and
- In closing, Trustee Fisher noted that the District has been asked to develop three scenarios, which are to be endorsed by the Board, as they are accountable. Trustee Fisher highlighted that if a plan is proposed that the Board does not endorse, having the ability to provide input on plans and budgets is important and therefore he wants to ensure adequate reporting is provided to the Board. Trustee Fisher noted that this is not intended to cause limitations for staff but given the risks and budget implications, he feels this should be a standing agenda item to allow updates, whether in presentation form or done orally, can be provided.

Trustee Lyra Evans requested separate votes for each amendment.

An amendment moved by Trustee Fisher,

THAT the motion be revised as follows:

- A. *THAT the Board direct staff to develop plans for the implementation of scenarios for the delivery of public education during the 2020-2021 school year, commencing in September 2020, for approval by the Board in accordance with guidance from the Ministry of Education and the guiding principles outlined in Report 20-061;*

Carried

- B. *THAT the 2020-2021 Staff Recommended Budget identify the provisions and estimates associated with the implementation of the scenario that will guide the return to school in September;*

Carried

- C. *THAT regular financial reports be provided to the Board on the costs and any recoveries arising as a direct result of the pandemic throughout the 2020-2021 school year, such as the implementation of the return to school plan and any other costs and recoveries associated with operational adjustments that might need to be made during the year in response to COVID-19; and*

Carried

- D. *THAT the Board include a standing item on each Committee of the Whole agenda for the 2020-2021 school year in order to receive regular updates on the implementation of the board's pandemic response plans, to evaluate the effectiveness of these plans, and to determine on an ongoing basis whether adjustments need to be made by the Board.*

Carried

During the discussion on the motion as amended, the following comments were noted:

Dr. Etches stated that while OPH is not best suited to provide advice on children's mental health support, she confirmed that they do play a role in promoting coping skills. The OPH team has collaborative tables at which this subject is discussed. Written materials will be provided on how schools can manage student mental health.

An amendment moved by Trustee Bell,

THAT Part A be amended to add "THAT the Board direct staff to orient all work around children's human right to education as per Article 26 of the UN Universal Declaration of Human Rights, and Canada's commitment to achieve Sustainable Development Goal #4 Quality Education".

- Trustee Bell stated that since this is a global pandemic the District needs to be aligned with the international efforts when caring for the well-being of students. She suggested quoting Article 26 of the 2015 Universal Declaration of Human Rights, with respect to the right to inclusive and equitable quality education for all. Trustee Bell recommended referencing article 26 to provide clarity as to what human rights laws are being referenced;
- Director Williams-Taylor noted that she understands this amendment is to guide staff and that the commitment to education is a human right and equalizing human right to guide their decisions and design of the way forward; and
- Trustee Bell noted that article 26 states everyone has the right to education in fundamental stages and that it is compulsory. She feels the Board needs to ensure children have their human rights met.

An amendment moved by Trustee Bell,

THAT Part A be amended to add “THAT the Board direct staff to orient all work around children’s human right to education as per article 26 of the UN Universal Declaration of Human Rights, and Canada’s commitment to achieve Sustainable Development Goal #4 Quality Education.”

Carried

In response to Trustee Ellis' question regarding a full-time return to school plan for special education congregated classes, specifically for small Autism Spectrum Disorder (ASD) classes, Director Williams-Taylor advised that on 22 June, the Learning Support Services (LSS) team and raised exceptions would be considered and whether small classes under the cohort could attend school more regularly. Superintendent Symmonds noted that many specialized classes have maximums imposed by Ministry regulations and therefore it is anticipated that classes under 15 students can be treated as a cohort. Primary special needs classes may be able to attend school full-time, as well a variety of other specialty programs. There are some classes that may pose a challenge, such as the general learning program with 16 students, as well as the gifted classrooms, where primary classes are capped at 20, grade 3-4 capped at 23 and the junior/intermediate capped at 25. Each classroom will need to be reviewed to see what flexibility can be made to accommodate students. However, the District anticipates the highest special needs students being able to return full-time. Special attention is offered at Crystal Bay Centre for Special Education, Clifford Bowey Public School and physical support programs, as an analysis must be conducted on personal protective equipment (PPE) and the student's unique special needs;

Trustee Ellis inquired whether RAISE schools and those schools with students with higher needs, which are traditionally underutilized space, have been considered by staff as candidates to open full-time. Director Williams-Taylor noted that this has been contemplated and the District is reviewing these less occupied schools, but some of these schools have high percentages of students which are English Language Learners (ELL) and given the reduced English language exposure, the District wants to increase their attendance to increase their learning. Superintendent Towaij noted that the primary focus of collaborative tables is equity and ensuring that students that were disproportionately and negatively affected by the closure, could receive the most school days possible. Priority is also being placed on schools with higher percentages of ELL, special education needs in the regular classroom and on secondary students with English Second Language (ESL) and/or English Language Development (ELD) as well as students entering grade 10 without the required 8 credits from grade 9. All of the District's decisions are to maximize the cohort size and wherever possible, to have school five days a week to provide the best opportunity to close gaps and assist the most vulnerable students;

Associate Director Reynolds noted that OSTA is looking at various models to maximize the support provided to the OCDSB and the OCSB. Presto passes have been discussed as well as other alternatives such as small vehicles and small bus transportation;

Dr. Etches noted that protocols are being developed to address how schools should manage students exhibiting COVID-19 symptoms and contact tracing. OPH is the first to be informed of positive cases and from this point they record where the child has been and if a student was in school when infectious. OPH will determine who they were in close proximity to for an extended period and they would ask individuals to self-isolate for 14 days and be tested. Rapid access to testing and coordinated communication is vital;

In response to a question regarding Personal Protective Equipment (PPE), Dr. Etches responded that face masks or face shields should be part of the return to school discussion. If wearing a mask is mandatory it will be problematic for young children as it is not feasible to expect them to wear a mask and wear it properly. Teachers are more capable, but this is an occupational health and safety question which is currently being debated; and

In response to queries from Trustee Hough, Director Williams-Taylor highlighted that the pivot to virtual learning had not been planned and as time passed, practices were enhanced but it was not comparable to a typical e-learning environment. It is recognized that there are still enhancements to be done to virtual learning, especially given that students will have the ability to choose e-learning in the fall. The senior team has explored best practices for virtual learning; however there is not sufficient time to research all options. Typically, it takes 18 months for a cycle of change to occur and this situation is forcing change over a few months. There are policies and procedures to consider from the Ministry and between intersecting Ministries, therefore the District cannot select a best practice to implement.

- Director Williams-Taylor noted that the District has been instructed by the Ministry to develop a K-12 plan, and this prevents the option of exploring different models for students of different ages such as online learning for secondary school. However, it was noted that changes are regularly being unveiled so the potential for that to emerge could be an option;

***** The 10:30 pm vote received the required two-thirds majority to continue*****

- Trustee Jennekens highlighted that the delegations all mentioned the stress they experienced as a result of learning at home. She expressed concern for students with special needs and their families and for their mental health. She stated that having an Educational Assistant (EA) can be a lifeline for parents and the District needs to ensure that EA and early childhood educator (ECE) support is available;

- Chair Scott thanked Dr. Etches for her participation;
- Trustee Lyra Evans expressed her disappointment in her colleagues agreeing to create three different plans using the same budget and noted the cost to open safely should be reviewed using actual numbers; and
- Trustee Campbell stated that the Board has agreed to approve the key principles as outlined on page 7 of the staff report. and create the framework from which staff operate. He agrees the system can be improved and noted, for example, that full-time schooling and the extended day program (EDP) need to be identified as a priority for younger students, and that he would move to adopt the key principles with a number of amendments.

An amendment moved by Trustee Campbell,

THAT the following amendments to the key principles outlined in report 20-061 and referenced in Part C of the motion be approved:

1. The safety and well-being of students and staff is our first priority;
2. The OCDSB recognizes the importance of full-time learning at school to support student achievement and well-being and is committed to working towards the return to full-time learning, for a September start, or as soon therefore as may be permitted by both the Ministry and Ottawa Public Health;
3. The OCDSB recognizes (a) the unique and important value of schools to supporting the ability of families, our community and the economy to return to operation and (b) the sub-optimal nature of remote learning at home, and also the significant family stresses this can create;
4. District planning will be done with flexibility and agility and in a way that will allow as many students to access face to face learning as frequently as possible within safety guidelines - with greater priority provided to the return of both full-time school and EDP services to lower grades;
5. The OCDSB will demonstrate its commitment to equity *principles* and wherever possible will differentiate the delivery model to address the needs of our most vulnerable students (including special education needs, English Language Learners, school communities that are impacted by poverty);
6. The OCDSB is committed to creating safe and welcoming learning environments at school and at home with access to quality instruction; and
7. The OCDSB recognizes the importance of collaboration and will continue to make decisions in consultation with key partners at the

table, and returning to Board for approval of any proposal short of full-time schooling rooted in local DSB discretion by both Ministry and local Public Health and communicate decisions in a timely way to parents, students and staff.

A sub-amendment moved by Trustee Fisher,

THAT the language of principle #4 be amended to replace "lower grades" with "elementary grades".

Carried, friendly

An amendment moved by Trustee Campbell,

THAT the following amendments to the key principles outlined in report 20-061 and referenced in Part C of the motion be approved:

- 1. The safety and well-being of students and staff is our first priority;*
- 2. The OCDSB recognizes the importance of full-time learning at school to support student achievement and well-being and is committed to working towards the return to full time learning; for a September start, or as soon therefore as may be permitted by both the Ministry and Ottawa Public Health;*
- 3. The OCDSB recognizes (a) the unique and important value of schools to supporting the ability of families, our community and the economy to return to operation and (b) the sub-optimal nature of remote learning at home, and also the significant family stresses this can create;*
- 4. District planning will be done with flexibility and agility and in a way that will allow as many students to access face to face learning as frequently as possible within safety guidelines - with greater priority provided to the return of both full-time school and EDP services to elementary grades;*
- 5. The OCDSB will demonstrate its commitment to equity principles and wherever possible will differentiate the delivery model to address the needs of our most vulnerable students (including special education needs, English Language Learners, school communities that are impacted by poverty;*
- 6. The OCDSB is committed to creating safe and welcoming learning environments at school and at home with access to quality instruction; and*
- 7. The OCDSB recognizes the importance of collaboration and will continue to make decisions in consultation with key partners at the table, and returning to Board for approval of any proposal short of full-time schooling rooted in local DSB discretion by both Ministry and local Public Health and communicate decisions in a timely way to parents, students and staff.*

Carried

An amendment moved by Trustee Campbell,

THAT a new part be added to the motion as follows: "THAT staff be directed to work creatively, including the investigation of how other jurisdictions in and outside Canada have safely provided to classroom schooling, on an equal priority basis, and in close concert, with Ottawa Public Health (OPH), to seek to develop a broadly costed, workable, full-time September return plan for both school and EDP, that is explicitly endorsed by OPH as satisfactory addressing all local Ottawa full-time return risks as at endorsement time, for presentation to the Ministry in expected August conferencing."

- Director Williams-Taylor requested clarification on the key principle outlined for a complete return. If that is being advocated for but the Ministry of Education's mode of return is a hybrid model, what is the approval process that staff would be bringing forward to trustees? Also, would this full-time return require approval for all three proposals? In response, Trustee Campbell confirmed that the Ministry would dictate the direction, but the District would advocate for a full-time return. This principal does not contradict Trustee Fisher's request for approval of all plans, but this principal is requesting advocacy for one particular plan;
- In response to a question by Trustee Blackburn regarding the appropriateness of favouring lower grades primarily for a full-time return to school, Trustee Campbell noted that if the District was required to choose one grouping to favour, it is recommended that greater priority be provided to the younger elementary school aged children, as school is not just about learning but care and community impact. Director Williams-Taylor noted that the key words are "greater priority" and although the District is expecting to design a K-12 model, if required to contemplate an exception, this principle suggests favouring a fuller return for younger students as it provides childcare; and
- Trustee Lyra Evans questioned what was meant by "broadly costed" in the amendment. Stating that the costs will likely be higher than what has been costed assuming a 15-student cohort, Trustee Campbell clarified that he was referring to staff only needing to provide high level costing for full-time school and EDP. If the budget is not realistic, then it is proposed presenting the full estimated total to the Ministry.

Trustee Campbell stated the key concern is to create a robust scenario that will address concerns and indicate the Board's intention to the public. He added that operational and capital spending needs to be reviewed to ensure that a return to school in September is feasible.

An amendment moved by Trustee Campbell,

THAT a new Part be added to the motion as follows: "THAT staff be directed to work creatively, including the investigation of how other jurisdictions in and outside Canada have safely provided to classroom schooling, on an equal priority basis, and in close concert, with Ottawa Public Health (OPH), to seek to develop a broadly costed, workable, full-time September return plan for both school and EDP, that is explicitly endorsed by OPH as satisfactory addressing all local Ottawa full-time return risks as at endorsement time, for presentation to the Ministry in expected August conferencing."

Carried

An amendment moved by Trustee Campbell,

THAT a new Part be added to the motion as follows: "THAT staff be directed to carefully review such discretionary OCDSB operating and capital spending, including possible pausing of current multi-year investment or deficit management plans, as may be needed for sufficient reprioritization of funds to support such emergency spending as may be required in order to obtain local Public Health endorsement of a plan for the full-time return to school by September and/or as consistently thereafter as possible."

Carried

5.2 Report 20-062, Revisions to the School Year Calendar- Key Dates 2020-2021(N.Towaij)

The Board had before it Report 20-062, Revisions to the School Year Calendar, seeking approval of changes to the school year calendar with respect to professional activity (PA) days.

Superintendent Towaij advised that the Board of Trustees approved calendars for 2020-2021 on 25 February 2020. As of 30 June 2020, the Ministry of Education directed school boards to move two previously scheduled PA days, to the beginning of the school year.

Feedback indicated that whenever possible, parents preferred that elementary and secondary school PA days be aligned so that older students can provide care to their younger siblings. Another guiding principle was to maximize the number of school days, without PA days, especially in the fall.

Staff worked with the school year consultation community, which included parental representatives from the Parental Involvement Committee (PIC) and the Ottawa Carleton Assembly of School Councils (OCASC), as well as student representatives, federation partners, school administrators and with whom the District shares transportation services.

Option B was identified as the most suitable, which would result in the PA days scheduled for 9 October and 13 October to be moved to the 1st and 2nd of September.

The anticipated focus of the three PA days will include the following key areas:

1. Health and safety training will be provided, and the District will be working with OPH to develop training for all staff that will include age appropriate training for students;
2. Mathematics training that will include the new elementary curriculum;
3. Bullying prevention, intervention and de-escalation training;
4. Supporting students with autism;
5. Student mental health, student well-being and social and emotional training;
6. Enhanced synchronous learning training for all educators. The Minister of Education has stated there will be enhanced guidelines, which will be built into the training;
7. Anti-black racism, anti-discrimination and bias training; and
8. Rowan's law training where 100 percent of school staff on concussion management over the PA days.

Chair Scott clarified that calendar A and B reflect option B.

Superintendent Towaij highlighted that the 13 October 2020 parent teacher interviews would follow the same process as before where interviews will be held in the evenings. Teachers will accommodate any parent unable to attend by scheduling a meeting during the day by using a designated occasional teacher. The District will ensure equity for all parents and teachers can also conduct phone interviews, Zoom calls or Google meets opposed to in-person meetings;

Superintendent Towaij shared that training for educators has been ongoing since March and will not be confined to these three PA days. Superintendent Lehman's team has trained 8,500 educators on virtual assemblies, guided groups for interventions with levelled literacy intervention, Empower and gap closing tools. Additional training will be provided in the August summer institute. In addition, the District is compiling best practices to share with all educators. Superintendent Towaij shared her appreciation for the educators continuing professional development into late July. Interest has also been shown by educators wishing to contribute to the design of the new elementary math curriculum being released in September.

Moved by Trustee Campbell,

THAT the revised school year calendars attached as Appendix A and Appendix B to Report 20-062 be submitted to the Ministry of Education as the official 2020-2021 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools.

6. Matters for Information

7. Adjournment

**** The 11:00 p.m. vote did not receive unanimous consent and the meeting was adjourned.***

Lynn Scott, Chair of the Board



BOARD PUBLIC MINUTES (CONTINUATION)

**Friday, July 10, 2020, 9:00
am
Zoom Meeting**

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

Staff: Camille Williams-Taylor (Director of Education), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Nadia Towaij (Superintendent of Program and Learning K-12), Richard Sinclair (Manager of Legal Services and Labour Relations), Stacey Kay (Manager of Learning Support Services), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager, Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the special public meeting to order at 9:01 a.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Matters for Action

2.1 Report 20-061, Planning for Return to School in September (B. Reynolds)

Chair Scott advised that the public meeting of 9 July 2020 did not receive unanimous consent to continue past 11:00 p.m. The Board agreed to resume its meeting on 10 July 2020 at 9:00 a.m.

At the time of adjournment on 9 July 2020, the following motion, as amended, was on the floor:

Moved by Trustee Schwartz,

- A. THAT the Board direct staff to orient all work around children's human right to education as per article 26 of the UN Universal Declaration of Human Rights, and Canada's commitment to achieve Sustainable Development Goal #4 Quality Education;
- B. THAT the Board direct staff to develop plans for the implementation of scenarios for the delivery of public education during the 2020-2021 school year, commencing in September 2020, for approval by the Board in accordance with guidance from the Ministry of Education and the guiding principles outlined in Report 20-061, as amended;
- C. THAT the 2020-2021 Staff Recommended Budget identify the provisions and estimates associated with the implementation of the scenario that will guide the return to school in September;
- D. THAT regular financial reports be provided to the Board on the costs and any recoveries arising as a direct result of the pandemic throughout the 2020-2021 school year, such as the implementation of the return to school plan and any other costs and recoveries associated with operational adjustments that might need to be made during the year in response to COVID-19;
- E. THAT the Board include a standing item on each Committee of the Whole agenda for the 2020-2021 school year in order to receive regular updates on the implementation of the board's pandemic response plans, to evaluate the effectiveness of these plans, and to determine on an ongoing basis whether adjustments need to be made by the Board;
- F. THAT staff be directed to work creatively, including the investigation of how other jurisdictions in and outside Canada have safely provided to classroom schooling, on an equal priority basis, and in close concert, with Ottawa Public Health (OPH), to seek to develop a broadly costed, workable, full-time September return plan for both school and EDP, that is explicitly endorsed by OPH as satisfactory addressing all local Ottawa full-time return risks as at endorsement time, for presentation to the Ministry in expected August conferencing;
- G. THAT staff be directed to carefully review such discretionary OCDSB operating and capital spending, including possible pausing of current multi-year investment or deficit management plans, as may be needed for sufficient reprioritization of funds to support such emergency spending as may be required in order to obtain local Public Health

endorsement of a plan for the full-time return to school by September and/or as consistently thereafter as possible; and

- H. THAT the Chair of the Board write to the Minister of Education and to the Premier of Ontario to express the Board's concern that the current Back to School Recovery plan, and the "hybrid" or "adapted" model, in particular, leave working parents with young children, single-parent households, and low-income families in the precarious position of having to choose between educating their children and their own employment and that any Back to School Recovery plan needs to accommodate getting as many students as possible back into physical schools and spaces, while respecting public health advice, the letter to be copied to OPSBA, its member boards and Ottawa MPPs, and include the following:
- i. The OCDSB believes that a full and measured emergency response to the COVID-19 pandemic and recovery/reopening requires an ambitious and creative plan that supports communities, families, and children, and prioritizes investment in public education; and
 - ii. To ask the Ministry to provide emergency and continuing funding to school districts to cover all extra COVID-19-related costs including, but not limited to, personal protective equipment (PPE), additional staffing, transportation, information technology (IT), supports for mental health and well-being, cleaning supplies, and essential school retrofitting and maintenance.

An amendment moved by Trustee Schwartz,

THAT a new Part A be added to read "THAT the Board prefers all students return to regular instruction, five days a week, with enhanced cleaning and hygiene in September 2020."

Trustee Schwartz indicated that this proposed amendment is a duplication of what was recommended by the OCSB.

Director Williams-Taylor recommended not using the word "regular" as it implies a level of normalcy. While optimistically all students will return to school five days a week, it is not anticipated that with the additional measures being taken for safety that it will be business as usual as the instructional day will need to be amended.

A sub-amendment moved by Trustee Campbell,

THAT "regular instruction" be replaced with "full-time instruction, including the Extended Day Program (EDP)"

Carried, friendly

An amendment moved by Trustee Schwartz,

THAT a new Part A be added to read "THAT the Board prefers all students return to full-time instruction, including the Extended Day Program (EDP), five days a week, with enhanced cleaning and hygiene in September 2020."

Carried, friendly

Moved by Trustee Schwartz,

THAT the Board end the rules of Committee.

Carried

Trustee Penny assumed the role of Chair when Trustee Scott wished to speak.

Trustee Scott noted that a fulsome debate was had on this topic. The Board has heard from the community that it is a priority to have a full-time return to school. Chair Scott confirmed that she would be writing a letter to the Minister of Education and the Premier of Ontario highlighting the community's clear preference.

Trustee Scott commented on Part C, which referenced "approval by the Board" highlighting that she recognizes the Board has fiduciary responsibilities; however, the majority of this work is operational in nature. Trustee Scott suggested using the words "in principle" to follow "to approve", or alternatively to make reference to the high level plans opposed to detailed plans.

Director Williams-Taylor indicated that Trustee Scott's suggestion would provide helpful direction for staff given the restrictive timelines and the need for flexibility to be responsive. The terms "in principal" and "high level", would allow staff to provide trustees with a plan that speaks to specific areas, and allows detailed plans to emerge as information is provided.

An amendment by Trustee Scott, seconded by Trustee Fisher,

THAT motion C be amended to add "high level" to read "THAT the Board direct staff to develop high-level plans for the implementation of scenarios for the delivery of public education during the 2020-21 school year, commencing in September 2020, for approval by the Board in accordance with guidance from the Ministry of Education and the guiding principles outlined in Report 20-061, as amended".

Trustee Fisher stated he is supportive of the amendment but noted it highlights the need to have a broader discussion on the Board's role. An

emergency situation should not result in the Board no longer providing assistance or discontinuing collaborative work, on these types of issues.

Trustee Scott stated that determining the parameters between operations, oversight, guidance and direction, is an important responsibility for boards to provide and the reason for adding the words "high level". The fact that these plans are being presented for approval suggests that Director Williams-Taylor will be providing considerable detail around planning, but staff will not be prevented from implementing small changes without Board approval.

An amendment by Trustee Scott,

THAT motion C be amended to add "high level" to read "THAT the Board direct staff to develop high-level plans for the implementation of scenarios for the delivery of public education during the 2020-21 school year, commencing in September 2020, for approval by the Board in accordance with guidance from the Ministry of Education and the guiding principles outlined in Report 20-061, as amended".

Carried, friendly

Trustee Scott recognized that it has been difficult for trustees and staff to hear the challenges parents have experienced, which have prevented their children's needs from being met. Trustee Scott expressed her appreciation to parents and staff during this difficult time.

In closing, Trustee Schwartz noted that the Board heard from parents who indicated the difficulty they experienced over the last few months, and their goal of providing a level of normalcy for their children. Trustee Schwartz stated she is content with the direction of the amendments as they illustrate to the public the Board's intentions to work towards a return to school.

Moved by Trustee Schwartz, seconded by Trustee Fisher,

- A. THAT the Board prefers all students return to full-time instruction, including the Extended Day Program (EDP), five days a week, with enhanced cleaning and hygiene in September 2020;**
- B. THAT the Board direct staff to orient all work around children's human right to education as per article 26 of the UN Universal Declaration of Human Rights, and Canada's commitment to achieve Sustainable Development Goal #4 Quality Education;**
- C. THAT the Board direct staff to develop high-level plans for the implementation of scenarios for the delivery of public education during the 2020-21 school year, commencing in September 2020, for approval by the Board in accordance with guidance from the**

Ministry of Education and the guiding principles outlined in Report 20-061, as amended;

- D. THAT the 2020-2021 Staff Recommended Budget identify the provisions and estimates associated with the implementation of the scenarios that will guide the return to school in September;**
- E. THAT regular financial reports be provided to the Board on the costs and any recoveries arising as a direct result of the pandemic throughout the 2020-21 school year, such as the implementation of the return to school plans and any other costs and recoveries associated with operational adjustments that might need to be made during the year in response to COVID-19;**
- F. THAT the Board include a standing item on each Committee of the Whole agenda for the 2020-21 school year in order to receive regular updates on the implementation of the board's pandemic response plans, to evaluate the effectiveness of these plans, and to determine on an ongoing basis whether adjustments need to be made by the board;**
- G. THAT staff be directed to work creatively, including the investigation of how other jurisdictions in and outside Canada have safely provided return to classroom schooling, on an equal priority basis, and in close concert, with Ottawa Public Health (OPH), to seek to develop a broadly costed, workable, full-time September return plan for both school and EDP, that is explicitly endorsed by OPH as satisfactorily addressing all local Ottawa full-time return risks as at endorsement time, for presentation to the Ministry in expected August conferencing;**
- H. THAT staff be directed to carefully review such discretionary OCDSB operating and capital spending, including possible pausing of current multi-year investment or deficit management plans, as may be needed for sufficient reprioritization of funds to support such emergency spending as may be required in order to obtain local Public Health endorsement of a plan for the full-time return to school by September and/or as consistently thereafter as possible; and**
- I. The Chair of the Board write to the Minister of Education and to the Premier of Ontario to express the Board's concern that the current Back to School Recovery plan, and the "hybrid" or "adapted" model, in particular, leave working parents with young children, single-parent households, and low-income families in the precarious position of having to choose between educating their children and their own employment and that any Back to School Recovery plan needs to accommodate getting as many**

students as possible back into physical schools and spaces, while respecting public health advice, the letter to be copied to OPSBA, its member boards and Ottawa MPPs, and include the following:

- i. The OCDSB believes that a full and measured emergency response to the COVID-19 pandemic and recovery/reopening requires an ambitious and creative plan that supports communities, families, and children, and prioritizes investment in public education; and**
- ii. Ask the Ministry to provide emergency and continuing funding to school districts to cover all extra COVID-19-related costs including, but not limited to, PPE, additional staffing, transportation, IT, supports for mental health and well-being, cleaning supplies, and essential school retrofitting and maintenance.**

Carried

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

FOR: Trustees Boothby, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Scott, (11)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Trustee Campbell requested that staff post the key principles outlined in Report 20-061 and amended as follows at the Special Board Meeting on 9 July 2020 for the public to view.

2.2 Report 20-062, Revisions to the School Year Calendar- Key Dates 2020-2021(N.Towaij)

At the time of adjournment on 9 July 2020, the following motion, as amended, was on the floor:

Moved by Trustee Campbell,

THAT the revised school year calendars attached as Appendix A and Appendix B to Report 20-062 be submitted to the Ministry of Education as the official 2020-2021 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools.

There was no further discussion on the motion.

Moved by Trustee Campbell, seconded by Trustee Hough,

THAT the revised school year calendars attached as Appendix A and Appendix B to Report 20-062 be submitted to the Ministry of Education as the official 2020-2021 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools. (Attached as Appendices A and B)

Carried

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

FOR: Trustees Boothby, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Scott, (11)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

3. Matters for Information

4. Adjournment

Trustee Scott shared her appreciation to Manager Guthrie, Board Services staff and all staff who supported the 9 July 2020 meeting.

Adjourned at 9:43 a.m.

Lynn Scott, Chair of the Board

Appendix A to Board Report 10 July 2020 (Continuation)

2020-2021 Elementary School Year Calendar

Elementary School Program Operation	
PA Day - Provincial Priorities	31 August 2020
PA Day - Provincial Priorities	1 September 2020
PA Day - Provincial Priorities	2 September 2020
Start of School Year for students	3 September 2020
Winter Holiday Break	21 December 2020 to 1 January 2021
PA Day - Report Card Development	22 January 2021
PA Day -Provincial Priorities	12 February 2021
March Break	15 March 2021 to 19 March 2021
PA Day -District Priorities	23 April 2021
PA Day - Report Card Development	4 June 2021
Last Day of School for students	25 June 2021

Appendix B to Board Report 10 July 2020 (Continuation)

2020-2021 Secondary School Year Calendar

Secondary School Program Operation	
PA Day - Provincial Priorities	31 August 2020
PA Day - Provincial Priorities	1 September 2020
PA Day - Provincial Priorities	2 September 2020
Start of School Year for students	3 September 2020
Winter Holiday Break	21 December 2020 to 1 January 2021
Semester One Examinations	25-29 January 2021
March Break	15 March 2021 to 19 March 2021
PA Day -District Priorities	23 April 2021
Semester Two Examinations	16-22 June 2021
Last Day of School for students	23 June 2021
PA Day- District Priorities	23, 24, 25 June 2021



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



SPECIAL BOARD PUBLIC MINUTES

Thursday, July 16, 2020

6:00 pm

Zoom Meeting

Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott

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

Guests Present: Lynn Harnden (Legal Counsel)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 6:04 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Fisher, seconded by Trustee Schwartz,

THAT the agenda be approved.

An amendment moved by Trustee Ellis, seconded by Trustee Lyra Evans,

THAT "New Business" be added as a new item 4.

Executive Officer Giroux advised that the bylaws for a Special Board meeting, require unanimous consent for the addition of a new item to the agenda.

Trustee Ellis requested a recorded vote on the amendment.

An amendment moved by Trustee Ellis, seconded by Trustee Lyra Evans,

THAT "New Business" be added as a new agenda item 4.

FOR: Trustee Boothby, Hough, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Campbell, Scott (11)

OPPOSED: Trustee Blackburn (1)

ABSTENTION: Nil (0)

Defeated

Moved by Trustee Fisher, seconded by Trustee Schwartz,

THAT the agenda be approved.

Carried

3. Matters for Action

3.1 Confirmation of Special Board Minutes, 29 June 2020

Moved by Trustee Schwartz, seconded by Trustee Fisher,

Trustee Ellis requested that his comments on page 3 of the minutes, following the presentation of Mr. Lakhani's report, be amended to reflect that he was denied the opportunity to speak by the Chair, he recused himself, and stated "This is just a sham", and promptly left the meeting.

Executive Officer Giroux advised that it is not practice to record minutes verbatim. She noted that staff had reviewed the recording of Trustee Ellis' comments and, as per his request to revise the minutes with an expanded summary of his comments, the revision would be permitted as it was not a verbatim transcript.

Trustee Blackburn commented that she had overall concerns about what was said in the meeting and requested the following amendments:

- On page 3, at the bottom of the page, the last sentence reads "another issue that was inappropriate was when Trustee Blackburn...", it is her contention that this statement was not made by Mr. Lakhani, reflected in the recording at 51:29;
- On page 5, "If Trustee Blackburn was representing herself as a Trustee on Facebook and leveraging her position...", it is her contention that this statement was not made by Mr. Lakhani, reflected in recording at 1:11:28;

- On page 7, starting with the paragraph with Trustee Penny, first sentence, second line, "That Trustee Blackburn diminished the role of a trustee by harassing...", Trustee Blackburn stated the word harassing was not used, it was "questioning", reflected in recording at 1:22:18;
- On page 7, in the paragraph starting with Trustee Jennekens, what has not been reflected is the mention that Trustee Blackburn threatened that SL would not graduate, reflected in recording at 1:25:44; and
- On page 7-8, the comments by Trustee Hough, indicated "As fellow trustees, the emails that we have received, from the public that have extended well beyond the Black community, calling us out for bad behaviour, calling us racist, calling us everything under the sun, because of behaviour of one person on this Board." Trustee Blackburn would like this comment added to the minutes, reflected in recording at 1:31:14.

Executive Officer Giroux stated that staff would take these edits under advisement and noted that the minutes are not a verbatim transcript but a summary of the discussion. Staff will review the points raised and will provide a revised set of minutes.

Trustee Campbell commented on Trustee Blackburn's suggested edits and stated that trustees' comments are intended to be statements of their own understanding or interpretation. Whether the statements were in the report or not, may be irrelevant if those were the trustees' interpretations.

Chair Scott requested an amendment to page 2 of the minutes preceding Trustee Ellis' comments about his recusal, to reflect that the Chair noted that trustees have the opportunity to ask questions of clarification of the investigator and that there would be opportunities for trustees to make statements later in the meeting.

Trustee Ellis requested that the 29 June 2020 minutes not be approved at this time, given that the suggested edits will be reviewed by staff and the minutes may be revised at a later date.

Chair Scott confirmed the minutes would be submitted for approval at a future Board meeting.

3.2 Report 20-064, Code of Conduct- Appeal of Breach and Sanctions Decisions (M. Giroux)

The Board had before it Report 20-064, Code of Conduct - Appeal of Breach and Sanctions Decisions. Executive Officer Giroux provided an overview of the report and the steps undertaken in the process. The

assistance of external legal counsel Lynn Harnden, Manager Sinclair and Manager Guthrie, was acknowledged.

This report is a follow up to the 29 June 2020 Special Board meeting, where trustees met to consider a complaint under the code of conduct, at which the Board received the report from an independent third-party investigator. After deliberation, the Board determined that Trustee Blackburn breached the code of conduct under sections 3.8, 3.15 and 3.18. Following the decision on the breach, the Board chose to apply sanctions. Under the code, it is the trustee's right to file an appeal and an appeal was filed with the secretary on 8 July 2020. The purpose of this meeting is to consider this appeal, and for the Board to either confirm or revoke the decision on whether or not there was a breach of the code. If the Board confirms there was a breach, then it must be considered whether to confirm, vary or revoke the sanctions.

Executive Officer Giroux noted that the appeal cites a number of grounds for appeal. The Board must consider whether the decision-making process adhered to the Board's policy and that of the *Education Act* and whether it arrived at a decision, based on the facts provided by the investigator. If the Board believes that a decision was made without a reasonable apprehension of bias, then the Board has met its duty of procedural fairness. The Board will consider either a one or two part motion, first on the determination of the breach and secondly on the question of the two sanctions, unless the Board chooses to revoke the sanctions.

Executive Officer Giroux invited legal counsel to provide additional introductory remarks.

Mr. Harnden provided general comments on the nature of the process and its function. He stated that while this exercise is noted as an appeal, it is more of a form of review, as an appeal suggests new facts are to be considered. This process is intended to examine the submissions made in the appeal file, to reflect on those submissions and to make a decision on whether or not trustees are inclined to 1) reconsider and vary the finding of a violation of the code of conduct and/or 2) reconsider the imposition of sanctions.

Mr. Harnden explained that much of the procedural protections in the code of conduct, are protections for the trustee during the process of the investigation. Most importantly in the context of this meeting, there is an opportunity for the trustee who is the subject of the complaint, to review a draft of the investigator's report and provide submissions on the accuracy of the report. This is to ensure that, as much as possible, the investigator makes findings based on facts, based on information available.

Mr. Harnden noted there is one exception to the principle of only considering the facts from the investigator's report, and that exception

relates to any allegations of a breach, a breach of the principle of fairness, or a breach of the principles of natural justice. These allegations must be based on facts over and above the facts found in the investigator report. It is a trustee's responsibility to consider facts cited in the appeal that raise issues with fairness and natural justice, even if these were not addressed by the investigator. As the appeal document is reviewed, there are allegations of fairness, breaches of natural justice. Trustees should reflect on these allegations and the facts noted to cite them and make a decision with consideration of these facts.

In response to an inquiry, Mr. Harnden highlighted that the two trustees that recused themselves initially, did so on the basis that comments were made either on social media or elsewhere on the validity of the complaint, and trustees may feel that they had made a predetermination that would prevent fairness if they had participated in the initial proceeding. Given this recognition of the initial recusal, it would cause a risk to the Board if they were to participate in the appeal proceeding. Mr. Harnden noted it is their right to participate, but as legal counsel, he emphasized that this could pose a risk, as it could be perceived that the Board's decision was detrimentally affected by the participation of these trustees who had previously recused themselves and therefore was unfair.

Chair Scott inquired if the two recused trustees can ask questions of staff on the report or the process.

Mr. Harnden responded by stating that questions from these trustees would create only a modest amount of risk.

Chair Scott reconfirmed that if the Board deals with Report 20-064, before discussing deliberations about confirming or revoking previous findings, then questions from the identified trustees would be allowed but their participation would be ill advised.

Mr. Harnden clarified that asking questions of clarification is acceptable, but participation would appear as an effort to influence the opinions of members of the Board and could be cause for concern.

Trustee Ellis stated that he would like to take exception with Mr. Harnden's speculation of his thought process when he recused himself. However, Trustee Ellis stated he would recuse himself for this meeting.

Moved by Trustee Penny, seconded by Trustee Schwartz,

Whereas, on 29 June 2020, the Board of Trustees considered a complaint under the Board Member Code of Conduct and made a determination that Trustee Blackburn had breached sections of the Code of Conduct; and

Whereas, on 29 June 2020, the Board of Trustees determined that, in light of the breach of sections of the Code of Conduct by Trustee Blackburn, the Board should impose sanctions; and

Whereas, an appeal of the Board decisions was filed by Trustee Blackburn on 8 July 2020 and, in accordance with Policy P.073, Board Member Code of Conduct, the Board must decide:

- i. whether to confirm or revoke the decision regarding breaches of the Code of Conduct; and
- ii. whether to confirm, vary or revoke the decision regarding imposition of sanctions for such breaches; and

Whereas, the Board is satisfied that the process set out in the Code of Conduct was followed; that the third party investigator gave Trustee Blackburn sufficient information to know the case against her and to respond to the evidence; that the decision of the Board was free from bias or a reasonable apprehension of bias; and that the sanctions imposed on Trustee Blackburn were proportional to the findings of fact.

Therefore be it resolved:

- A. THAT the Board confirms the determination made on 29 June 2020 that Trustee Blackburn breached Policy P.073, Board Member Code of Conduct; and
- B. THAT the Board confirms its decision regarding the sanctions imposed on Trustee Blackburn at the Special Board Meeting of 29 June 2020.

Trustee Penny stated that the power to impose sanctions and findings is contained in the code of conduct and *Education Act*. He expressed the opinion that the Board complied fully with the code of conduct policy with regard to procedural fairness, and that Trustee Blackburn had an adequate opportunity to review and respond. Trustee Penny stated that he did not consider facts outside of the report on breach, and the severity of sanctions, and that the sanctions are proportional and appropriate for the breach of the code.

Trustee Bell inquired if the resource implications identified in the memo referring to staff time and legal costs of the appeal process, could be quantified.

Director Williams-Taylor noted that in the last report, there was a range of costs and time identified to date, which have continued to accrue.

Executive Officer Giroux stated that the external costs and the cost of the initial report was estimated to be \$30,000-50,000. This estimate will likely exceed \$50,000 due to external fees. In terms of staff time, there has been significant time investment in every step of the process. The time

staff spent preparing for the appeal since 8 July, was likely the equivalent of 2 full-time days.

Trustee Lyra Evans recused herself for the same reasons previously identified.

Trustee Fisher requested clarification on the appeal document provided to the Board regarding the allegation that Trustee Blackburn was denied access to the in-camera portion of the meeting on 29 June 2020.

Mr. Harnden advised that there is tension between the right of the trustee who is the subject of the complaint, to be privy to all the merits of the complaint and the right of trustees to acquire legal advice about the proper nature of proceeding. If the trustees had discussed the merits of the complaint in-camera, which was not able to be observed by Trustee Blackburn, that would be improper. However, if the purpose of the in-camera meeting was confined to seeking guidance to determine if a trustee should recuse themselves, that is a proper use of in-camera, and it is appropriate to receive confidential legal counsel without the participation of Trustee Blackburn.

Trustee Fisher inquired if it was believed that the investigator maintained the parameters of the complaint and the remit provided to him.

Mr. Harnden highlighted that although trustees were not privy to the full process undertaken by the investigator, he had the guidance of the procedures outlined in the code of conduct, which ensure procedural fairness is accorded to the trustee subject to the complaint. His report provided insights into his approach, his thoroughness and the manner in which he made his judgements. Given this, Mr. Harnden is satisfied, based on the facts he reviewed, that the investigator did not act in conflict with the direction provided under the code of conduct.

Trustee Fisher inquired if the trustee in question is able to request and receive all information and interviews on the complaint or if they are limited to reviewing their own events in the draft report.

Mr. Harnden advised that there is no provision in the code of conduct nor is there a principle of natural justice and fairness, that the investigator be expected to share every factual matter with the trustee that he found in the investigation. His obligation is to disclose all the facts he will include in his report and to provide the trustee the ability to comment and for the investigator to weigh these comments and amend his report accordingly. That does not suggest that the outcome of the report will reflect what the trustee finds an appropriate finding of fact. What is important is that the trustee has the opportunity to review the report and provide an argument in an attempt to persuade the investigator to alter his findings.

Trustee Penny urged fellow trustees to approve his motion and thanked staff for preparing the materials and for Mr. Harnden's work.

Moved by Trustee Penny, seconded by Trustee Schwartz,

Whereas, on 29 June 2020, the Board of Trustees considered a complaint under the Board Member Code of Conduct and made a determination that Trustee Blackburn had breached sections of the Code of Conduct; and

Whereas, on 29 June 2020, the Board of Trustees determined that, in light of the breach of sections of the Code of Conduct by Trustee Blackburn, the Board should impose sanctions; and

Whereas, an appeal of the Board decisions was filed by Trustee Blackburn on 8 July 2020 and, in accordance with Policy P.073, Board Member Code of Conduct, the Board must decide:

- iii. whether to confirm or revoke the decision regarding breaches of the Code of Conduct; and**
- iv. whether to confirm, vary or revoke the decision regarding imposition of sanctions for such breaches; and**

Whereas, the Board is satisfied that the process set out in the Code of Conduct was followed; that the third party investigator gave Trustee Blackburn sufficient information to know the case against her and to respond to the evidence; that the decision of the Board was free from bias or a reasonable apprehension of bias; and that the sanctions imposed on Trustee Blackburn were proportional to the findings of fact.

Therefore be it resolved:

- C. THAT the Board confirms the determination made on 29 June 2020 that Trustee Blackburn breached Policy P.073, Board Member Code of Conduct; and**
- D. THAT the Board confirms its decision regarding the sanctions imposed on Trustee Blackburn at the Special Board Meeting of 29 June 2020.**

Carried

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

FOR: Trustee Boothby, Hough, Campbell, Jennekens, Penny, Bell, Fisher, Schwartz, Scott (9)

AGAINST: Nil (0)

ABSTENTION: Nil (0)

3.3 Supplemental Information

There was no supplemental information.

4. Adjournment

The meeting adjourned at 6:58 pm.

Lynn Scott, Chair of the Board



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



SPECIAL BOARD PUBLIC MINUTES

**Tuesday, July 21,
2020
9:00 pm
Zoom Meeting**

- Trustees Present:** Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott
- Staff Present:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager of Learning Support Services), Sandra Lloyd (Manager of Risk and Supply Chain Management), Karyn Carty Ostafichuk, (Manager of Planning), Sandy Owens (Manager, Business & Learning Technologies), Sandra Lloyd (Manager of Diane Pernari-Hergert (Manager of Communications & Information Services), Christine Kessler (System Principal, Learning Support Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator), Nicole Guthrie (Manager of Board Services)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 9:11 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

**Moved by Trustee Schwartz, seconded by Trustee Blackburn,
THAT the agenda be approved.**

Carried

3. Report From Special Board (In Camera)

Vice-Chair Penny reported, the Board met in camera this evening, and reports and recommends as follows:

**Moved by Trustee Campbell, seconded by Trustee Penny,
THAT staff proceed as directed at Board, in camera with respect to a
human resources matter.**

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

Moved by Trustee Blackburn, seconded by Trustee Penny,

THAT staff proceed as directed at Board, in camera with respect to a labour relations matter.

Carried

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

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

AGAINST: Nil (0)

ABSTENTION: Nil (0)

4. Matters for Action

4.1 Report 20-065, Return to School Planning Update (B. Reynolds, M. Giroux, N Towaij)

The Board had before it Report 20-065, Return to School Planning Update, providing trustees an opportunity to review and approve planning

documentation for the return to school in September 2020 prepared in accordance with Ministry directives and Board guiding principles.

Director Williams-Taylor noted that the District strives to provide timely, accurate, transparent and reliable information. She noted that staff are utilizing a coordinated approach and that decisions are influenced by the Ministries of Education and Labour, the Council of Ontario Directors of Education (CODE), the Ottawa Student Transportation Authority (OSTA), the Ottawa Catholic School Board (OCSB), coordination within the collective agreements and information provided by Ottawa Public Health (OPH).

Director Williams-Taylor advised that a plan must be developed by 4 August 2020 in order to have students return to school in September 2020.

The following points were highlighted during the staff presentation:

- The report outlines the three modes of learning directed by the Ministry of Education: full school with changes to the typical school day, a hybrid or adaptive model which would include smaller cohorts to limit close contact, and fully remote learning for all students and staff;
- Three professional activity (PA) days are scheduled for early September 2020 to conduct staff training;
- The District expects the Ministry will provide additional direction on outbreak protocols and personal protective equipment (PPE);
- The District has allocated additional resources for virtual platforms and to acquire additional hotspots and Chromebooks;
- The District is currently developing a hybrid plan for the extended day program (EDP);
- Kindergarten pre-registration will commence on 20 July 2020; and
- The District will meet with the Ministry of Education on 23 July 2020 to discuss the developed modes of return. The Ministry will decide on which mode of return will be used on 4 August 2020.

Moved by Trustee Campbell,

THAT the Board approve the high-level plans for the delivery of public education during the 2020-2021 school year as outlined in OCDSB Planning for September 2020, attached as Appendix B to Report 20-065, developed in accordance with guidance from the Ministry of Education and the guiding principles established by the Board on July 9, 2020.

During question period, the following points were made:

- Trustee Campbell queried whether or not the principles created by the Board on 9 June 2020, were reflected accurately in the presentation. Director Williams-Taylor highlighted that there were six amended motions and the essence of the motions were captured;
- Director Williams-Taylor provided an overview of the roles of the parties involved in the decision making process to return to school. She noted that Central Public Health is run by Dr. David Williams and he provides advice and perspective to the province. While OPH collaborated with the District, their direction is provided by the Ministry which overrides decisions that are made locally. Where the District has local purview, OPH provides guidance but does not provide approval or direction but ensures decisions are responsible. OPH is working with central public health to create the safety protocols for outbreaks. Most decisions are made at the provincial level but OPH has met with the Ministries of Health and Education to advocate for clarity on the roles and responsibilities;
- Director Williams-Taylor advised that the feedback from the 9 July 2020 Board meeting has helped inform the return to school plan. Both trustees and members of the community clearly stated that a full return to school was a priority. She noted that safety remains a key factor in decision making and a full-time return to school would include additional parameters to enhance safety. The language “as safely as possible” implies that the District cannot provide a guarantee that no one will be infected by the virus. The parameters, restrictions and changes to protocol, will assist in a sustainable return to school;
- Staff will provide an update to trustees on the outcome of the meeting with the Ministry of Education;
- Prior to the end of the 2019-2020 school year, the District encouraged staff with underlying medical conditions to alert employee wellness if they were unable to return to their position to ensure sufficient time for planning. She added that a hiring pool of occasional teachers has been created to ensure sufficient staffing for September;
- A guidance document to assist families in finalizing their plans is currently in production. The guidance document will not be released until it is confirmed by the Ministry of Education and Public Health;
- Families that elect to keep their child(ren) at home would be captured in cohort C and will be served by a virtual structure. A request to families encouraging them to indicate their preference for learning will be sent out in the coming weeks.
- Additional clarity on the expectations, manner of delivery and assessments for synchronous learning will be provided;

- The capacity for virtual learning will be enhanced to include regular assessment and evaluation and will reflect a true learning environment for students. Cohort C will receive schedules in advance to provide structure and timing. The District will ensure there is access to interactive classes which would mirror that of their cohorts who are in school. Collaborative tasks will assist in peer to peer interaction among students. Educators who cannot return to school in person, will serve as additional support to cohort C;
- A central directive will be provided regarding the wearing of masks;
- Schools will be categorized differently from regular social gatherings and will not need to adhere to the maximum of 50 people. Schools will be receiving provincial direction, which will outline the requirements around physical distancing;
- Training materials on safety protocols are being developed by OPH. The intention is to provide these materials to staff on the designated training days in September 2020;
- Daily screening protocols are being developed and it is anticipated that students and staff should not attend school if they feel unwell. Schools will not be administering testing/screening, that will be the responsibility of OPH and hospitals;
- Trustee Fisher expressed his appreciation for the focus placed on synchronous and asynchronous learning. He expressed his concern about the additional pressure being placed on staff and schools with the expectation of personal health and safety measures. Trustee Fisher encouraged staff to consider protocols for teachers with younger children in the event of another quarantine and suggested exploring opportunities such as providing daycare, to allow teachers to continue to work;;
- Trustees Fisher and Boothby expressed their concern at having the Board approve high level plans given the lack of clarity and the frequency of change;
- On the record Trustee Blackburn expressed her concern for staff well-being given the many late Board and Committee meetings;
- Human resources staff have been recruiting occasional teachers to assist in meeting the anticipated needs. The recruitment effort is ongoing;
- Director Williams Taylor advised that the expectation will be that all adults and students will wear masks at school sites. There will be no policy or procedure but the District will review the code of conduct in terms of school behaviour and how compliance will be enforced. The

District will work with OPH to develop protocols for hand washing and sanitizing;

- Director Williams-Taylor advised that there will be a documented plan outlining the guidelines and this will be available to ensure expectations are known and reinforced. The guidelines will be created at collaborative tables with input from teachers, unions, and school leaders as well as other school boards.

**** The 10:30 pm vote received the required two-thirds majority to continue ****

- The District anticipates that distancing between students may need to be limited to approximately 1.5 metres. Unidirectional hallways and staggered recesses will also be employed to minimize contact in the buildings;
- In response to a query regarding transportation and the financial implications, Chief Financial Officer (CFO) Carson advised that OSTA has not allocated additional funds as it is unclear if they will be able to access additional drivers and vehicles. The number of students registered for transportation will determine whether additional small vehicle transportation is required. OSTA will communicate with parents to determine how many students will require transportation;
- Trustee Ellis requested additional opportunities for the Board to hear from the federations and advisory committees. Director Williams-Taylor noted that the current timeline precludes additional meetings of the Committee of the Whole and reminded trustees of her commitment to provide ongoing updates as a standing item on meeting agendas during the 2020-2021 school year;
- Trustee Ellis urged staff to consider holding a meeting prior to 4 August 2020 to ensure parents understand the difference between a full return and a hybrid model. Trustee Ellis advised that he would not be supporting the motion;
- Director Williams Taylor noted that a detailed plan outlining the return to school and hybrid models will not be provided prior to 4 August 2020;
- Superintendent Symmonds advised that a transition program for students with high level special education needs and mental health needs, will be provided in late August using funds provided by the Ministry. The number of students that will be participating will be limited and this is in addition to activities being conducted by the school board. The schools were contacted to determine which students qualified to participate and parents will be contacted in early August to gauge interest;

- Superintendent Towaij advised that the circular modifications that were noted in the report referred to areas such as instrumental music class and other hands-on programs such as automotive studies, due to the inability to sanitize shared items easily. The District is investigating adaptations to provide all pathways to students;
- CFO Carson stated that OSTA is working on creating transportation plans for hybrid and full return models but noted the challenge with the hybrid model is ensuring that the cohorting of families is intact;

**** The 11:00 pm vote obtained the unanimous consent required to continue the meeting ****

- Superintendent Towaij advised that the proposed hybrid model will span over a two week rotation with a ratio of 2:3 and 3:2 (i.e., two days in class and three days online and the following week three days in class and two days online or vice versa). However, in some cases, attendance will consist of five days of full-time in person learning. This will apply to vulnerable students including English language learners (ELL) and some specialized classes. Secondary students with large academic gaps, as well as those without the proper number of credits, may also be offered full-time in person learning;
- Outdoor spaces will be maximized for learning opportunities;
- Director Williams-Taylor noted that the District will continue its partnership with the Ottawa Network for Education (ONFE) to reduce food insecurity. The partnership has successfully generated innovative solutions to distribute food. On 6 August 2020, staff will meet with ONFE to explore new approaches for the breakfast program;
- In response to a query regarding why the District has not approached the Ministry with a fully costed plan outlining all financial obligations, Director Williams-Taylor responded by highlighting that a blueprint cannot be created without clarity on the final direction. The District is aware of the general safety standard required but it is evident to the Ministry and other boards, that a line by line costing cannot be created given the numerous variables;
- Trustee Lyra Evans expressed the opinion that the Board should reject the proposal owing to a lack of information and stated she was not in favour of the motion;
- Chief Financial Officer Carson advised that if an outbreak occurs in a school the legal liability may be placed on the District and the province;

Trustee Schwartz assumed the role of chair.

- Trustee Scott highlighted the fact that in many cases there are no answers. She encouraged fellow trustees to remain focused on the end goal of providing students with a safe learning environment.

Trustee Scott resumed the role of chair.

In wrap up Trustee Campbell highlighted that student registration will be determined by the public's trust in the District.

Moved by Trustee Campbell, seconded by Trustee Blackburn,

THAT the Board approve the high-level plans for the delivery of public education during the 2020-2021 school year as outlined in OCDSB Planning for September 2020, attached as Appendix B to Report 20-065, developed in accordance with guidance from the Ministry of Education and the guiding principles established by the Board on July 9, 2020. (Attached as Appendix A)

Carried

A recorded vote was held by those present and the motion was carried on the following division:

FOR: Trustee Boothby, Blackburn, Hough, Campbell, Jennekens, Bell, Scott, (7)

AGAINST: Trustee Lyra Evans, Ellis (2)

ABSTENTION: Trustee Fisher, Schwartz (2)

5. Matters for Information

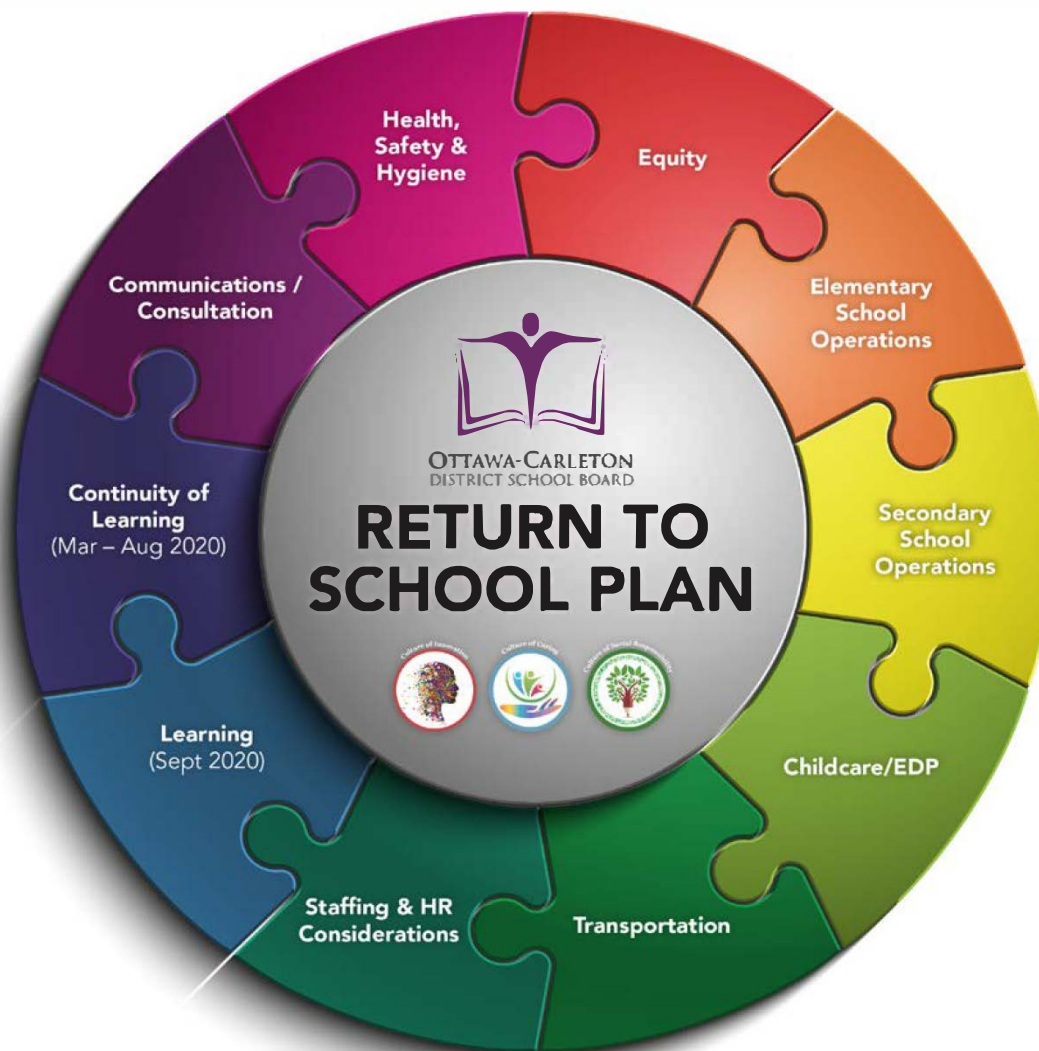
5.1 Letter from Mayor Watson, Thanking Educators

A letter from City of Ottawa Mayor, Jim Watson thanking educators was included for information.

6. Adjournment

The meeting adjourned at 11:37 pm.

Lynn Scott, Chair of the Board



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Returning to School September 2020

***Resume regular school
operations as quickly, safely
and sustainably as possible.***



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Board Direction

The Board has expressed a strong preference to have all students return to full-time instruction, including Extended Day Program, five days a week, with enhanced learning and hygiene in September 2020, recognizing:

- children's human right to education;
- the need to develop high-level plans as required by the Ministry of Education and Board guiding principles;
- importance of seeking creative solutions informed by research and best practices in other jurisdictions;
- Cost estimates associated with the plans for return to school in September in the staff recommended budget;
- review of capital spending and need for regular financial reports to the Board on costs and recoveries related to pandemic;
- Regular updates on return to school plans and implementation be provided to the Board at COW;



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Current Timeline

Week of July 20 - Pre-registration survey; Meeting with Board of Trustees to present plans for submission to Ministry

Week of July 27 - Meeting with Ministry of Education to review reopening plans

Week of August 4 - Expect final Ministry direction on reopening; active communication

Weeks of August 10th -24th - Operational guidelines finalized; implementation begins



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Guiding Principles



**Be Affordable,
Adaptable, Flexible
and Sustainable**



**Collaborate Internally
and Externally**



**Ensure Equity
of Access**



**Prioritize Health
and Safety**



**Prioritize Full-time
Learning at School**



**Provide Quality
Instruction**



**Support Wellbeing of
Students and Staff**



**Supportive of
Family Needs**



**OTTAWA-CARLETON
DISTRICT SCHOOL BOARD**



Ministry Update

- School Boards required to plan for full return; hybrid model; and learn at home ([Approach to Reopening Schools for the 2020-21 School Year](#));
- More recently, province has suggested preference for 5 days/week;
- Ministry/school board teleconferences the week of July 27th. Boards to use School Board Self-Assessment Checklist to inform presentation;
- Final Ministry guidance on reopening - early August;



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Messaging

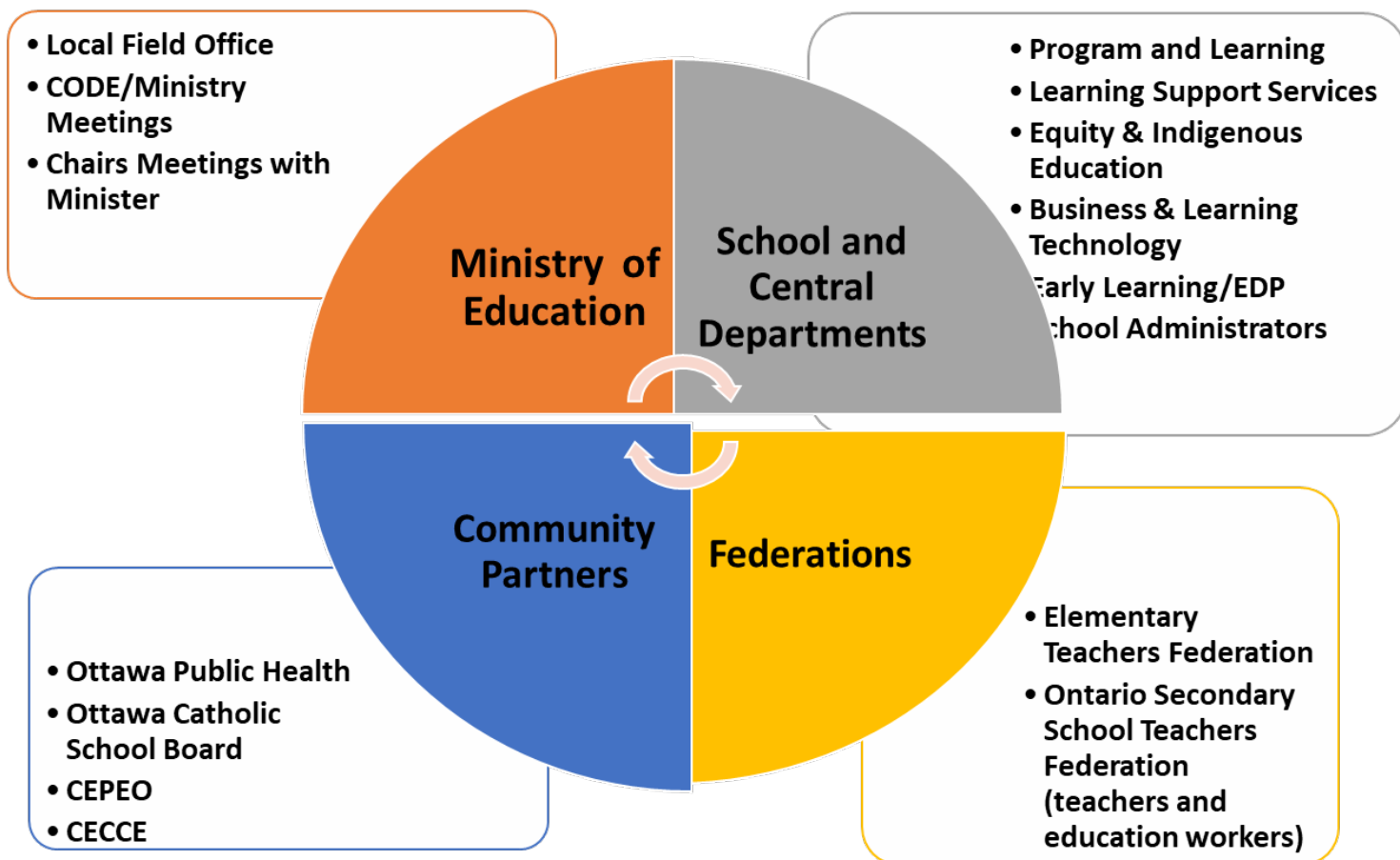
- September start with students in school 5 days/week, with option for home schooling for those who decide not to participate in in-person
- Consider safety practices, cohorting and/or stratifying school activities by age group
- Work with OPH to prioritize prevention and control measures that enable in-person school five days a week.
- Establish rapid response standards to address transmission in a school setting.



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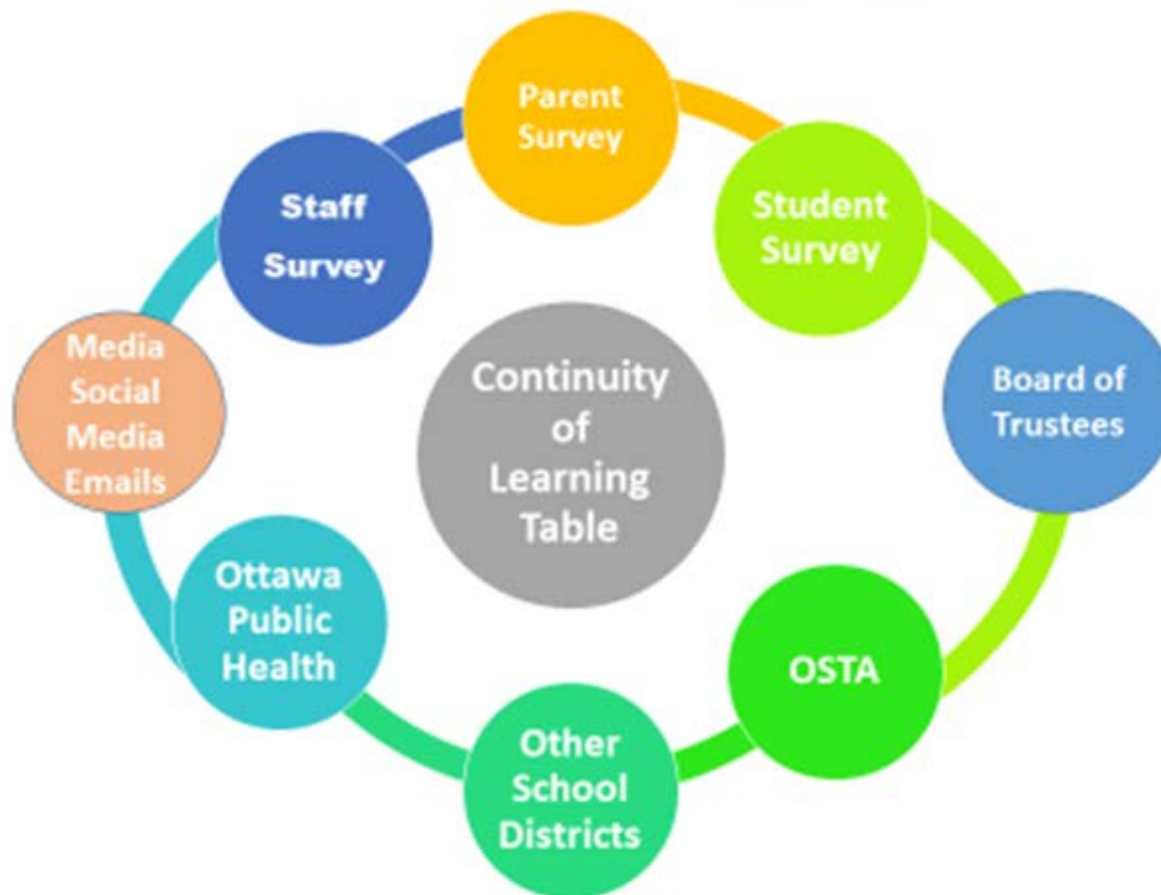
Collaborative Planning



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Community Engagement



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Human Resources

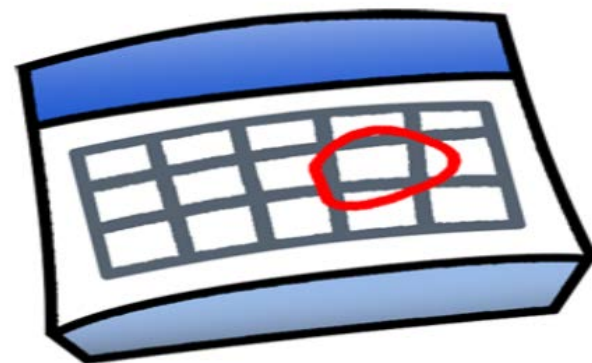
- Planning for successful, healthy and safe return to workplace for employees;
- Open and regular communication to answer questions, build awareness and confidence;
- Planning includes:
 - Respect for collective agreements;
 - Some continued work from home options;
 - Staff accommodations
 - Family considerations
 - Self assessments
 - Managing employee illness and leave



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School Year Calendar



- Board approved changes;
- Ministry confirmation to come;
- 3 PA Days – Aug 31, September 1 & 2;
- First day of school – September 3rd;



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DISTRICT SCHOOL BOARD



Survey Results

- In July, online surveys were distributed to OCDSB staff, students (Grade 7 -12), and parents/guardians;
- The surveys collected feedback on Learn At Home and the potential return to school in September;
- Over 25,000 people participated in these surveys and reported on their experiences in remote learning, concerns about mental health and well-being, need for more family support and learning, and feelings about returning to school;

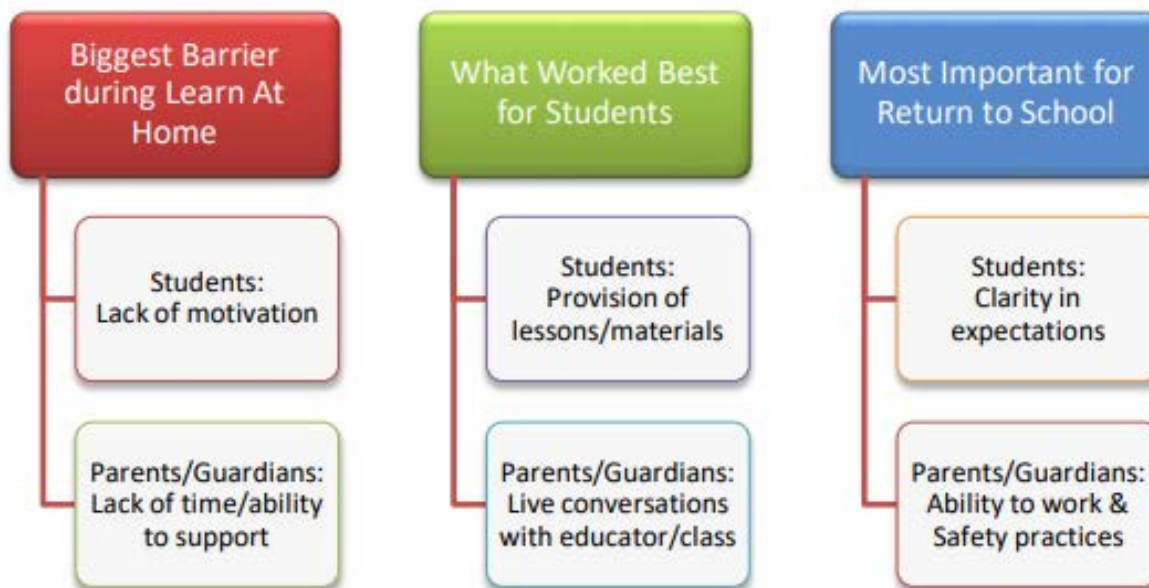


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Survey Results

Highlights from Students (grades 7-12)
and Parents/Guardians (K-12)



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Survey Results

Highlights from Staff

Feelings about Returning to Work

More than two-thirds are only "somewhat" or "not at all" comfortable

Staying Connected and Informed

About half say the OCDSB is doing "very well"

Most Important for Return to School

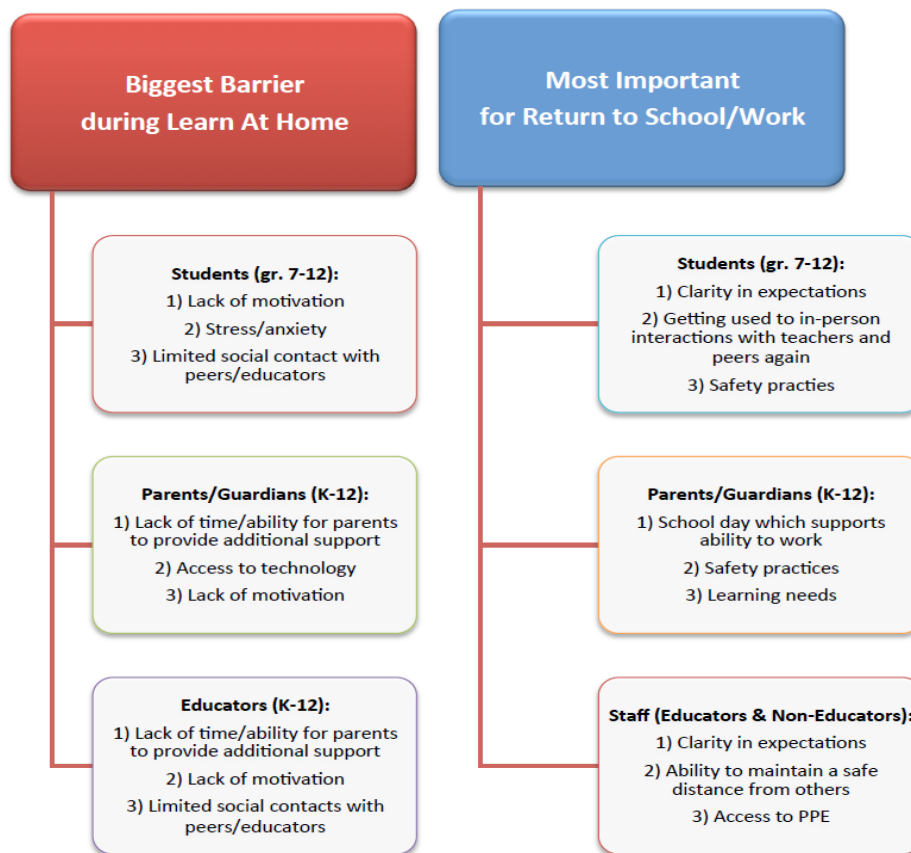
Clarity in expectations



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Survey Results



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Planning for Three Scenarios

RETURN TO SCHOOL – 5 DAYS with enhanced public health protocols	MODIFIED OR HYBRID RE-OPENING routine based on smaller class sizes, cohorting and alternative day or week delivery; and	AT-HOME LEARNING with ongoing enhanced remote delivery.
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FINAL DIRECTION ON THE MODEL FOR IMPLEMENTATION IS EXPECTED TO COME FROM THE MINISTRY OF EDUCATION IN CONSULTATION WITH HEALTH AUTHORITIES

Understanding Cohorting

- Cohorts refers to groups of students; used to assist in planning and contact tracing;
- Cohort size could be based on class size or another number;
- Cohort sizes will vary by model;
- In a full return, cohorts A and B attend school 5 days a week. In a hybrid model, cohorts A and B alternate attending school in person.
- In both models, Cohort C refers to students opting for remote learning



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Returning to Learn At School – 5 days/week

To achieve the full return of students to school, as a community we must make school a priority and continue to follow safety guidelines in order to keep the community spread of COVID-19 as low as possible.

The safe operation of schools will require some adaptations to regular practice particularly in the context of supporting social distancing, cohorting, and contact tracing.



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Returning to Learn At School – 5 days/week

**Full School Day
5 Days per Week,
Face-to-Face with Enhanced Public
Health Protocols and Full Class Sizes**



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DISTRICT SCHOOL BOARD



Returning to Learn At School – 5 days/week

- **Number of educator contacts** will be limited.
- **Physical distancing** - assumes a reduction in requirements from 2m.
- **Enhanced daily cleaning** protocols in place.
- **Cohort Tracing and contact tracing** in place
- Enhanced public health protocols



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Returning to Learn At School – 5 days/week

- **School day routines & practices** will be different.
- **School building layout** will influence implementation scenarios; expect variance by school.
- **School space** may be repurposed.
- The **length and structure** of the school day will be as close to a full-day as possible.
- **Optimize outdoor spaces** for learning.



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Returning to Learn At School – 5 days/week

- **Kindergarten** classes will be cohorted into smaller groups with dedicated resources for their use.
- **Students from kindergarten to grade 8** will remain in their homerooms for learning and will not rotate between classes.
- **Grades 9-12** will complete 4* courses per semester, format could be adjusted. (Non-semestered 8).



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Hybrid Model 2:3/3:2

- Students attend school 5 days out of 10.
- One cohort (A) attends school on Mondays/Tuesdays and every second Wednesday.
- The other cohort (B) would attend school Thursday and Friday and alternate Wednesdays
- Teachers providing remote learning on non-classroom days (synchronous/ asynchronous learning).



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Hybrid Model

- Adapted School Day Model;
- 3 Days Face-to-Face, 2 Days Remote one week;
- 2 Days Face-to-Face, 3 Days Remote other week;



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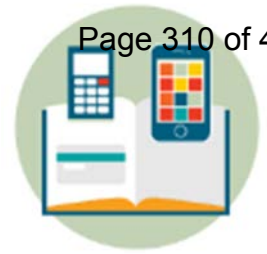
Addressing Equity Hybrid Model

- **Within a hybrid model, there would be a focus on some learners attending 5 days a week:**
- **Supports for most vulnerable students** through differentiated delivery models.
- **Special Education classes** will operate as a cohort, where possible.
- **English Literacy Development Class (ELD)** classes at for English Language Learners.



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Remote Learning

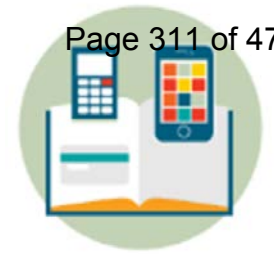
- Any parent/guardian can chose remote learning for 2020-2021 school year;
- Fully remote students (cohort C) will be assigned to a classroom/course to allow connection with online learning with teacher and peers;
- Collaborative group tasks can take place between cohorts A,B, and C;



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Remote Learning



- Focus on overall curriculum expectations;
- Google Classroom or VLE as online learning platform;
- Synchronous and asynchronous learning daily, including access to office hours;
- Difference from Learn at Home is that assessment & evaluation are ongoing, daily schedules are provided and some synchronous learning required.



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Remote Learning



Synchronous learning in multi-cohort environment has some challenges in terms of instructional demands, equity of access, technical infrastructure and bandwidth for both provider and users.



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Confirmation of Attendance

- **Parents/guardians will be asked to confirm** whether their child will return to school in-person in September or will learn remotely;
- **Recognize how challenging this decision** is for parents with current information;
- Recommend this occurs after Ministry confirmation of model for September;
- **Online registration** distributed after August 4th and returned within 7-10 days;
- **Align with OSTA** data collection if possible.



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Health & Safety Protocols



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Personal Health & Safety

- Awareness Campaign
- Daily Self-Assessment Protocol for staff and students
- Physical Distancing
- Hand Washing
- Hand Sanitizer Stations
- Respiratory Etiquette
- Masks/Face Coverings



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Healthy & Safe Buildings

- Daily Cleaning
- High Touch Surfaces
- Designated Entry
- Traffic Flow
- Directional Signage
- Building Ventilation

Clean frequently touched surfaces twice per day

- In addition to routine cleaning, surfaces that have frequent contact with hands should be cleaned and disinfected twice per day and when visibly dirty.
- Examples include doorknobs, elevator buttons, light switches, toilet handles, counters, hand rails, touch screen surfaces and keypads.
- In addition to routine cleaning, check with your organization for any specific protocols for cleaning for COVID-19.



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Healthy & Safe Activities

- Entry signage requiring self-screening prior to building access;
- Consider staggered entry/exit;
- Establish parent pick up/drop off protocols;
- Limit visitors to schools to essential visitors;
- No food sharing or gathering for meals;
- No assemblies or any other group gatherings;
- Limit field trips, extracurriculars;



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Physical Adaptations

- Shields installed in school offices;
- Restricted room uses where required;
- Redistribution of space;
- Adoption of other spaces;
- Rearrangement of desks;
- Reduction of non-essential furniture, toys, and supplies to facilitate cleaning;



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Timetable Adaptations

- Adjusted routines for daily activities;
- Staggered entry/exit;
- Curricular modifications;



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Outbreak Protocols

SCREENING

All students & staff undergo screening for symptoms prior to leaving for school/work

Entry screening for all individuals entering the building

Anyone with symptoms will be directed to return home

MANAGE SYMPTOMS

Testing recommended for persons with symptoms

Protocol to be developed with OPH for managing illness which presents during school day

CONTAIN OUTBREAK

OPH is developing a Rapid Response Protocol to support schools

OPH manages contact tracing and notifications

MONITOR ABSENCES

Track student and staff absenteeism and notify OPH in the event of large increases in absenteeism



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Special Education

- Supports for students with special education needs begin with summer transition program to ensure a seamless transition back to school;
- Program supports highest needs students as per Ministry directive and funding;
- Continuity of mental health supports in place to support students on existing caseloads;



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Special Education

- Students with special education needs in the regular classroom will attend with their cohort and receive support as per their IEP;
- Many specialized program classes have classes have smaller class size caps which supports smaller cohort sizes;
- School teams will work collaboratively with families to understand the needs and identify gaps faced by students and develop personalized programs to support them.



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Special Education

- Additional short-term Educational Assistant support may be provided to support student transitions in specific circumstances;
- In a hybrid model, students with special education needs will be prioritized to attend full-time;
- Some circumstances/student needs may require a differentiated approach;



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Mental Health Supports

Take Care of Your Mental Health, too!



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Mental Health Supports

- Returning to school will require time to address students' social and emotional needs.
- All staff have a role to play in supporting students' mental health and well-being.
- Support for students at transition points (returning to school, attending a new school, entering Grade 9).



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Mental Health Supports

- For those students who require additional support, a blended model with both in-person and virtual supports, including:
 - Social emotional support groups
 - Clinical intervention
 - Crisis response
- Provide professional learning to staff to help staff identify student needs & implement appropriate strategies based on student specific needs.



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Transportation

- **Collaboration with OSTA and OCSB;**
- **OSTA will survey families** about needs/plans for use and finalize plans;
- **Encourage sustainable transportation alternatives** such as active transportation;
- **Support families** based on need;
- **Provision of services to students with special needs** a particular focus;
- **Possibility for disruptions/delays** at start;



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Technology Support

- **Chromebooks** - 11,000 distributed between March and June; 5000 ordered and received for September, additional 5000 included in draft budget;
- **Mobile hotspots** – 1200 distributed and another 500 for distribution;
- **Redistribution** of some devices/wifi may be necessary;
- **BYOD** - students welcome to bring own device wherever possible;
- **Bandwidth** demand is an issue for district and families;



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Extended Day Program

- Currently only provincial direction is for community childcare.
- Modelling is based on those directives, but school based directives for extended day and childcare are expected.



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Extended Day Program

Full Return (without Cohort)

- Provide Extended Day Program based on family demands and operational capacity;
- Enhanced cleaning protocol;
- Extended Day Programs offered by Third-Party Providers in our schools follow the same Ministry requirements as District operated EDPs.



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Extended Day Program

Full Return (with cohort groupings)

- Creation of welcoming and caring environments for children while encouraging physical distancing;
- Increased demand for space/classrooms to accommodate physical distancing;
- Increased demands for staffing in order to accommodate new procedures;



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Extended Day Program

Full Return (with cohort groupings)

- Enhanced cleaning protocols;
- No self-serve or sharing of food at snack times; and
- Modification of the current e-registration platform to support flexible attendance and prioritization of access to care based on the recommended list from the Ministry.



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Extended Day Program

Hybrid Model

- Demand for care & operator capacity to deliver care under the new guidelines are unknown.
- Classroom cohorts will mix for EDP;
- Establishment of screening processes and enhanced cleaning protocols;
- It will not be possible to offer full-day care on the days that a child is not in school; and
- Modification of the current e-registration platform.



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Organizational Readiness

- Currently developing comprehensive School Operations Resource Guide;
- Principal planning for back to school readiness;
- Planning underway for comprehensive PA Day training and school readiness;
- Staffing timelines and assignments/re-assignments;
- Notification to families about student class assignments;



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Financial Implications

- Targeted Ministry funding to OCDSB for Covid response as per budget documents;
- Support for Students Fund may offset some incremental costs, but was intended to fulfill existing needs not pandemic response needs;
- Need for additional provincial funding increases or provision of supplies to offset local costs;
- Complex increased staffing demands; unclear authority to increase, lack of funding sources, availability of qualified staff.



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Financial Implications



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Resources and References

- Access our 10 page list of research, resources and reference material at the following link:

[Research, Resources and References](#)



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD





SPECIAL BOARD PUBLIC MINUTES

**Friday, August 14,
2020
7:00 pm
Zoom Meeting**

Trustees Present: Justine Bell, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Christine Boothby

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Richard Sinclair (Manager of Legal Services and Labour Relations), Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager of Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Sandra Lloyd (Manager of Risk and Supply Chain Management), Karyn Carty Ostafichuk, (Manager of Planning), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Sandy Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Rebecca Grandis (Senior Board Coordinator), Nicole Guthrie (Manager of Board Services)

1. Call to Order -- Chair of the Board

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

2. Approval of the Agenda

Moved by Trustee Lyra Evans, seconded by Trustee Ellis

THAT the agenda be approved.

Carried

3. Matters for Discussion

3.1 OCDSB Return to School Plan

Chair Scott noted that this Special Board meeting was called at the request of six trustees, in accordance with a provision in the bylaws.

Director Williams-Taylor acknowledged there are many moving parts and new information continues to be received. She noted that District staff meet regularly with the Ottawa Public Health (OPH) and the coterminous boards in the City to ensure an alignment in planning for the reopening of schools.

Associate Director Reynolds advised that the OCDSB return to school plan will be provided in the form of a presentation by members of senior staff. During the presentation the following points were noted:

- Staff anticipate a progressive entry to the start of school beginning on 3 September 2020. Students will be offered in person elementary, secondary, adapted and remote learning for elementary and secondary;
- Key dates: 30 July 2020, the Ministry released the guide to reopening schools; 10 August the OCDSB released their Return to School Plan; 13 August the Ministry released the requirements for online learning (PPM 164) and 16 August, the confirmation of attendance form is expected to be returned by parents;
- On 13 August 2020, the Ministry announced that school boards can access reserves to address class size, HVAC issues and to secure leased space. Allocation-based funding for staffing was also announced;
- 14 August 2020, the Ministry advises the guide is a baseline and districts can make adaptations that support distancing and health and safety measures provided there are in person classes for elementary five days a week, full instructional hours for all students, optional remote learning for all students, cohorting of students and limiting contacts and adapted secondary delivery for designated boards;
- Remote learning-synchronous learning (teacher actively engaged with students through online learning) and instruction times are mandated;

- Implications of the remote learning regulation will require: dedicated teachers and principals and the creation of virtual schools; remote students will not be connected to their community school; there is reduced fluidity between models and students can only transition between models at the change of semester; and schools will be required to reorganized;
- Funding for additional staffing will be automatically allocated to boards. The OCDSB share of the Provincial amount of \$30.0 million is \$1.3 million;
- Funding to Support Ventilation - staff are awaiting the details of the allocation of funding but between \$1.0 and \$2.0 million is expected. This is supplementary funding to the \$10.0 million annual allocation for HVAC renewal and upgrades;
- Leased space - no additional funding has been provided for lease space. Schools are purpose built and most leased spaces would have to be retrofitted to receive students; and
- Some elements and proposals in the memo will take effect only if certain regulations are made by the Minister of Education or Lieutenant Governor under *the Education Act*, therefore the content of the Minister's memo of 14 August should only be considered, subject to such regulation, if and when made.

Director Williams-Taylor noted that the Minister's memo of 14 August 2020 encapsulates, in writing, that the content of the memo is subject to the regulation being made , The plan being developed by the OCDSB was done with a hope that the regulation will be made and come to support the plan.

The Director outlined the competing requirements including the Ministry of Education Guidelines, Ottawa Public Health, the Ottawa Student Transit Authority and the Union partners, all must be considered in decision making. As staff looks to prioritize the values that inform the plan, the first is safety, then pedagogical soundness, and then operational pieces.

Director Williams-Taylor noted that there is not enough time in the next two weeks to conduct broad consultation or hold public meetings prior to the reopening of school. Staff must move quickly to implement a plan. The District has been given permission in writing for a progressive start. The deadline for the confirmation of registration cannot cannot be delayed as there are many plans to put in place and classes to organize.

Moved by Trustee Fisher, seconded by Trustee Lyra Evans

That Board move to adopt rules of Committee

Carried.

Trustees raised a number of questions for staff and responses are noted below:

Ottawa Public Health (OPH) and Safety Issues

- OPH, in working with staff with has been cooperative and supportive will full understanding of the complexities of a school board;
- There are safety standards to consider in different areas, student safety and occupational health and safety for employees;
- All school-based staff will be provided with medical grade masks and face shields, gowns and gloves will also be provided where appropriate;
- Staff are in daily contact with OPH staff to ensure alignment with their priorities;
- The role of OPH is to provide feedback based on data and medical knowledge; and
- Staff are awaiting direction from the Ministry regarding managing an outbreak and procedures for closing schools. In the event that an outbreak occurs, OPH would be responsible for an investigation and reaching out to contacts;

The Ottawa Student Transportation Authority (OSTA) and Transportation

- Transportation is a challenge, the OCDSB must align with the Ottawa Catholic School Board (OCSB);
- Transportation for students may not be available on 3 September 2020 when students return to schools;
- OSTA is looking at revised full day models that would link elementary and secondary routes, savings could be recognized;
- OSTA is working with OCTranspo to look at special midday routes to transport students;
- OC Transpo has strict safety measures in place, passengers must wear masks and cleaning is enhanced, physical distancing on public transit must be observed;
- OSTA will be providing an update on transportation once they have confirmed their plans; and
- Additional safety measures have been put in place to address increased traffic around the schools in the absence of school buses in September as parents will be driving their children to school;

HVAC Systems and Air Quality in Schools

- Staff commenced looking at ventilation systems in buildings in the spring to see where modifications are required;
- Systems will be monitored on an ongoing basis;
- There may be a requirement to install windows that open to bring in fresh air;
- A combination of fresh air and air exchangers will be important;
- HVAC standards are developed through the American Society of Heating, Refrigeration and and Air Conditioning Engineers (ASHRAE);
- Not all building can be moved to the most up-to-date standards; and
- Where principals have had concerns about ventilation, staff have looked to see how this might be impacted by COVID 19.

Communications Strategies

- Communication to staff teams has occurred on a regular basis, managers and principals are the leaders that share information with their staff;
- It is important that staff receive information from someone they trust;
- Work has begun on communication of what the new classroom will look like, a video is being prepared (in several languages) for distribution;
- There is communication with three main audiences, students, families and staff;
- Communication has been based on what decisions must be made next;
- OPH will be providing a presentation;
- The Children's Hospital of Eastern Ontario (CHEO) will be producing information for parents;
- Frequently asked questions (FAQs) for parents and staff are updated and available on the District website;
- An introduction to kindergarten video is planned;
- Tailored communication is planned for families of special education students; and
- Communication from the District and from principals is intended to build a school level connection.

Human Resources and Labour Relations:

- There are challenges associated with collective agreements related to preparation time, requirements for the lunch period, as well as assigned and unassigned time. Staff have been in conversation with the federations to stress the need for flexibility around remote learning;
- Many requests for leaves and accommodations have been received and Human Resources staff are working through the list;
- Human Resources staff have been recruiting casual staff and monitoring the casual staff pool to mitigate potential staff shortages;
- Resources such as deploying central staff to schools has been contemplated;
- Staff are currently in discussion with the federations regarding access to work for occasional teachers (OT);
- The Daily Occasional Teacher (DOT) program, currently deployed at the elementary level is being contemplated for secondary to limit the number of schools an OT would visit;
- OTs will have a full day of health and safety training, will rely on the self assessment tool and will be provided with appropriate PPE;
- Casual custodians are generally used for evening cleaning and are not in contact with students. Appropriate PPE will also be provided to all cleaning staff; and
- Professional development will continue for staff with a focus on health and safety, anti-racism and the new math curriculum.

Virtual Learning:

- Policy/Program Memorandum (PPM) 164 was shared with the community, it contains information on the guidance around the nature of the engagement and timing of virtual learning. The document contains details on content and delivery to help families make a decision on which model to chose;
- Staff have contemplated building virtual classrooms considering friend and family groups and geographic areas;
- Should there be a return to remote learning, new measures have been put in place to ensure an enhanced experience. These include: teachers trained in synchronous learning, school work posted online for students; virtual classrooms, and a requirement for google classrooms or a virtual learning environment (VLE) that is updated weekly;

- All learning models are designed to return to remote learning if required;
- There would be a schedule for synchronous and asynchronous learning based on the required number of instructional minutes for each grade;
- Instructional coaches are available to support teachers and parents;
- If a child is away for three or more days, synchronous learning will be provided;
- Several schools have received wireless upgrades to manage the demand for broadband;
- Ethernet adapters have been purchased to assist educators with connectivity; and
- Students in virtual learning continue to be funded in the same way as students in the classroom.

Space Concerns and the Use of Community Facilities

- Not all spaces (community spaces etc.) are well suited to students;
- Retrofitting a building to receive students is challenging;
- Transporting students to community buildings would be a challenge;
- Plans to maximize learning spaces within the district have been evaluated;
- Barriers have been installed on classroom tables to create distancing;
- Desk shields will be provided to students in open concept schools and for the youngest learners where masks are not part of the guidance document;
- All school spaces will be evaluated and repurposed for alternate use (i.e., gymnasiums used for eating areas) and
- Outdoor space will be utilized for both instruction and recess.

Secondary School

- When contemplating the secondary school day, staff reviewed a 9:00 a.m. to 3:00 p.m. model which is a typical workday for staff;
- Students with a spare(s) are considered full time;
- The Youth Services Bureau and the alternate sites will be running but operating on a different schedule;

- Secondary school will have a staggered entry to allow grade 9 students to get acclimatized to the the schools prior to the arrival of the senior grades The staggered entry will also allow teachers the time to become accustomed to new procedures;
- An optional online support period is scheduled after lunch and affords students with 75 minutes to travel home from the morning session;
- Octomestering is recommended for the International Baccalaureate (IB) sites. Although not ideal, it provides students with greater opportunity to be with teachers for the requisite amount of time;
- Ottawa Technical High School (OTSS) has a maximum class size of 17 students;
- Safety protocols for the performing arts programs have yet to be developed;
- Half days at secondary were designed with safety in mind to limit contacts; and
- Staff are reviewing a full time model at secondary but synchronous learning as well as the collective agreements need to be considered;
- Hands on learning programs (e.g., labs and Specialist High Skill Major (SHSMs) will need to be modified as equipment must be cleaned prior to each use;
- Advanced placement (AP) IB and gifted classes. It is anticipated that virtual learning will not be an option for advanced placement (AP) IB and gifted classes; and
- Cohorts at secondary were developed by grouping students alphabetically.

Special Education

- Students with special needs will be a priority and all Individual Education Plans (IEPs) will remain in place; and
- If the requirement in the IEP cannot be met, staff will look at alternatives.

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

Chair Scott noted that there are still many unknowns at the Ministry level and that should the trustees indicate a strong preference, she would write a letter to the Minister expressing concern and seeking clarification. She added that should any trustees be contemplating additional motions, they

should provide notice and a meeting maybe arranged to address the motion(s).

Trustee Bell inquired if the Board could write a letter to Dr. Vera Etches, Medical Officer of Health, asking her about the efficacy of masks and face coverings for younger children. Trustee Bell noted that Toronto Public Health has strongly recommended masks for students in kindergarten to grade 3. Board members, by a show of hands, expressed their approval for the Chair to write a letter to Dr. Etches.

Trustee Campbell requested that Dr. Etches be invited to an upcoming meeting.

4. Adjournment

The meeting adjourned at 11:10 p.m

Lynn Scott, Chair of the Board



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



SPECIAL BOARD PUBLIC MINUTES

**Tuesday, August 25,
2020
7:00 pm
Zoom Meeting**

Trustees Present: Justine Bell, Donna Blackburn, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Lynn Scott, Christine Boothby, Joy Liu (Student Trustee), Charles Chen (Student Trustee)

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

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:00 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

An amendment moved by Trustee Blackburn, seconded by Trustee Campbell, THAT items 6.1 and 6.2 be moved on the agenda to precede item 5.1.

Carried

Moved by Trustee Campbell, seconded by Trustee Boothby,

THAT the agenda be approved, as amended.

Carried

3. Report from the Special Board (In Camera)

The Board met in Camera earlier this evening and reports and recommends as follows:

Moved by Trustee Blackburn, seconded by Trustee Penny,

THAT staff proceed as directed in Board in camera with respect to a labour relations matter.

Carried

The motion was carried on the following division:

FOR: Trustees Boothby, Blackburn, Hough, Ellis, Campbell, Jennekens, Penny, Lyra Evans, Bell, Fisher, (10)

OPPOSED: Nil (0)

ABSTENTION: Trustee Scott (1)

4. Delegations

4.1 Sherien Youssef, Re. International Baccalaureate Program

Ms. Youssef advised that over 189 students in the International Baccalaureate (IB) program are required to attend school in person, as virtual learning is not an option for this cohort. For families with immunocompromised members it creates significant risk. Ms Youssef shared a PowerPoint presentation that included several possible options that would allow IB students to participate in virtual learning. She noted that students should not have to choose between the pursuit of education and their health.

When asked if all system programs should have both options available Ms, Youssef noted that she could not really comment on other programs but thought it would be optimal for all.

Director Williams-Taylor recognized that this is a complex issue. The Ottawa District School Board (OCDSB) has many learning pathways for students and although It would be ideal to deliver a program as close to real as possible, time and resources are limited.

Associate Director Reynolds noted that this was not a situation the District would have chosen for families as it would be ideal to offer remote learning for all. Providing virtual options is possible with larger cohorts.

Staffing becomes very difficult for smaller cohorts and the IB program has strict rules about program delivery.

5. Matters for Discussion

5.1 COVID-19 Update

Director Williams Taylor acknowledged the work of so many to support the reopening of schools. The OCDSB had designed and redesigned the operation of three school systems involving a comprehensive reimaging of all processes and practices, made more complicated in an ever-changing landscape of provincial and health guidance.

Confirmation of Attendance

- Approximately 22 % of families have opted for remote learning; and
- While there is still some work to be completed. staffing must proceed using the information that is currently available.

Request for Change Process

- Many requests for change have been received since the deadline;
- Requests for change are currently being held until after staffing has been completed; and
- Any request for change should now be made at the school level.

Staffing

- All school-based staffing assignments are being reviewed based on enrolment/attendance decisions;
- All expressions of interest for remote learning have been completed and staff are processing requests; and
- Staff will be guided by the usual process to address any surplus and/or vacancies in schools or remote learning.

Virtual Learning:

- Approximately 16,000 students have opted for remote learning;
- There may be up to six elementary virtual schools and 1 secondary virtual school created to accommodate these students;
- Every effort will be made to place students from the same elementary school in the same virtual school; and
- Virtual schools will require administrators, teachers, office staff and

- Workspaces.

Secondary in Person:

- The Ministry has asked boards to revisit the in person model to ensure that contacts do not exceed 100 people;
- Using the quadmester model, students would take two courses at a time and attend school on alternating days;
- Instructional time would remain the same, but in class learning will alternate by subject week-to-week.

Health and Safety:

- Administrators are beginning to put health and safety measures in place in schools;
- In collaboration with the Occupational Joint Health and Safety Committee, resources have been compiled to ensure staff are aware of health and safety practices; and
- The Ministry has advised that all PPE has been shipped.

Re-opening of Administrative Sites:

- Planning for reopening administrative sites is underway; and
- The plans include services and staffing through a combination of in-person, adapted or remote delivery models.

Progressive Start

- The Ministry has used the progressive start framework to encourage boards to make adjustments to ensure that proper planning and safety is in place before students arrive;
- The youngest and most vulnerable learners will be privileged with earlier entry;
- All students will be in school by 18 September; and
- A detailed plan for progressive starts will be released next week.

Supporting Parents

- A webinar was held with Dr. David Tranter to help parents prepare their children for the start of school;
- Over 1000 people participated in the webinar; and
- Staff are working on additional video resources to support the District's youngest learners.

Staff continues to work with other districts, the Ministry of Education and Ottawa public health. It is hoped that the update along with the video from Doctor Etches, Medical officer of Health will guide trustees in their discussion on the motions tonight

Ottawa Public Health Update

Dr. Etches, in a video presentation addressed trustee questions on the following:

- The wearing of face masks;
- The use of face shields;
- The role of Ottawa Public Health and school board reopening plans;
- Class sizes and physical distancing;
- Two meter distancing;
- Limiting the movement of staff between schools and contact tracing;
- Training for staff on safety measures;
- Staff and students must use the COVID 19 assessment tool daily; and
- Adults in the school must maintain physical distancing;

Dr. Etches encouraged all to become COVID-Wise:

W - wear a mask,

I - Isolate when you are sick,

S - stay metres two meters apart if possible although 1 meter may be more realistic,

E - exercise proper hand hygiene.

A public health nurse has been assigned to schools to support the principal and staff and students with regular visits, be available to answer questions and manage challenges.

OPH will continue to have open dialogue with school boards and update the website.

Director Williams-Taylor noted that the secondary school in-person model will be updated to indicate that it would be course 1 for a full week and course 2 for a full week.

During the question period the following responses were provided:

- Staff may be deemed surplus to their school but not the system. As teacher resources are reallocated to remote learning, schools may have more teachers than required. Staff would place those surplus teachers elsewhere, possibly in the virtual school. Staff will act quickly to get information to principals so that timetables can be updated as quickly as possible;
- Regarding daily screening procedures, staff are working on the protocols for staff and students. There is a tool available from OPH for employers that can be used. This tool has been used for a month. Staff will be asked to complete the assessment questions in the tool. Should the answer be yes to any of the questions, staff will be asked not to visit OCDSB sites and their supervisor will be contacted. The tool will be posted at all sites;
- There are 300 instructional minutes a day for students who are learning at home. During this time there are synchronous and asynchronous opportunities;
- Teachers are posting work in the classrooms so students have the opportunity to review videos and work on lessons, and attendance will be taken. Staff will ensure there is synchronous connection with students at home and in the classroom. The time at home is accountable and accounted for at all times;
- Superintendent McCoy advised that staff are in the process of constructing messaging for casual teachers and asking them to restrict work in multiple school sites. Information from OPH will be reiterated using the language Dr. Etches provided. The elementary system uses daily occasional teachers (DOTS). The practice of re-deploying DOTS will be limited to reduce contacts. Occasional teachers will be asked to track schools they visit to contact trace, if required;
- Information on the staggered start will be shared with parents at the end of the week;
- If staff cannot maintain one metre distancing in class, action will be taken. Every effort will be made to ensure one metre between students. Superintendent Towaij advised that staff measuring means the distances between students when they are seated. Excess furniture has been removed to provide additional space;
- Regarding the provision for organizing parent voice, the Director noted that establishing a reliable structure that will work across the District from a pedagogical point of view is a priority. Executive Officer Giroux noted that it is not just a school

council question but all communication is built on where a student goes to school, regarding directing students to a remote school has infrastructure issues, getting schools up and running is a priority but staff are aware of other issues.;

- Superintendent Towaij confirmed that smaller class sizes will be implemented in neighbourhoods with greater vulnerabilities as identified by OPH;
- Ownership of the return to school plan is an issue for some staff. Staff will have three days of professional learning. Staggered entry has provided an opportunity to ensure that the structures are in place and teachers will have a better idea of the process. Principals and vice-principals have been mapping out the design with their staff. Progressive entry will provide an advantage for both virtual and bricks and mortar schools to have an opportunity to understand the roll out;
- Associate Director Reynolds advised that lunch will be supervised, additional staff will be deployed, and students eating at their desks will wash or sanitize their hands before and after they eat. Desk shields have been put in place to maintain distancing. This plan is in place across the province and OPH supports this;
- Staff have accounted for 300 instructional minutes. For 225 minutes staff will be at school and assigned to supporting students. For the 75 minutes remaining, staff will be at school. If they have exhausted their instructional minutes, they will have prep time;
- The Director acknowledged that some students will not be attending school until 14 September. OSTA provides presto cards, through OC Transpo, to some students. It is recognized that for some students in remote areas transportation could be a problem. Chief Financial Officer Carson (CFO) confirmed that the Ottawa Student Transportation Authority (OSTA) has been working with OC-Transpo. Not being able to provide transportation will be a problem for some families;
- Regarding extending the school year, the Ministry has not communicated any direction about lengthening the school year. Staff are working to address gaps, anticipating that days can be lost due to weather, etc., and it may be possible to make up the time;

- A break period will occur halfway in the 225 minutes. If a student needs to eat to learn, staff will ensure they have an opportunity;
- Superintendent Hardie advised there are plans to address the COOP program and adjustments have been made to the Specialist High Skills Major (SHSM) program. Certifications can be received online. Staff have looked for opportunities for students to obtain volunteer hours online;
- Staff are not expecting in person clubs to meet in the fall. Students have been coming up with ways to engage using a number of different platforms. There will be no in-person gathering but new opportunities may emerge;
- There may be opportunities to switch from remote to in person at logical breakpoints. Requests would be reviewed on a case by case basis. As we approach mid-year we may be able to make greater changes to accommodate students;
- Director Williams-Taylor acknowledged that coming back to school will be a different process, and classrooms may look very different. Staff need to think differently about how the program is delivered. Staff are trying to finalize the assignments of teachers, recognizing timeframes will be short. Some of this work may coincide with the arrival of students;
- Staff are looking at various modifications to music programs. At the intermediate level we are discontinuing the use of shared instruments but looking at other options to access the music curriculum;
- Staff will try where possible to emphasize smaller class sizes. There will be an effort, subject to the number of students in schools, to maximize the 10% of virtual learning class sizes. Staff will also be looking at class sizes in those areas identified as vulnerable by OPH.
- To reassure the families of kindergarten students, Superintendent Towaij advised that there will be round tables with clear dividers so students can see their classmates. There will be virtual intake meetings to meet with teachers and ECEs. A video is being created to indicate what the classroom will look like. Students can bring a backpack and extra shoes, and store items under their desks;
- In terms of class sizes, 90% of classes would be at 20 or below, 10% would be at 24.5 or below. There would be a hard cap of

23 at primary and above. Staff are working to keep numbers for grades 4 to 8 at no more than 24.5; and

- Regarding the number of virtual schools, staff have not finalized the plan but currently there are six elementary and one secondary virtual school proposed.

Chair Scott advised that during the meeting it was announced that the Federal Government will provide approximately \$2.0 billion dollars in funding to the provinces, proportionate to the number of students in each province.

6. Matters for Action

6.1 Report from Ad Hoc Committee for Board Self Evaluation & the Director Performance Evaluation Process, 12 August 2020

Moved by Jennekens, seconded by Trustee Boothby

THAT the Report from the Ad Hoc Committee for Board Self Evaluation and the Director Performance Evaluation Process, Dated 12 August 2020, be received.

Carried

1. Approval of Recommendation to Defer the Director's Performance Evaluation

THAT the evaluation process and timelines for the 2019-2020 Director of Education Evaluation cycle as outlined in section 3.10 parts B through F of Policy P.051.GOV be delayed by one month.

Trustee Boothby advised that the committee determined that the focus would be on a return to school in September and the Director requires additional time to prepare for the performance evaluation

Moved by Trustee Boothby, seconded by Trustee Jennekens,

THAT the evaluation process and timelines for the 2019-2020 Director of Education Evaluation cycle as outlined in section 3.10 parts B through F of Policy P.051.GOV be delayed by one month.

CARRIED

The motion was carried unanimously by those present.

FOR: Trustees Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Scott, (11)

OPPOSED: Nil (0)

ABSTENTIONS: Nil (0)

2. Approval of Recommendation to Defer Board Self Evaluation

Moved by Trustee Boothby, seconded by Trustee Jennekens

THAT the Board's annual reflection process for 2019-2020 as outlined in section 4.4 parts b through c of Policy P.130.GOV be delayed by one month.

Trustee Boothby noted that the committee recommends delaying the work to allow staff to have time to focus on the return to school plans, particularly when it is unknown whether the Ministry would require additional work to prepare for school opening.

Moved by Trustee Boothby, seconded by Trustee Jennekens,

THAT the Board's annual reflection process for 2019-2020 as outlined in section 4.4 parts b through c of Policy P.130.GOV be delayed by one month.

Carried

The motion was carried unanimously by those present.

FOR: Trustees Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Scott, (11)

OPPOSED: Nil (0)

ABSTENTIONS: Nil (0)

6.2 Notice of Motion, Re: Facial Coverings, Trustee Lyra

Moved by Trustee Lyra Evans, seconded by Trustee Blackburn,

THAT the Board requires the wearing of facial coverings at school for students in Grades K-3 whenever reasonable, exempting those students with medical or other conditions that would contraindicate such a covering.

Trustee Lyra Evans noted that she agrees with Toronto Public Health and the Canadian Nurses Association who have acknowledged that masks are likely to be beneficial for students in kindergarten to grade 3. Young learners may have difficulty wearing masks, but if others around them wear masks, they are likely to model their behaviour. She urged her colleagues to support the motion to protect the immunocompromised, vulnerable members of families.

Trustee Blackburn supported the motion, but with an amendment, to include, after the word covering, recognizing that some students may not be developmentally or emotionally ready to manage facial coverings.

An amendment moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT “recognizing that some students may not be developmentally or emotionally ready to manage facial coverings” be added at the end of the recommendation.

Trustee Blackburn submitted that the amendment was straightforward and provided clarity to parents who may be concerned that some children who cannot wear masks may be asked to leave school.

In response to a query from Trustee Campbell with respect to who would determine the ability of a student to wear a mask, Director Williams-Taylor advised that it may be challenging to determine readiness to wear a mask and to enforce compliance. Staff may suggest a child attend a virtual school. She added that suspension and exclusion is not permitted in grades 3 and under. Should a child refuse virtual learning and a suspension cannot be imposed then it may be isolation in the classroom.

Trustee Lyra Evans noted that the original motion was intended to require masks anytime there wasn't an exceptionality or a medical reason or in a case where staff determined it was not possible. The amendment shifts the decision making from staff to parents. It was her intention that staff make the determination.

Trustee Jennekens noted her concern for students with special needs who rely on facial expressions and some students who do not have the ability to manage a mask.

Trustee Ellis expressed the opinion that the original motion covers this issue and that the amendment is not necessary.

Trustee Blackburn submitted that parents know their children better than staff.

An amendment moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT “recognizing that some students may not be developmentally or emotionally ready to manage facial coverings” be added at the end of the recommendation.

Carried

Trustee Bell requested that staff develop a protocol, in consultation OPH, that would define “reasonable”. Director Williams-Taylor advised that if

students are required to wear masks in primary grades, it would be necessary to develop a policy for all grades.

Associate Reynolds advised that OPH strongly encourages mask wearing; however, it is not mandated at this time. He suggested it would be better to encourage and educate. He added that there are provisions in *the Education Act* to manage compliance for safety reasons.

Trustee Campbell indicated that OPH is not recommending mandatory mask wearing, and staff should not have to be in a position to enforce the wearing of masks.

Trustee Penny expressed the opinion that if OPH cannot quantify the protection a mask would provide, there is no basis for the motion.

An amendment moved by Trustee Jennekens, seconded by Trustee Campbell,

THAT the words “strongly recommend” replace the word “require”.

Trustee Fisher agreed that this amendment is more in line with OPH recommendations.

Trustee Ellis noted that it is important to include the word “required” to send a message to the community.

An amendment moved by Trustee Jennekens, seconded by Trustee Campbell,

THAT the words “strongly recommend” replace the word “require”.

Carried

Trustee Boothby noted the teacher's concerns about the management of masks and the lack of evidence that they will be used effectively. She added that the Sickkids Hospital does not endorse the mandatory wearing of masks.

An amendment moved by Trustee Boothby, seconded by Trustee Campbell,

THAT all words following “students in Grades K-3 whenever reasonable” be deleted.

Carried, friendly

An amendment moved by Trustee Hough, seconded by Trustee Campbell,

THAT “masks” replace “facial coverings”.

Carried, friendly

An amendment moved by Trustee Hough, ,

THAT "strongly recommends" be replaced with "encourage".

The amendment failed for lack of a seconder.

Trustee Ellis noted, for the record, that he indicated to the community that he would support the original motion; however, the amendments have now made the motion meaningless in his opinion.

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

Trustee Lyra Evans expressed the view that saying there is no evidence does not mean there have been no studies. Toronto Public Health and the Canadian Nurses Association support the requirement for masks to reduce the spread of the virus.

Student Trustee Liu requested a non-binding vote.

Moved by Trustee Lyra Evans, seconded by Trustee Blackburn,

THAT the Board strongly recommends the wearing of masks at school for students in Grades K-3 whenever reasonable.

Carried

On the non-binding vote, the motion was carried on the following division:

FOR: Trustees Boothby, Blackburn, Hough, Campbell, Jennekens, Penny, Bell, Fisher, Scott (9)

OPPOSED: Trustees Ellis, Lyra Evans, Chen, Liu (4)

ABSTENTIONS: Nil (0)

On the binding vote, the motion was carried on the following division:

FOR: Trustees Boothby, Blackburn, Hough, Campbell, Jennekens, Penny, Bell, Fisher, Scott (9)

OPPOSED: Trustees Ellis, Lyra Evans (2)

ABSTENTIONS: Nil (0)

6.3 Notice of Motion, Re: Delay Student Return to School Date, Trustee Blackburn

Moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT the Board delay the student return to school date until 14 September 2020 for the 2020-2021 school year.

Trustee Blackburn submitted that many teachers will not be ready for the proposed start of the school year. OSTA has announced a delay in the provision of school bus transportation. She expressed the view that by 14 September things may be more normalized, staff will have additional time to prepare, and principals will have time to go through the personal protective equipment (PPE). Trustee Blackburn added that other school boards have delayed their start time, and she encouraged her colleagues to consider the motion.

Trustee Bell submitted that this is an equity issue for marginalized students, and staggered start dates are important to "get it right."

An amendment moved by Trustee Bell, seconded by Trustee Fisher, THAT "8 September" replace "14 September."

Director Williams-Taylor noted that start means starting with a staggered entry. While a later date to receive students provides more time for staff, it is an issue for families depending on schools to meet their needs. All students arriving at the same time jeopardizes a safe entry.

Associate Director Reynolds advised there is a lot to do in very little time, and there is a firm end date to the school year. A later staggered date would impact instructional time. AS trustees have noted there are challenges with an earlier start date but staff want to deliver the best instructional program possible.

Trustee Bell noted that giving teachers and principals additional time would be beneficial. She encouraged her colleagues to provide a bit of additional time but not so much that it further impacts marginalized communities.

Trustee Fisher advised that trustees are requesting a delay to ensure that staff have enough operational time to proceed. Director Williams Taylor advised a staggered entry is necessary to ensure schools are ready to receive students.

Director Williams-Taylor confirmed that she preferred the 8 September start date with a staggered start as opposed to 3 September with a staggered start.

Trustee Blackburn reminded trustees that some racialized students would not have transportation until September 16. She expressed concern that those students who cannot get to school will fall behind,

Trustee Penny assumed the chair

Chair Scott inquired whether secondary students could utilize virtual learning if school were to start on 8 September and transportation was not available. Director Williams Taylor noted that staff recognize that a start on

8 September will be a problem for rural students. It may be possible to utilize virtual learning at the secondary level.

Chair Scott resumed the chair.

Trustee Jennekens expressed her concern about students in rural areas not having transportation.

***** The 11:00 p.m. voted achieved unanimous consent to continue the meeting past 11:00 p.m.*****

An amendment moved by Trustee Bell, seconded by Trustee Fisher, THAT "8 September" replace "14 September."

Carried

Trustee Bell inquired whether staff could consider alternatives to transporting students to school in the first week in lieu of yellow buses. Director Williams-Taylor noted that this has not been contemplated as student transportation is OSTA's responsibility.

CFO Carson advised that OSTA is looking for opportunities for transporting students to school. Staff will provide updates when they are available.

Moved by Trustee Fisher, seconded by Trustee Boothby,

That the debate be closed.

Carried

Moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT the Board delay the student return to school date until 8 September 2020 for the 2020-2021 school year.

Carried

The motion was carried on the following division:

FOR: Trustees Boothby, Blackburn, Hough, Campbell, Ellis, ,Jennekens, Penny, Lyra Evans, Bell, Fisher, Scott (0)

OPPOSED: Nil (0)

ABSTENSIONS: Nil (0)

Agenda items 6.4 and 6.5 will be moved to a future meeting.

- 6.4 Notice of Motion, Re: Request to the Province for the Provision of Health and Safety Precautions, Trustee Scott

To be dealt with at a future meeting.

6.5 Notice of Motion, Re: Return to In Person Board Meetings, Trustee Blackburn

To be dealt with at a future meeting.

7. New Business -- Information and Inquiries

There was no new business or inquiries.

8. Adjournment

The meeting adjourned at 11:10 p.m

Lynn Scott, Chair of the Board



SPECIAL BOARD PUBLIC MINUTES

Wednesday, August 26,
2020
9:00 pm
Zoom Meeting

Trustees Present: Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Kevin Gardner (Manager of Financial Services), Karyn Carty Ostafichuk, (Manager of Planning), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Michael Guilbault (AV Technician), Nicole Guthrie (Manager of Board Services) and Amanda Pelkola (Board/Committee Coordinator)

Guest: Andrew Parent (Principal at Gloucester High School)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 10:16 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Ellis, seconded by Trustee Schwartz,

THAT the agenda be approved.

Carried

3. Report from Committee of the Whole Budget

3.1 Approval of the 2020-2021 Staff Recommended Budget

Chair Schwartz provided a report on the 2020-2021 Staff Recommended Budget, from the Committee of the Whole Budget (COW budget) meeting and noted that substantial discussion took place on the budget. The motion before the Board from COW Budget, had several amendments to the staff recommended budget. Chair Schwartz shared her support of the budget and its subsequent delivery to the Ministry of Education.

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz.

A. THAT the unconsolidated 2020-2021 operating budget of \$1,008.3 million as presented in Report 20-063, 2020-2021 Staff-Recommended Budget and detailed in the 2020-2021 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget, amended as follows:

1. THAT \$95,976 be removed from the School Programs and Support budget which pays for two dedicated SROs [at Gloucester High School and Ridgemont High School];
2. THAT the \$95,976 be apportioned to the two schools [Gloucester High School and Ridgemont High School] on a per pupil basis to be administered within the Urban priority high school framework;
3. THAT a budget allocation of \$150,000 be made for the funding of effective school councils across all Schools and the work of an engaged Parent Involvement Committee to ensure it meets obligations regarding communications with School Councils and to “undertaking activities to help parents of pupils of the board support their children’s learning at home and at school”.
4. THAT the Board approach the province for more funding, if necessary, to ensure the safety of OCDSB students and educators.
5. THAT the Chair of the Board communicate immediately with the Minister of Education and Premier, with a copy of the communication also sent to Ontario Public School Boards’ Association (OPSBA) member boards and local media, calling on the province to:

- (a) Commit to making school boards whole with respect to their extraordinary COVID-19 related use of reserves,
 - (b) Commit to making school boards whole with respect to any unplanned COVID-19 related shortfalls arising directly however from either (i) their Ministry-confirmed plans, further changes in Ministry direction, or unforeseen and unavoidable local COVID-19 related circumstances, and
 - (c) Commit to asking Ontario's Chief Medical Officer to immediately review and publicly respond fully and directly to the expert advice on COVID-19 risk reduction for schools provided on 19 August 2020 by the Registered Nurses' Association of Ontario (RNAO), and the Minister and Premier then to reassess as may be indicated the Province's financial support and direction around COVID-19 risks reduction in its schools.
- B. THAT the 2020-2021 capital budget of \$97.9 million as presented in the 2020- 2021 Staff-Recommended Budget Binder, be approved;
- C. THAT the In-Year Deficit Elimination plan presented in the 2020-2021 Staff Recommended Budget Binder, as amended, be approved;
- D. THAT the accumulated surplus be used to further increase the recommended \$4.0 million COVID expense provision by \$471,491;
- E. THAT the new funding of \$3.5 million as shown in Ministry of Education Memo 2020: B11, Investments to Support School Reopening in Response to the COVID-19 Outbreak, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected; and
- F. THAT the new funding of \$1.9 million as shown in Minister of Education Memo dated 14 August 2020, Additional Guidance and Funding for School Reopening, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected.

Trustee Ellis requested that parts A1 and A2 of the motion, regarding the School Resource Officer (SRO) program at Ridgemont High School and Gloucester High School, be voted on separately.

In response to a query from Chair Scott regarding amendments to the motion, Executive Officer Giroux advised that a vote against the two

amendments would eliminate them from the final motion, and would result in the funds being allocated as proposed in the original staff recommended budget.

Trustee Schwartz noted that several members of the community had contacted her regarding the SRO program and provided rationale for and against the cessation of the program. The most important fact addressed by the community was regarding the lack of consultation on this decision predominately with students. There was concern that the dedicated SRO position at Gloucester High School and Ridgemont High School may cease to exist even if the funds were diverted directly to the schools' framework. Trustee Schwartz highlighted that some feel that the SRO program is important and that it is necessary to conduct a review to hear from recently graduated students, current and marginalized students.

***** 10:30 pm vote 2/3 majority voted to continue *****

Trustee Bell shared that she has been learning about white privilege and systemic racism, and she has made a commitment when issues and opportunities arise to provide her support. Trustee Bell highlighted that she will be voting to support the SRO fund withdrawal motion.

Trustee Campbell noted he had originally voted in favour of the amendments regarding the SRO program, but added that this decision would result in the affected schools no longer having the option to invest in the program, even if it was viewed as the best expenditure of their funds. Trustee Campbell expressed his support for a review of the SRO program and advised that he would not be in support of the motion.

In wrap-up, Trustee Lyra Evans stated that the Board heard from the Somali community, the Black community and former students of the OCDSB who stated they do not feel safe or comfortable in the presence of SROs. She agrees with Trustee Bell and encourages the battle of systemic racism. Trustee Lyra Evans highlighted that despite her request for a consultation on the SRO program, no review has taken place despite the OCDSB's responsibility to the student community. Trustee Lyra Evans expressed her disappointment in the actions of her colleagues.

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz

1. THAT \$95,976 be removed from the School Programs and Support budget which pays for two dedicated SROs [at Gloucester High School and Ridgemont High School]; and
2. THAT the \$95,976 be apportioned to the two schools [Gloucester High School and Ridgemont High School] on a per pupil basis to be administered within the Urban priority high school framework;

Defeated

At Trustee Ellis's request, a recorded vote was held and was defeated on the following division:

FOR: Trustee Ellis, Lyra Evans, Bell, (3)

AGAINST: Trustee Boothby, Hough, Campbell, Jennekens, Penny, Fisher, Schwartz, Scott, (8)

ABSTENTION: Nil (0)

Moved by Trustee Lyra Evans, seconded by Trustee Schwartz.

A. THAT the unconsolidated 2020-2021 operating budget of \$1,008.3 million as presented in Report 20-063, 2020-2021 Staff-Recommended Budget and detailed in the 2020-2021 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget, amended as follows:

- 1. THAT a budget allocation of \$150,000 be made for the funding of effective school councils across all Schools and the work of an engaged Parent Involvement Committee to ensure it meets obligations regarding communications with School Councils and to "undertaking activities to help parents of pupils of the board support their children's learning at home and at school".**
- 2. THAT the Board approach the province for more funding, if necessary, to ensure the safety of OCDSB students and educators.**
- 3. THAT the Chair of the Board communicate immediately with the Minister of Education and Premier, with a copy of the communication also sent to Ontario Public School Boards' Association (OPSBA) member boards and local media, calling on the province to:**
 - (d) Commit to making school boards whole with respect to their extraordinary COVID-19 related use of reserves,**
 - (e) Commit to making school boards whole with respect to any unplanned COVID-19 related shortfalls arising directly however from either (i) their Ministry-confirmed plans, further changes in Ministry direction, or unforeseen and unavoidable local COVID-19 related circumstances, and**

(f) Commit to asking Ontario's Chief Medical Officer to immediately review and publicly respond fully and directly to the expert advice on COVID-19 risk reduction for schools provided on 19 August 2020 by the Registered Nurses' Association of Ontario (RNAO), and the Minister and Premier then to reassess as may be indicated the Province's financial support and direction around COVID-19 risks reduction in its schools.

- B. THAT the 2020-2021 capital budget of \$97.9 million as presented in the 2020- 2021 Staff-Recommended Budget Binder, be approved;**
- C. THAT the In-Year Deficit Elimination plan presented in the 2020-2021 Staff Recommended Budget Binder, as amended, be approved;**
- D. THAT the accumulated surplus be used to further increase the recommended \$4.0 million COVID expense provision by \$471,491;**
- E. THAT the new funding of \$3.5 million as shown in Ministry of Education Memo 2020: B11, Investments to Support School Reopening in Response to the COVID-19 Outbreak, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected; and**
- F. THAT the new funding of \$1.9 million as shown in Minister of Education Memo dated 14 August 2020, Additional Guidance and Funding for School Reopening, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected.**

Carried

A recorded vote was held and the motion was carried on the following division:

FOR: Trustee Boothby, Hough, Campbell, Jennekens, Penny, Bell, Fisher, Schwartz, Scott (9)

AGAINST: Trustee Ellis, Lyra Evans (2)

ABSTENTION: Nil (0)

4. Adjournment

The meeting adjourned at 10:52 pm.

Lynn Scott, Chair of the Board



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, September 15, 2020, 7:00 p.m.
Zoom Meeting**

Trustees Present:	Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)
Staff Present:	Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Carolyn Tanner (Human Rights and Equity Advisor), Colin Anderson (System Principal, Safe Schools), Christine Kessler (System Principal, Learning Support Services), Petra Duschner (Manager of Mental Health and Critical Services), Karyn Carty Ostafichuk (Manager of Planning), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Nicole Guthrie (Manager of Board Services), Julie Cyr (Manager, Extended Day and Child Care Programs), Michael Guilbault (AV Technician), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Committee Coordinator), Sue Baker (recording),
Non-Voting Representatives Present:	Kelly Granum (OSSTF - Occasional Teachers), Stephanie Kirkey, (OSSTF-Teachers), Christine Lanos (OCEOC), Brian Lesage (ETFO Alternate), Christine Moulaison (OCASC), Steven Spidell (OCSSAN Alternate), Susan Gardner (Ottawa-Carleton Elementary Teachers Association), Melodie Gondek (OSSTF - ESP), Troy Cluff (OSSTF-PSSP), David Wildman (OCEOTA)

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

Vice-Chair Penny called the meeting to order at 7:06 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Trustee Scott paid tribute to entrepreneur and philanthropist Dave Smith, who passed away last week at age 87. She noted that Dave cared about the welfare and well-being of OCDSB youth. Dave was a tireless fundraiser for the Dave Smith Youth Treatment Centre to serve youth struggling with drug and alcohol issues, and many other causes supporting at-risk youth. On behalf of the Board, Chair Scott thanked him for his long service on the board of the Ottawa Education Foundation and his ongoing support for OCDSB students.

Chair Scott advised that the Board is seeking two community members with financial expertise and business knowledge to serve on the Audit Committee. Appointments are effective 1 December 2020. One term will be for two years and the other for three years. The deadline to apply is 2 October 2020. Further information is available on the District's website.

Chair Scott extended best wishes to all the Jewish families in the community who are celebrating the Jewish New Year Rosh Hashanah later this week and observing Yom Kippur at the end of the month.

4. Briefing from the Director

Director Williams-Taylor advised that OCDSB students and staff will be participating in Orange Shirt Day on 30 September 2020. Orange Shirt Day is a movement across Canada helping to educate students and communities on the history and legacy of Canadian Residential Schools. The District has asked educators to plan learning activities regarding this topic. The National Centre for Truth and Reconciliation will also be hosting a virtual event for students in Grades 5 to 12 to hear from survivors and discuss these issues.

Director Williams-Taylor advised that social media expert and IT professional Paul Davis will be providing free webinars for students in Grades 4 to 12 to discuss internet safety. No registration is required. Further information is available on the District's website.

Director Williams-Taylor advised that the last Wednesday of September has been designated as Rowan's Law Day to help raise awareness about concussion safety. Earlier this year, the OCDSB revised its concussion management policy. The District's website contains useful information to learn more about the signs and symptoms and what to do if you suspect a concussion. While sports may be limited at this time, it's important to remember that we need to take any head injury seriously.

5. Delegations

There were no delegations.

6. COVID-19 Update

Director Williams-Taylor advised that the COVID-19 update will be in the form of a presentation by members of senior staff with a focus on community engagement to keep schools safe. (Note: Please refer to items 6.1 to 6.5 for specific information on human resources, finance, return to school, outbreak management, and transportation.)

The District recognizes the importance of communication with staff, trustees and the public. The Communications team will provide newsletters, social media analyses, sample letters for principals, videos, webinars, and an "It Takes a Community" advertising campaign to share information.

During the question and answer period, the following points were noted:

- Communications with the public should reflect that some schools (i.e., Colonel By Secondary School) do not follow the "quadmester" model of organization;
- 22 percent of students have selected the virtual learning option;
- staff continues to verify approximately 1,000 technical adjustments for virtual enrolment, and actions, where possible, requests for changes;
- the window for requesting changes to/from in-class to virtual learning is closing. Every effort is being made to accommodate schools in the location for which they have registered. Requests for changes may be possible at the end of each semester or quadmester;
- the need for human and financial resources affects the District's ability to reduce class sizes;
- kindergarten classes have two educators who are encouraged to create pods within the class to make smaller groups;
- the average size of primary classes is 22, and 90 percent of primary classes are at 20 students or less;

- intermediate/junior classes have been in the low 30s in the past; however, this year classes are well below that and, in some cases, in the high 20s;
- there is no hard cap on the size of virtual classes, but they are well below 50 students per class;
- reductions in class size are focused on communities where COVID-19 transmission is highest and in schools identified in the RAISE index, subject to the availability of resources;
- secondary occasional teachers are concerned about equity in virtual classes. Students in school are not required to supply their own art materials and other supplies; while remote students may not be able to supply their own materials. Staff advised that they are seeking advice from teachers and investigating the feasibility of sending supplies to remote students;
- elementary teachers are opposed to the hybrid model for specialized program classes, particularly for parents who work from home while supporting their children's online school work;
- enrolment in specialized program classes may be limited to 8 students, two of whom may be receiving virtual learning. Every attempt was made to minimize transitions for these students and group them with educators who know them best. Learning Support Services (LSS) will provide support, where needed;
- secondary teachers are concerned that virtual students with differing exceptionalities in specialized program classes would not receive the same level of attention as students who opted for in-school learning;
- LSS is working with Business & Learning Technologies (B<) to add additional layers of support for students accessing remote learning. Learning support teachers will provide guidelines and best practices;
- The Ottawa-Carleton Assembly of School Councils (OCASC) invites virtual schools to reach out for assistance in organizing their school councils;
- parents wishing an exemption from the requirement for mask wearing for their children in grades 4-12 must apply for an exemption, similar to any negotiation for human rights on the grounds of disability. An application form and guidelines will be released on 16 September 2020. Non-compliance will be dealt with through strategies to support mask wearing to progressive discipline or exclusion;
- OSTA understands the urgency of providing safe and regulatory compliant transportation to all qualified students, and OSTA will determine if taxi service is advisable;
- to ensure safety, teachers who move between classes will have appropriate personal protective equipment (PPE) and control the space between themselves and their students;

- occasional teachers who did not receive their teaching assignment until late last week and who have not received any professional development or time to prepare for their classes, are expected to receive training and support from their school principal or online through the staff portal or B< training modules;
- staff are aware of the added workload for custodians to maintain safety;
- additional custodial positions are currently being posted and filled in accordance with the requirements of the collective agreement;
- students who are home sick will receive support from their regular classroom teacher. They will not be able to change cohorts;
- parents who refuse to allow their children to attend in school classes because of large class sizes may opt for virtual learning or e-learning;
- home schooling is available to all families in Ontario. If home schooling is selected, the student is removed from the public school structure and parents must do the teaching;
- virtual schools will be assigned a school board identification number;
- staff has not yet had an opportunity to address grandfathering for siblings, student councils or extra-curricular activities for virtual schools;
- Multicultural Liaison Officers (MLOs) and Ottawa Community Immigrant Services Organization (OCISO) are providing translation, interpretation, and follow-up services to families whose first language is not English;
- Trustee Campbell requested information on the District's financial exposure if registration for the Extended Day Program remains low;
- liaison between remote schools and school councils will be addressed through the Google Meets platform and at the next Parent Involvement Committee meeting. Internet access will be addressed on an as needed basis;
- principals will monitor remote learning and extra support requirements for teachers, if required. Learning Support Consultants will be in schools to identify areas of support that are needed;
- Trustee Boothby requested an update at the next meeting of the Special Education Advisory Committee on extra supports available for remote learning;
- Students enrolled in alternate programs or supervised alternative learning will continue to receive coaching and other supports that have been provided in the past; and

- the Storefront program is still operating at this point; however, students are not going to workplaces at this time. Staff will monitor and take advice from OPH.

6.1 Human Resources

Superintendent of Human Resources McCoy reported that schools were organized based on student enrolment as of 31 August 2020. September enrolment was estimated using spring enrolment and staffing projections, Ministry guidelines, and a confirmation survey sent to parents in August. Projected class size averages and actual in-person class size averages are lower than Ministry requirements. Every effort was made to be accurate; however, some adjustments may be required. It was determined that in-person class sizes would be lower than virtual class sizes because of health and safety concerns. Additional staffing was provided through extra funding from the Ministry of Education and the federal government. Over the next week, enrolment will be confirmed and any necessary school reorganizations will take place.

Director Williams-Taylor noted that seven principals and ten vice-principals are required to lead the seven new virtual schools, and over 700 Full-Time Equivalent (FTE) teaching positions are needed. Most staffing assignments have been completed, and change requests are under consideration.

Over 1,000 staff requests for accommodation have been approved or under review.

Director Williams-Taylor recognized that the workload implications on all central and school staff have been significant and unprecedented.

Most recently, skids of PPE have been received and are regularly distributed to schools.

6.2 Finance

There was no COVID-19 financial update.

6.3 Return to School

Director Williams-Taylor noted that the first day of school for most elementary students was Monday, 14 September 2020. Schools have gone to great lengths to ensure parents are informed and students receive an orientation to the new structure in their school and safety protocols. Guidelines are posted inside and outside the school to control entrance and exit, and coordinate movement in school. Parents are asked to not enter the school unless absolutely necessary. Staff recognizes that some classes are larger than expected and some parents have concerns about physical distancing. The final enrolment count has not yet taken place.

Director Williams-Taylor advised that secondary students began school last week and, due to the significant effort of educators to engage students, the students understood the protocol upon entry to the school and class. Secondary classes were divided alphabetically into cohorts A and B to average 15 students per class attending on alternate days. Students at Sir Guy Carleton, Ottawa Technical High School, Alternate Schools, and Safe Schools classes follow a modified version of this schedule. Class sizes are monitored and, where the split is uneven, mitigating where necessary.

Ottawa-Carleton Virtual (OCV) for 17,000 students across the District will be the last cohort to launch on 18 September 2020. There will be six elementary campuses, one per superintendent of instruction, and one secondary campus. Superintendents Lehman and Hardie have organized the virtual school and the majority of virtual teaching staff received their assignments over the past weekend. There are still some student transfer requests to be considered this week.

With respect to students with special education needs, Superintendent Symmonds advised that all students with Individual Education Plans (IEP) will be supported by their regular classroom teacher, both in-school and virtually. Students in specialized program classes will follow a hybrid model combining in person and virtual learning. LSS has developed a system to connect the special education class educator team with the student's family, and in some cases, have augmented support for remote learning.

The District's Extended Day Program (EDP) commenced on 14 September 2020. Registration is currently 50 percent relative to last year at this time. Protocols for cleaning EDP spaces are different from school spaces and staff is working with Ottawa Public Health (OPH) on developing protocols.

Executive Officer Giroux advised that school councils have yet to be organized for virtual schools. All school council meetings will be virtual through the use of the Google Meets platform. Elections for school council positions must be held by 14 October 2020. There are some complexities with respect to insurance for school councils and this issue will be discussed by the Parent Involvement Committee at its meeting on 21 September 2020. Additional information will be available through the School Council Newsletter which will resume publication this week.

6.4 Outbreak Management

Director Williams-Taylor noted that health and safety training has been a priority for professional development at the start of the school year. OPH is currently in the process of hiring nurses to support school safety and set up isolation rooms in schools. All schools have received personal PPE for September and October. Students in grades 4-12 must wear a mask to

school or obtain a disposable mask at school if they do not have their own mask. Enhanced PPE will be provided where staff is in close contact with students with medical needs.

Parents and students are urged to conduct a daily self-assessment prior to attending school or work and to stay home if unwell. Staff is working with community partners to reach out and engage families, where necessary.

OPH defines an outbreak as two or more cases in one school which are related to the school. Individuals with symptoms and without a negative test result, or have another diagnosis, are required to self-isolate for 14 days. OPH will provide "Do Not Attend" lists for staff and students who have tested positive and are symptomatic. If a positive case is found in a school, all parents are advised. The Ministry requires daily reporting for absences and confirmed cases. A flow-chart is available on the District's website outlining steps to be followed until the case is resolved. An "OCDSB COVID-19 Dashboard" will also be posted on the website to advise on the number of student and staff cases, and classes and/or schools closed.

6.5 Transportation

A memo from the Ottawa School Transportation Authority was provided for information. The memo outlined the status of student transportation as of 14 September 2020.

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 4 September 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. On 11 September 2020, OSTA announced and posted that 37 routes were cancelled due to driver shortage. 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 the internet is known to be unreliable and for high needs school communities, as identified by the school boards. As drivers become available, service will be reinstated in other areas.

7. Matters for Action:

7.1 Notice of Motion, Re: Review of Police Involvement in Schools, Trustee Campbell

Notice having been given, Trustee Campbell moved as follows:

Moved by Trustee Campbell,

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) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and
- (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services and Ottawa-area school districts.

B. THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes:

- (i) a plan for the overall review of police involvement in OCDSB schools, with milestones;
- (ii) internal and external consultation plans, per Policy P.110.GOV; and
- (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.

Trustee Campbell advised that the motion contains some minor amendments proposed by Trustee Scott for clarity. He submitted that, while it is not an opportune time to propose a policy review during the COVID-19 pandemic, staff is currently undergoing a review of safe schools policies and it would be timely to include Policy P.043.SCO Police Involvement in Schools.

During discussion of the motion, the following points were noted:

- Trustee Schwartz requested staff to identify ways, other than focus groups and surveys, to engage students and marginalized and vulnerable groups in the external consultation;
- Trustee Bell requested to "do no harm" when engaging with affected groups and to give more weight to their input;
- Student Trustee Chen requested a non-binding recorded vote for student trustees. Trustee Scott advised that a non-binding recorded vote can be requested if the motion is presented to Board for approval;
- Over 1,300 current and former students have responded to a request from Student Trustees Chen and Liu to indicate their support for a review of the SRO program and an understanding of the diverse experiences students have had with the police; and
- Staff indicated that a report will be presented to Committee of the Whole in mid-October outlining options for the review, including internal and external consultations.

*** The 10:30 vote obtained a two-thirds majority to continue the meeting

Trustee Campbell noted his hope that staff will present options for the involvement of external academic experts as well as for the creation and membership of a steering committee to lead the review.

Trustee Campbell noted that Policy P.110.GOV regarding consultation calls for an informal consultation, where feasible, with stakeholders to obtain their suggestions regarding the proposed timelines, issues and format before finalizing the consultation plans. Director Williams-Taylor advised that it may not be feasible to undertake a pre-consultation with advisory committees prior to presenting a report to the Committee of the Whole on 13 October 2020.

In response to a suggestion from Trustee Lyra Evans that a phone meeting be held for the pre-consultation, Trustee Penny advised that this request would be considered by the Agenda Planning Committee.

Moved by Trustee Campbell,

A. THAT the Board Review Policy P.043.SCO Police Involvement in Schools, including

(i) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and

(ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services and Ottawa-area school districts.

B. THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes:

(i) a plan for the overall review of police involvement in OCDSB schools, with milestones;

(ii) internal and external consultation plans, per Policy P.110.GOV; and

(iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.

Carried

8. Report from Statutory and Other Committees

8.1 ACE, 4 June 2020

Moved by Trustee Ellis,

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

Carried

8.2 SEAC, 10 June 2020

Moved by Trustee Ellis,

THAT the Report from the Special Education Advisory Committee dated 10 June 2020 be received.

Carried

8.3 IEAC, 25 June 2020

Moved by Trustee Hough,

THAT the Report from the Indigenous Education Advisory Committee dated 25 June 2020 be received.

Trustee Hough requested the sentence on page 8, in the third paragraph, beginning with: "She noted the IBDC questionnaires ..." be amended to read "Superintendent Baker noted the IBDC questionnaires..."

Moved by Trustee Hough,

THAT the Report from the Indigenous Education Advisory Committee dated 25 June 2020 be received, as amended.

Carried

8.4 ACE, 23 July 2020

Moved by Trustee Ellis,

THAT the Report from the Advisory Committee on Equity dated 23 July 2020 be received.

Carried

8.5 SEAC, 19 August 2020

Moved by Trustee Boothby,

THAT the Report from the Special Education Advisory Committee dated 19 August 2020 be received.

Carried

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 OSTA Update

There was no update from OSTA other than the information provided in agenda item 6.5 Transportation.

9.3 New Ministry Initiatives Update (if required)

Director Williams-Taylor advised that the District received Ministry health and safety guidelines on receiving international students. A report will be presented to the Committee of the Whole in October.

10. New Business - Information and Inquiries

Trustee Scott, on behalf of the Board, expressed sincere appreciation to all staff for their efforts during a very uncertain and difficult time. She added that the Board is very appreciative of all staffs' efforts in support of students and families.

Trustee Penny also expressed appreciation for the District's leadership during the past six months.

11. Adjournment

The meeting adjourned at 10:50 p.m.

Keith Penny, Chair



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



COMMITTEE OF THE WHOLE, BUDGET REPORT

Board Room

**Monday, June 22,
2020**

**6:30 pm
Zoom Meeting**

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

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Dorothy Baker (Superintendent of Curriculum), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Kevin Gardner (Manager of Finance), Sandy Owens (Manager, Business & Learning Technologies), Richard Sinclair (Manager, Legal Services and Labour Relations), Pamela LeMaistre (Manager of Human Resources), Diane Pernari-Hergert (Manager of Communications & Information Services), Julie Cyr (Manager of Early Learning), Teri Adamthwaite (Coordinator of Financial Reporting), Charles D'Aoust (Coordinator of Budget Services), Sait Atas (Research Officer), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Committee)

**Non-Voting
Representatives
Present:** Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Cathy Bailey (OSSTF Teachers/Occasional Teachers), Jennifer Capitani (Ottawa-Carleton Elementary Operations Committee), Jennifer Coleman (Ottawa-Carleton Secondary School Administrators Network (OCSSAN)), Troy Cluff, Elaine Hayles (Advisory Committee on Equity), Wulf Heidecker (Elementary

Teachers' Federation of Ontario), Karen Ivings (OSSTF-PSSP), Stacey Kay (Non-Affiliated Staff), Rob Kirwan (Special Education Advisory Committee), Jean Trant (SSP), David Wildman (Ottawa-Carleton Elementary Teachers Federation).

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the public session to order at 6:31 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

Moved by Trustee Boothby

2. Approval of Agenda

Moved by Trustee Hough,

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Matters for Action:

4.1 Report 20-058, Administrative and Support Staffing for 2020-2021

Director Williams-Taylor noted that Report 20-058, Administrative and Support Staffing for 2020-2021, includes supplementary staffing recommendations to the approved budget. It was highlighted that these positions are usually included in the complete budget package, however, there is a need to proceed with staffing these positions immediately to facilitate planning for next year.

Superintendent McCoy advised that the recommended administrative and support staff are predominantly in school positions and include key central department staffing positions. Additional recommendations will be presented during the 2020-2021 Budget process and the Grants for Student Needs (GSNs) will inform these decisions:

- The administrative and support staff are union positions from one of the five unions in the District, as well as union exempt in central departments at the board office;
- In general, administrative and support staff levels will remain stable until the analysis of the GSNs is complete;

- In order to meet collective agreement timelines and immediate needs, approval of the following proposed positions is recommended: educational assistants (EA), early childhood educators (ECE), school office and technician staffing, custodial and central department staffing;
- The addendum highlights the Support for Students Funding (SSF), one aspect of the central agreement, which provided funding to local school districts to support education worker positions. These funds are to be invested to create additional permanent positions to address special education, unique learning needs, mental health initiatives and employees who play a role in promoting safe, healthy and caring schools. Approximately \$3.1 million or 52.5 full time equivalent (FTE) is to be allocated proportionally across four bargaining units;
- In January 2020, the District increased the total number of EA positions to 775.0 FTE and is recommending an increase of 19.0 additional FTE to support the new specialized program classes. In addition, approximately 19.5 FTE positions (to be confirmed through bargaining) will be added to that 794.0 FTE. Discussions with local OSSTF representatives are on-going and the intention is to allocate these positions once concluded;
- At the Ministry of Education's direction, the District will enhance the Safe School Program and deliver social emotional support for students serving long-term suspensions or expulsions, in addition to the current academic goals. This will require specific expertise and therefore, a recommendation is being proposed for an additional 0.8 FTE social worker and a 0.5 FTE psychologist positions. It is anticipated that a portion will be funded by the SSF, as decided by the Professional Student Services Personnel (PSSP) bargaining unit;
- The District is proposing that each kindergarten class have a teacher and ECE regardless of size, which would necessitate 411.0 FTE ECEs to support the core kindergarten program. In addition, 220.0 FTE ECEs are being recommended to staff the District's Extended Day Programs (EDP). The District has not determined how the EDP will operate but ECEs are essential to the program's operations. This results in a total of 631.0 FTE ECEs, that are subject to adjustment depending on kindergarten and EDP enrolment fluctuations;
- Elementary library technical support varies depending on school size, but due to the closure of J.H. Putman Public School and based on enrolment for 2020-2021, there is a decrease of 2.0 FTE. In secondary schools technician allocations have been adjusted to redeploy 16.0 FTE Instructional Student Support Technicians (ISSTs) to field

technicians, who will offer support to a family of schools and their information technology (IT) requirements;

- School office positions will be staffed once discussions with unions have concluded;
- The District anticipates an increased need in custodial services to prepare for the return in the fall. There are an estimated 16.6 FTE additional positions that will be funded through the SSF within the Plant Support Staff Unit (PSSU) bargaining unit. Although bargaining has not concluded, the District will proceed to allocate these positions, subject to funding and will make additional recommendations later this summer;
- As part of the 2019-2023 Strategic Plan, and in order to assist in the response to the pandemic and a return to work, it is being recommended that an additional 2.0 FTE team lead positions be approved to support Business and Learning Technologies (B<), one responsible for security and identity and the other for learning technology specialists; and
- Staff are recommending 1.0 FTE for an administrative position to support the Human Rights and Equity Advisor (HREA).

Moved by Trustee Campbell,

THAT the administrative and support staffing, as outlined in the Addendum to Report No. 20-058, be approved for purposes of the 2020-2021 annual operating budget.

During question period, the following points were noted:

- Recommendations for the increase in EA positions are based on several factors. Superintendent Symmonds monitors data and aligns resources accordingly, but in some cases, anomalies increase the need. It was noted that EA support is only one support offered and that the additional specialized education classes have also resulted in the need for additional staff;
- It was confirmed that School Resource Officer (SRO) positions are not included in the funding recommended in Report 20-058;
- In response to a query regarding the anticipated difficulty of filling the speech language pathologist positions, Superintendent Symmonds acknowledged the challenge in hiring EAs, psychologists and other professional supports and the high level of turnover. Staff are working with Human Resources (HR) to develop strategies to increase the attractiveness and sustainability of these positions. In the past, the

OCDSB has also extended the hiring process to include international recruitment efforts;

- Trustee Bell noted for the record, her discomfort approving the plan until staff outline a COVID-19 proposal and action plan. Trustee Bell stated that unless additional mental health support staff are proposed to be hired now, she is concerned these positions will not be filled by September. In response to her questions and comments, the following responses were provided:
 - Director Williams-Taylor noted the challenge is that the full impact of COVID-19 has yet to be realized. The District is looking at the impact and contemplating how to redirect current resources and make adjustments to accommodate student needs. Funds have been allocated to summer programs that will prepare vulnerable students to return in the fall. Staff will evaluate the needs, then develop a full implementation plan;
 - Superintendent Symmonds noted the District is collaborating with its coterminous partners in order to devise a plan for the fall. It is anticipated that most students will be accommodated, however the model will be fluid to allow flexibility. A set routine will be developed outlining professionals' roles and adjustments to their routines can be made to address emerging needs. Learning Support Services (LSS) staff are working with community partners to look at supports for students. Mental health plans are forthcoming, but they are shifting as Mental Health Ontario is providing guidance; and
 - In response to a question from Trustee Bell regarding how the District could best support underserved students in the future, Superintendent Symmonds highlighted that in 2019, the District outlined a three-year mental health initiative, but it has experienced delays due to unexpected priorities. LSS will continue its work on the initiative in the 2020-2021 school year.
- Chief Financial Officer (CFO) Carson noted that the GSNs announcement date was unknown when the report was being prepared, and although they were released 19 June, there was no time for analysis and the District needed to proceed with providing recommendations in order to recruit and assign EAs to schools for September. The District also planned for the anticipated challenges that will be experienced during the summer;
- If the recommendation were to be approved, the overall non-capital budget spent on overall academic staffing would be approximately \$3.0 million;

- In response to a query questioning the possibility of re-evaluating this recommendation at a later date if approved, the following responses were provided by staff:
 - CFO Carson replied that without reviewing governance bylaws, in his opinion this would not be feasible as the hiring process would have commenced. It was highlighted that only the minimum number of administrative and support staff have been requested in this proposal, to ensure schools can function in September; and
 - Superintendent McCoy noted that some positions funded by the SSF, introduced as a result of bargaining, have been established with an understanding that they will be implemented/allocated as directed. There are parameters which govern how the funds are to be applied. Unions play a significant role as to how these funds are allocated.
- Trustee Blackburn acknowledged the work of staff and highlighted that the proposal is a preliminary part of the process, and there are still many unknown variables. She supported hiring the staff outlined in the report and reminded trustees that staff and the District have committed to student well-being;
- Trustee Scott highlighted the importance of making decisions now owing to time constraints. Regarding reconsideration, these positions in particular are essential and the Board can add more during the course of approval;
- In response to a query regarding the HREA support position, Director Williams-Taylor responded that the HREA is a union exempt, senior level role that is the equivalent to a manager. However, they would not be a member of the senior team and would report to the Director. If this role is approved, this individual would be the one person reporting to the HREA and they would have responsibilities to assist the HREA in conducting investigations and in documenting research and follow up;
- Over the last 12-14 months the role of ISST has shifted, secondary schools can allocate their own technician, however not all have a full-time or even part-time ISST. Regarding the newly designed model, the 9 technicians currently in B< would be supplemented by the additional 16 technicians, totalling 25. Those numbers would allow support of both elementary and secondary schools, with each supporting a family of schools and also offering central support. In addition, Superintendent Lehman noted the job description has been amended, with input from union partners, to include support to students and staff in schools and as necessary, but also act as a

front-line support to assist families with technical issues that arise during Learning at Home;

- In regard to a query regarding EAs and the data that was reviewed to identify the need, the following responses were provided:
 - Director Williams-Taylor highlighted that Individual Education Plans (IEPs), observations and evolving needs identified by teachers, inform the decisions. This information is not static data and there is no algorithm used; and
 - Superintendent Symmonds added that each spring, schools submit an assessment of student needs. This, along with a variety of other aspects such as the nature of program classes, the number of students having an IEP, and individual learning profiles for students that require EA allocations, are considered when making proposals. The review involves LSS staff, who are part of multidisciplinary teams at each school, that assist in providing a full perspective not captured in written submissions. This is continually reviewed and updated to include new students to the District that may not have been included or to reflect a change in situation. The feedback staff received indicates there is a need for additional allocation in the fall. The proposal would provide the ability to allocate emergency EAs a few days a week when needs arise, to assist a student's transition.
- Trustee Ellis confirmed his understanding of the allocations and noted the Special Education Advisory Committee (SEAC) may wish to explore this topic more in-depth;
- Additional clarification was requested on the Safe School Program, and in response the following points were made:
 - Director Williams-Taylor highlighted that this program belongs to a portfolio outside of special education. The focus of this program is to address the needs of students that have been removed from school due to suspension or expulsion. Staff recognize that there is a need to address social emotional needs that have led students to have disciplinary challenges. The goal is to provide assistance to them in order to facilitate their successful return to school;
 - Superintendent Farrish noted the program applies to students on long-term suspension or expulsion and that it is a measured part of progressive discipline, not directed towards students experiencing exclusion; and

- Regarding the number of students in need of these services, it was noted that the *Education Act* has been amended to include social emotional assistance as part of a student's action plan. The academic and social emotional goals must be achieved before a student can re-enter school after an expulsion. The intention is for students to achieve growth, to make better decisions, self-regulate and help them in the future to deal with events that brought them into the situation.
- In response to whether the additional 20.0 EAs funded by the SSFs were superfluous, Superintendent Symmonds stated additional EAs will help augment support for students in the District. New, emerging and changing needs will be supported by these positions. Although the intention is to have students be successful on an independent basis, EA assistance will be provided and decreased as needs change.

Moved by Trustee Campbell,

THAT the administrative and support staffing, as outlined in the Addendum to Report No. 20-058, be approved for purposes of the 2020-2021 annual operating budget.

Carried

5. Matters for Discussion:

5.1 Memo 20-084, 2020-2021 Grant Announcements

Director Williams-Taylor referenced Memo 20-084 regarding the 2020-2021 grant announcements and noted that the District will be seeking further clarification from the Ministry.

CFO Carson noted that Manager Gardner has been reviewing and analyzing the GSNs. The District did not anticipate the \$25.0 million provided to school boards in funding to assist in extraordinary costs related to COVID-19. It is assumed that based on the total of pupils in the District, four percent or approximately \$1.0 million will be allocated towards student mental health, however, no details have been explicitly provided on the distribution.

The District was disappointed that the Ministry did not outline how school board funding could be impacted in situations where students have an excess of 34-credits. While the Ministry has not provided any further explanation, they have stated they would continue to monitor the situation.

The benchmarks reflected new class sizes and provided a small increase in funding by adding one additional supply teacher to cover teachers on

sick leave. A two percent inflationary increase was provided to cover the cost of supplies and for school operations.

It was unfortunate that the Student Transportation Grant maintained the previous year's funding level and that no inflationary factors were considered. Previously an increase of 1-2 percent was provided to reflect partial increases in costs. The impact it will have on budgets should be realized by the end of June.

The District anticipates additional COVID-19 supports will be provided, in addition to what has been proposed. The Ministry has stated that additional funds would be allocated for Personal Protective Equipment (PPE) and enhanced cleaning that have been directed to the SSFs.

The province has indicated that the deadline for budget submission is 19 August 2020.

During the question period, the following points were noted:

- In response to a query from Trustee Boothby regarding the Specialist High Skills Major (SHSM) Priorities and Partnership Fund (PPF), CFO Carson responded that the purpose is to force schools to receive annually funded programs outside of the fiscal year. If it were to be transferred to the GSNs it has a level of permanence. CFO Carson was not aware what aspects would be shifted or the conditions or limitations but noted that in some cases, it has provided more flexibility;
- CFO Carson stated additional information may be released in the spring of 2021 to assist in the planning of the SHSMs for the 2021-2022 school year. Currently there is no concern as the commitment to experiential learning exists, as long as the funds are available;
- CFO Carson noted that the District continues to raise the issue of capital funding with the province and an announcement should be made shortly; and
- In regard to a query surrounding transportation shortfalls resulting from physical distancing and if the Ministry has provided any direction or assistance, CFO Carson responded that the Ministry is aware of the potential risks, but no commitment has been made to provide assistance. With regards to EDP and childcare, the province did notify municipal service managers that they intended to cover a portion of the school board's costs that would have been otherwise covered by a subsidy. The District is hopeful similar assistance would be provided next year if a second wave of COVID-19 occurs.

6. New Business - Information and Inquiries

There was no new business to report.

7. Scheduled Committee of the Whole Budget Meetings

CFO Carson thanked Nancy Akehurst for her long-standing membership on the Committee and for all her contributions. Ms. Akehurst recognized that Cathy Bailey is also retiring and thanked her for her contributions.

8. Adjournment

The meeting adjourned at 8:15 p.m.

Sandra Schwartz, Chair



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



COMMITTEE OF THE WHOLE, BUDGET REPORT

Tuesday, July 21, 2020

7:00 pm

Zoom Meeting

Trustees Present:	Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott.
Staff Present:	Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Dorothy Baker (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Nadia Towaij (Superintendent of Program and Learning K-12), Kevin Gardner (Manager of Finance), Sandy Owens (Manager of Business & Learning Technologies), Shannon Smith (Superintendent of Instruction), Karyn Carty Ostafichuk (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), Sandra Lloyd (Manager of Risk and Supply Chain Management), Richard Sinclair, (Manager of Labour Relations and Legal Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator).
Non-Voting Representatives Present:	Jennifer Capitani, (OCEOC); Jennifer Coleman (OCSSAN); Wulf Heidecker, (ETFO); Stephanie Kirkey, (OSSTF-Teachers); Jean Trant (OSSTF-SSP), Kelly Granum (OSSTF-OT); David Wildman, (OCEOTA); Melodie Gondek, (OSSTF-ESP); Troy Cluff (PSSU); Malaka Hendela, (OCASC); Harvey Brown (ACE); Connie Allen (SEAC); Rob Kirwan (SEAC) and Non-affiliated Staff, Stacey Kay.

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the public session to order at 7:07 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Fisher

THAT the agenda be approved.

Carried

3. Delegations

3.1 Miriam Rabkin, For Our Kids Ottawa/Gatineau, re: Environmentally Friendly PPE and Alternative Transportation

Representing For Our Kids Ottawa, a group that advocates for a safe, green, equitable world for children to grow, Ms. Miriam Rabkin spoke to the concerns of the organization around environmentally friendly personal protective equipment (PPE), alternative transportation for students and the status of the OCDSB Green Climate fund. Ms. Rabkin urged the District to ensure that students are provided with as much outdoor time as possible in the coming school year for their physical and mental well-being, as well as that of staff. For Our Kids Ottawa looks forward to working with the OCDSB to build a future that is sustainable and provides opportunities for environmental learning and stewardship.

Chief Financial Officer (CFO) Carson thanked Ms. Rabkin for her suggestions and committed to providing a written response to her concerns.

4. Presentation

4.1 Report 20-063, 2020-2021 Staff-Recommended Budget

Your Committee had before it Report 20-063, 2020-2021 Staff-Recommended Budget.

Director Williams-Taylor noted that supplemental information was attached to the agenda to provide additional information on priorities previously identified by trustees. The report from the trustee retreat was included and a memo No. 20-100, Environmental Initiatives, was circulated earlier that provided an update on the environmental fund project. Staff wanted to reinforce that these initiatives are still a priority and that resources will be redirected in support of this work. The Director thanked CFO Carson and his team for their dedication to this work in a most unusual year.

CFO Carson thanked parents, staff, members of the community, Committee of the Whole (COW) Budget members and trustees for their patience with the delays in presenting the recommendation. He noted that there has never been a time where there has been such great uncertainty. The uncertainty is likely to continue, and the information presented tonight may well change by the next COW Budget meeting on 11 August. CFO Carson noted that Superintendent McCoy, Manager Gardner and Budget Coordinator D'Aoust were key participants in bringing this report together.

With the aid of a Powerpoint presentation the following points were noted.

- The Grants for Student Needs (GSNs) were announced on 19 June 2020 and represent 89% of the District's operating revenues. Changes in the GSNs include funding benchmarks adjusted for compensation increases; and the new Supports for Students Fund (SSF). Mental health workers in schools and experiential learning funds were transferred to the GSNs from the Priorities and Partnerships Fund (PPF). The school operations benchmark funding was increased by 2% and secondary classrooms are now funded at 23:1;
- The development of the annual budget is guided by the 2019-2023 Strategic Plan, the challenge is to align the available resources to maximize the three priorities;
- COVID-19 had an impact on budget assumptions. A provision of \$4.0 million was included in the staff-recommended budget to respond to COVID-19 extraordinary costs of enhanced cleaning protocols, acquisition of supplies and PPE and providing technical equipment to ensure the continuity of learning;
- The staff-recommended budget proposes a deficit of almost 2% or \$17.2 million, this proposed deficit will require Ministry of Education approval as it exceeds 1%, which is deemed a compliant budget. A high-level deficit elimination plan is proposed to see a balanced budget in 2021-2022;
- The 2020-2021 Budget reflects a net increase in revenues of \$19.4 million and an increase in expenses of \$28.1 million as a result of cost of living adjustments established by collective agreements, an adjustment to the employer's contribution to benefit plans and investments in special education and information technology security;
- The projected accumulated surplus for 2019-2020 is \$36.8 million and for 2020-2021 is \$19.6 million;
- Significant factors in the shortfall of \$17.2 million are a result of the loss of revenue from international students, secondary teaching staff moving to the funded classroom average of 23:1, extraordinary

COVID-19 costs, transportation costs, instructional spending and asset amortization;

- Recommended staffing changes in the 2020-2021 Staff-Recommended Budget include an increase of 32.96 FTE positions: 21.0 FTE elementary teachers (funded from SSF); 10.26 FTE learning assistants; 0.30 FTE reduction in special education system classes; a 1.0 FTE community partnership position; and a 1.0 FTE Human Rights and Equity Advisor support position (funded by PPF); and
- The upcoming 11 August 2020 meeting will include delegations and debate will commence. Subsequent meetings are scheduled for 13 August 2020 and 18 August 2020.

CFO Carson noted that Report 20-063, 2020-2021 Staff-Recommended Budget, highlighted changes that have occurred from the previous budget to date, outlined emerging issues and spoke to the uncertainties of future funding. The province will look to assess the experience of the return to school in the fall to determine if additional revenues will be provided to school boards.

CFO Carson cautioned that there is a legal requirement under *the Education Act* to approve a budget by 1 September 2020. The 2020-2021 Budget has been developed to allow staff to carry out the work to see the safe return of students in the fall.

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

- In anticipation of the possibility of students choosing remote learning and how this would be staffed, CFO Carson noted that he was confident that remote learning could be managed with the existing staffing complement;
- CFO Carson was confident that the request to use 2% of the accumulated surplus would be approved by the Ministry;
- The cost for managing the three different return to school scenarios would see a slight savings in the full remote learning model in the areas of utilities, transportation costs and staff replacement costs, the hybrid and full return to school models would see very similar costs;
- Enhanced cleaning costs will be managed through the \$4.0 million COVID-19 contingency funds and the existing budget;
- Community Use of Schools will not be available until January in an effort to reduce additional people in District facilities and to provide custodial staff with time in the evening to focus on cleaning. Should it

be determined that, as a result of a lack of resources, there is a need in the community for the use of a District facility, every effort will be made to meet the need;

- In response to a request from Trustee Bell to provide a risk assessment of the COVID-related investments and the impact on equity seeking groups, CFO Carson agreed to provide this information for the August meeting;
- The Ottawa Student Transportation Authority (OSTA) continues to look at alternate transportation such as the walking school bus. There is a concern about increased traffic around schools as parents will opt to transport their children to school in the fall;
- It is possible there will be a shift of students between coterminous school boards as families seek to avoid busing and look to schools closer to home. The OCDSB has the largest number of schools in the City and it is likely there will be a net increase in enrollment;
- Ms. Hendela inquired as to why there were no specific details in the budget around the infrastructure in place for handwashing, sanitizer, and air quality testing; and whether the Ottawa-Carleton Education Network (OCENET) would continue to operate. In response, CFO Carson confirmed that staff are looking at the infrastructure and would provide a response through the budget questions and answers document. Regarding air quality testing, staff has been conducting assessments on heating, ventilation and air conditioning (HVAC) systems since May. OCENET will continue to operate, even with reduced revenues it is still a net provider for the Board;
- Regarding assumptions around staff sick leave costs, CFO Carson noted that staff replacement costs are a pressure point and the provision in the budget may not be sufficient. Staff used caution when estimating and should there be an outbreak, staff would address this with the Ministry. Staff will have a better idea when the 31 October enrollment numbers are available;
- Trustee Scott asked that, for the August COW Budget meetings, staff provide clearer links to the 2019-2023 Strategic Plan and to the specific aspects of COVID re-entry planning and the costs associated. She asked that staff look to a reallocation of existing resources, rather than adding new dollars. Priorities may need to change;
- In response to questions from Mr. Cluff regarding enhanced cleaning, CFO Carson responded that the budget included an additional 16.0 FTE custodial staff. There will need to be a reassignment of staff and a review of the cleaning work to be undertaken;

- In response to a question from Trustee Campbell about the Extended Day Program (EDP) and the budget assuming a full return, CFO Carson advised that staff are assuming a full return of the EDP and expecting the same financial support from the province, through the City. The Ministry did confirm the District would be eligible for funding, similar to the wage subsidy funding offered to businesses;
- The details regarding school council funding have not been fully addressed in a specific line item, but CFO Carson did confirm there would be funds allocated for parent engagement and development and committed to provide Ms. Hendela with details; and

Vice-Chair Penny assumed the chair.

- In response to a question from Trustee Schwartz about repurposing grants to provide for measures beyond enhanced cleaning such as HVAC improvement and the timeframe required to conduct such work, CFO Carson noted that rules around facilities renewal and school condition funding are very strict but staff may be able to look to minor capital improvement in areas that would not require Ministry approval to conduct the work. It is not possible to speak to timeframes to complete this work as each site has its own challenges.

Trustee Schwartz resumed the chair.

5. New Business - Information and Inquiries

There was no new business.

6. Scheduled Committee of the Whole Budget Meetings

The next meeting of COW Budget is taking place, by ZOOM, Tuesday 11 August 2020 at 7:00 p.m. where delegations will be heard and debate will continue. Additional meetings will be held on 13 August 2020 and 18 August 2020.

7. Adjournment

The meeting adjourned at 9:06 p.m.

Sandra Schwartz, Chair



COMMITTEE OF THE WHOLE, BUDGET REPORT

Tuesday, August 11, 2020

7:00 pm

Zoom Meeting

- Trustees Present:** Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)
- Staff Present:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Dorothy Baker (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Nadia Towaij (Superintendent of Program and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor) Kevin Gardner (Manager of Finance), Sandy Owens (Manager of Business & Learning Technologies), Karyn Carty Ostafichuk (Manager of Planning), Christine Kessler (System Principal, Learning Support Services), Pamela LeMaistre (Manager of Human Resources), Diane Pernari-Hergert (Manager of Communications & Information Services), Sandra Lloyd (Manager of Risk and Supply Chain Management), Nicole Guthrie (Manager of Board Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator).
- Non-Voting Representatives Present:** Jennifer Capitani (OCEOC); Jennifer Coleman (OCSSAN); Wulf Heidecker (ETFO); Stephanie Kirkey(OSSTF-Teachers); Jean Trant (OSSTF-SSP); Kelly Granum (OSSTF-OT); David Wildman (OCEOTA); Melodie Gondek (OSSTF-ESP); Troy Cluff (OSSTF-PSSU); Malaka Hendela (OCASC); Harvey Brown (ACE); Connie Allen (SEAC); Rob Kirwan (SEAC) and

Non-affiliated Staff, Stacey Kay.

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the public session to order at 7:00 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

**Moved by Trustee Lyra Evans,
THAT the agenda be approved.**

Carried

3. Declaration of Conflict of Interest

Trustee Campbell declared the following indirect conflict of interest:

Pursuant to Section 2 of the Municipal Conflict of Interest Act, I wish to declare an indirect conflict of interest in the matter of expenditures and revenues within the staff-recommended budget related explicitly to, both specific, Ottawa GO Club and SPCO interests in 440 Albert, the Rideau Hub or OCENET. Should any debate or votes specific to such matters be discussed, I will recuse myself from the debate and vote. I do not intend to recuse myself from general budget debate or general votes on the budget. Details are available in the public conflict register, available via the OCDSB Website.

4. Delegations

4.1 Lili Miller, re: End of the School Resource Officer (SRO) program

Ms. Miller expressed the opinion that it is well known that there is tremendous racism in law enforcement, including the Ottawa Police Service (OPS). She noted that students in schools need professionals in de-escalation, conflict management and mental health counselors, rather than police who rely on intimidation to manage student behaviour. Ms. Miller asked the Board to consider allocating all funds directed to the OPS to be redirected to the safe and caring professionals she suggested as an alternative to a police presence in schools. She submitted that by not acting, the Board is sending the message that they do not listen to and do not care about racialized students who have been mistreated by the police in District schools. Ms. Miller implored the Board to take action and remove police from schools.

Trustee Bell asked Ms. Miller if she was familiar with specific reports or outreach to students in the District or with any research undertaken on the School Resource Officer (SRO) Program.

Ms. Miller was aware that youths at the Indigenous Education Advisory Committee (IEAC) presented examples of the mistreatment of racialized students at the hands of the SROs and spoke to the students' reluctance to speak out against this mistreatment in school.

Trustee Lyra Evans asked Ms. Miller if she was of the opinion that this was the sentiment of the IEAC. Ms. Miller noted that the opinion was divided, older members preferred the status quo but younger members requested a change.

4.2 Carolyn Kropp, re: School Council Funding and Return to School Questions

Ms. Kropp questioned staff as to whether school council spending limitations might be updated in light of COVID-19. She expressed concerns over managing class sizes within the District as well as the use of outdoor classrooms. If schools are over capacity would the District consider adding additional portables to those sites.

Chief Financial Officer (CFO) Carson noted that the province has not changed the guidelines for school council spending in light of COVID-19 and staff are not looking to school councils to provide additional financial support to schools. Portables were allocated to schools in June based on enrolment at that time. The rental of tents or domes by school councils is prohibited and staff will not be looking to school councils to provide personal protective equipment (PPE). Regarding ventilation, staff began looking at this in the summer at each school site, some rooms may be a challenge, windows may have to be opened and rooms may have to be taken out of commission, if necessary. The District received additional funding for Chromebooks and iPads. Business and Learning Technologies (B & LT) staff are working with schools to oversee the return of equipment. It is impossible to guarantee that all of the loaned equipment will be returned and that there would not be a deficiency.

Ms. Hendela committed to raise the question of whether technology equipment purchased by school councils and loaned to students will be returned to schools.

5. Matters for Action

5.1 Report 20-063, 2020-2021 Staff-Recommended Budget

Chair Schwartz noted that this meeting is a continuation of the 21 July 2020 budget meeting where staff presented the 2020-2021 Staff-Recommended Budget. Since the presentation of the report, additional information and funds have been received. Chair Schwartz thanked staff for their work on the budget and in preparing a back to school plan.

Director Williams-Taylor noted that there have been a number of announcements since the presentation of the budget on 21 July 2020. The Ministry announced its plan to reopen schools and additional funding was provided to ensure a safe return to schools. The provincial plan will see elementary schools opened on a full-time basis and secondary schools opened on a part-time basis, families have the option to continue with remote learning if they choose.

Over the past weeks, staff has worked with the Ministries of Health and Education as well as local health experts to develop information for families and staff prior to welcoming students back on 3 September 2020. The Director noted she would not be presenting a plan at tonight's meeting but would share the following principles that were considered in the return to school plan:

- The safety of students and staff and the ability to work with public health officials in the event of confirmed COVID outbreaks;
- A commitment to ensuring as much as possible the continued support to improve student achievement and well-being; and
- Continually reviewing ideas and processes to ensure the work being done aligns with the cultures of innovation, caring and social responsibility.

Staff have looked at the principles while considering the divergent needs of communities in Ottawa, with equity in the forefront. While the plan that has been developed may not be ideal, it will see schools open in September, with reduced risk to staff and students.

Dr. Petra Duschner was present to speak to the conditions that need to be in place for students upon their return in the fall. She noted that in the context of the last six months, the pandemic and racial issues, all communities have suffered great loss. Student feelings on their return to school will vary. Some students will thrive with the familiarity of school while vulnerable students may require special supports. There is no "one size fits all" solution. Staff, parents and communities must model resilience but must not diminish the emotional impact of the past six months. School Mental Health Ontario is putting together a toolkit and staff will be trained in providing healthy classrooms and recognizing issues. Through working with Ottawa Public Health (OPH) and school mental health supports, staff are positioned to provide the right level of service as students return to school.

CFO Carson advised Trustees Bell and Campbell that answers to a number of their questions will be available at the 13 August 2020 COW Budget meeting.

CFO Carson emphasized that it has been a most unusual year and that staff want to present a budget that will provide flexibility, see the opening of schools, minimize risk and change course as required.

There will be an amendment to the recommendation to capture the authority to proceed with some of the funding from the province through the Priorities and Partnerships Fund (PPF).

CFO Carson noted the PowerPoint (PPT) being presented tonight is the same one used on 21 July 2020 but with three revised pages to include the recently announced provincial funding to address COVID-related expenses.

The total amount the province has allocated to school boards is \$109,000,000, with the OCDSB receiving \$3,518,792 as their share of the funding for the following:

- Technology related costs (\$528,561);
- Mental health supports (\$198,891);
- Enhanced cleaning allocation (\$140,798);
- Additional staffing-custodial (\$1,816,446);
- Health and safety training-casual staff (\$369,988); and
- Additional supports-special education (\$265,217)

Regarding the additional funding for custodial staffing, CFO Carson noted that there is the potential for an additional 45-60 FTE positions to support daytime cleaning.

Superintendent Symmonds is looking at the mental health and special education support funding to determine how to best use these additional funds with those outlined in the budget.

CFO Carson noted that additional funding of \$234,000,000 from the province that has been identified but not allocated to each board but is anticipated to be \$7,893,792 for the OCDSB share as follows:

- Masks and PPE through the province (through The Ministry of Government and Consumer Services) (\$2,100,000);
- Allocation for mental health supports (\$875,000); and
- Enhanced cleaning allocation (\$1,400,000).

It is estimated that an additional \$30,000,000 from the province will be available for additional teachers to support school boards where class size or supervision is an issue. This funding is available to those boards that

have exceeded the 1% deficit threshold. The OCDSB is in that category but it is unlikely these funds will be allocated on a proportional basis.

CFO Carson noted that these additional dollars will allow enhanced practices from September to at least December and when staff will have a better idea at that time of best practices, enrolment and expenses.

It is anticipated that there will be a projected accumulated surplus of approximately \$37,000,000 by the end of August 2020. These funds are available for compliance and staff are looking at expenditures now to prepare for next year, applying the accounting treatments available. Even if the Board were to incur an over expenditure of \$17,000,000 there would still be an unappropriated surplus of \$19,000,000 available for compliance. During the question period, the following points were noted:

- In response to a question from Trustee Fisher, CFO Carson responded that the \$4,000,000 COVID contingency fund would not be reduced as a result of the additional funding from the province;
- Regarding the reluctance of the province to allow the use of Facilities Renewal and School Condition Index Funding (FRP/SCI) to manage some of the COVID-related building work, CFO Carson noted there is some flexibility but the majority of the work that is being done is short-term in nature and difficult to capitalize. Boards have been quick to use long-term funds for current needs but that would not be the intention of the District. Trustee Fisher hoped that staff would have a discussion with the Ministry and that the Director would raise this issue with the Council of Directors of Education (CODE);
- Trustee Campbell noted that there appears to be a great deal of risk in the budget. CFO Carson agreed that there are uncertainties in the budget and staff is not sure what issues may need to be addressed. The Ministry will be carefully monitoring school boards, but CFO Carson is confident that there are offsetting opportunities for savings if necessary. Some expenditures may need to be postponed;
- In response to a question from Trustee Campbell regarding the assumption that the safety standards minima are sufficient as endorsed as part of the package of mitigation by OPH, CFO Carson responded that staff has been working with OPH since March and they have consulted with OPH on the back to school plan. Director Williams-Taylor noted that emotional safety as well as physical safety was considered in the plan. Staff have been looking at transmission data and looking at layering with provisions in place. Staff is maximizing every opportunity available to ensure student safety;

- Trustee Bell expressed that she wanted to have a better understanding of the risk analysis associated with the funds dedicated to the COVID response with respect to capping class sizes, custodial staffing, mental health supports, and HVAC concerns. Director Williams-Taylor advised that an itemization of funding and results would be very difficult. There have been significant investments in student mental health over the past few years, and staff is looking to augment the programs already in place. With respect to capping class sizes, the District cannot do this unilaterally as there are significant implications. CFO Carson noted that mechanical upgrades are a challenge as this work takes time to design and tender. The need for custodial staff and time is also difficult to assess, and this will become clearer when enrolment numbers are apparent. There will need to be school-by-school flexibility as all sites are different. CFO Carson advised that he would provide a written response to Trustee Bell's request for a COVID risk analysis;
- Ms. Granum expressed concern about secondary occasional teachers (OTs) being itinerant and working with many cohorts. She hoped that a strategy similar to the elementary Daily Occasional Teacher (DOT) program could be employed for secondary OTs;
- Superintendent McCoy responded that staff are looking at risk mitigation strategies for casual and itinerant staff. There is a need to maintain records of staff visiting schools. Human Resources staff intend to put a plan in place for OTs;
- Ms. Trant expressed concern about the amount of cleaning that educational assistants (EAs) may be required to do. CFO Carson noted that staff have looked at the unique needs at Clifford Bowey Public School and the Crystal Bay Centre for Special Education with respect to PPE etc., where a working group of principals has been formed to address the issues. Superintendent Symmonds noted that EAs do participate in the cleaning of surfaces like table tops, etc. Ms. Trant stressed that she hoped that routine cleaning does not fall to her members as they are responsible for the student and not the room;
- Mr. Cluff had concerns about the custodial staffing numbers and how it is that COVID funding can stretch to provide the equivalent of 50 FTE and is the District willing to fund what is needed, given the number of sites and the time needed to clean. CFO Carson responded that this may be more of a question for the province. There may need to be a change in duties as schools may need to be closed for a day if cleaning is required. These would be

individual cases and this budget did not take these into consideration;

- Ms. Gondek mentioned the additional pressure that will be put on B & LT staff as a result of remote learning and queried whether any of the funds allocated for technology could be used for extra staffing or overtime. Superintendent Lehman advised that the allocated funds are for the purchase of technology. He noted that instructional positions have been added to schools. Staff will monitor the workload and if it becomes excessive, will look to redeploy tasks. CFO Carson added that if a department informs staff that there is ongoing overtime, departmental budgets can be reviewed to look for savings in other areas to support the overtime budget;
- Trustee Boothby questioned how staff will ensure that early childhood educators (ECEs) maintain the same cohort as they are often deployed from a classroom to the extended day program where they would be with different students. Superintendent Duah explained that staff are working to ensure EAs stay in the same "bubble" as ECEs;
- Trustee Boothby asked if there was a contingency in the budget for ECEs. CFO Carson responded that there was not currently a specific contingency and that staff are waiting for the outcome of discussions about childcare between the Government of Canada and the Province of Ontario;
- Regarding a \$2,700,000 transportation deficit, Trustee Boothby inquired if there are talks with the province about additional funding for transportation. CFO Carson answered that it may be a problem securing additional vehicles and drivers. Looking at the Ottawa Student Transportation Authority's (OSTA) plan the CFO was confident that additional funding was not required; and
- Trustee Lyra Evans inquired as to whether the District will receive masks from the province and what would be the environmental impact. CFO Carson confirmed that students would be receiving reusable masks. Staff has looked at areas where environmentally friendly PPE can be obtained wherever possible.

Moved by Trustee Lyra Evans,

- A. THAT the unconsolidated 2020-2021 operating budget of \$1,008.3 million as presented in Report 20-063, 2020-2021 Staff-Recommended Budget and detailed in the 2020-2021 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget;

B. THAT the 2020-2021 capital budget of \$97.9 million as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved; and

C. THAT the In-Year Deficit Elimination plan as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved.

An amendment moved by Trustee Lyra Evans,

A) THAT \$95,976 be removed from School Programs and Support budget which pays for two dedicated School Resource Officers (SROs) at Gloucester High School and Ridgemont High School; and

B) THAT \$95,976 be put towards hiring a conflict mediator, and a reconciliation officer; to be placed in the same schools to which the SROs were assigned.

During her introduction, Trustee Lyra Evans indicated that the motion is the first step in a process to rebuild the trust of the Black, Indigenous and other racialized communities that have suffered at the hands of the police, noting that by hiring additional police, the District is accepting of the treatment of those communities in schools.

In response to a request for comment, Director Williams-Taylor noted that it would be important to conduct research to determine if the positions suggested in the amendment were the appropriate roles or would there be another type of engagement to meet restorative goals. Work is currently underway on the safe schools policy and a rekindling of a restorative approach is being contemplated.

Associate Director Reynolds outlined the SRO program and the following points were noted:

- When an incident of a criminal nature occurs in schools, the police must be called. SROs are carefully chosen and trained in school board policies, student learning profiles and *the Education Act*. SROs have been members of the Black, Indigenous, and 2SLGBTQ communities, as well as new Canadians;
- The SRO positions were introduced to support Gloucester High School and Ridgemont High School and their feeder schools in an effort to establish relationships with students in underserved school communities. This would allow staff to do more critical work other

than just being responsive to incidents. Relationship development as well as conflict resolution are the main tenets of the SRO program;

- There are a total of 24 SROs in the current complement. Should the two positions outlined in the amendment be eliminated, OPS may continue to fund 23 positions, one position is largely funded by the OCDSB;
- It would be valuable for the OPS to provide a presentation to trustees on the program; and
- Consultation would be critical to understand the impact of the program on students and to determine what they would like to see in support for schools and students.

Trustee Bell suggested that the OCDSB must act now as police in schools are an issue of concern for marginalized communities.

A sub-amendment moved by Trustee Bell,

THAT the OCDSB pause the SRO program and conduct a review of the program and the impact (both positive and negative) that it has on student populations.

Executive Officer Giroux asked Trustee Bell if the amendment was intended to be added to the Trustee Lyra Evans' amendment or if it was changing the language, as that might be considered a different amendment. Trustee Bell indicated it was a replacement.

Trustee Scott suggested that Trustee Bell's amendment speaks to pausing a program which is a policy decision and not connected to the budget, and therefore should be considered out of order.

Executive Officer Giroux clarified that the specific language, "pausing the program", is a broader policy motion and is not an amendment to the motion that is currently on the floor. The amendment must speak to specific funding. She also noted that Chair Schwartz could make a ruling, if she wished, to allow this as a substitution and Trustee Lyra Evans would be required to withdraw her motion.

Trustee Bell clarified that it is her intent to halt the funding for the SRO program.

A motion to continue the meeting past 10:30 pm was defeated, having failed to receive a 2/3 majority.

8. Adjournment

The meeting adjourned at 10:30 pm.

Sandra Schwartz, Chair



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



COMMITTEE OF THE WHOLE, BUDGET REPORT

Thursday, August 13, 2020

7:00 pm

Zoom Meeting

Trustees Present: Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Dorothy Baker (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Nadia Towaij (Superintendent of Program and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Kevin Gardner (Manager of Financial Services), Sandy Owens (Manager of Business & Learning Technologies), Karyn Carty Ostafichuk (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), Pamela LeMaistre (Manager of Human Resources), Sandra Lloyd (Manager of Risk and Supply Chain Management), Joan Oracheski (Manager of Research, Evaluation, and Analytics Division), Nicole Guthrie (Manager of Board Services), Christine Kessler (System Principal, Learning Support Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Michael Guilbault (Central AV Technical Specialist), Rebecca Grandis (Senior Board Coordinator), Amanda Pelkola (Board/Committee Coordinator).

Non-Voting Representatives Present: Jennifer Capitani, (OCEOC); Jennifer Coleman (OCSSAN); Stephanie Kirkey, (OSSTF-Teachers); Susan Gardner (OCETFO), Corine Lassaline (PECCS) Jean Trant (OSSTF-SSP), Kelly Granum (OSSTF-OT); David Wildman, (OCEOTA); Melodie Gondek, (OSSTF-ESP); Troy Cluff (PSSU); Malaka Hendela, (OCASC); Rob Kirwan (SEAC) and

Stacey Kay,(Non-affiliated Staff.)

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the public session to order at 7:01 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Bell,

THAT the agenda be approved.

Carried

3. Declarations of Conflict of Interest

Trustee Campbell advised that he had declared his conflict of interest at the 11 August 2020 meeting and wishes that to be known for all future budget meetings.

4. Delegations

4.1 Abdullah Al-Ogaidi, Statement Regarding the Staff Resource Officer (SRO) Program

Mr. Abdullah Al-Ogaidi expressed the opinion that the Staff Resource Officer (SRO) program is a valuable asset at West Carleton Secondary School. He encouraged trustees to hear statements from Ottawa Police Service (OPS) constables and children's psychologists about the benefits of having a police presence in school prior to making a decision on the program.

In response to a query from Trustee Scott, Mr. Al-Ogaidi stated there have been changes at West Carleton Secondary School and he has not had the opportunity to meet with the constables. He added that his friends have had positive interactions with SROs when seeking assistance in their personal life and have created friendships with them. Mr. Al-Ogaidi would support a review of the program, as funding could potentially be increased or stay the same, and it would allow for the interactions that officers have with students to be enriched.

At the request of Student Trustee Liu, Mr. Al-Ogaidi stated that the SRO currently has limited time in schools, and he would wish to see an increase in the time they could spend at schools. This would allow for them to speak casually with students and even to have meetings with classes to allow opportunities for further bonds to be formed. It is his experience, when troubled students speak to the constables, they change for the better. It should be easier for students to have access to the SROs.

Mr. Al-Ogaidi added that students who may have been in trouble in the past are often the ones who see the SRO in a negative way. However, when they speak with the SRO and learn what they do and how they can be of help, many of these students have become more at ease with the SRO.

Mr. Al-Ogaidi shared the belief that pausing the program would have negative effects, especially for incoming grade 9 students. His concern is that it could result in these students feeling uncomfortable around SROs in grade 10 due to the lack of exposure and opportunity to have early interaction with officers.

4.2 Annette Dillon, Parent, Questions on Secondary School

Ms. Dillon questioned the cost to open secondary schools for 115 minutes under the hybrid model as well as the cost to keep schools open full-time.

Director Williams-Taylor advised that the model for program delivery at secondary schools is not driven by cost but by safety measures required to keep the cohorts together without direct contact. She also noted that indirect contacts are difficult to track.

5. Matters for Action

5.1 Report 20-063, 2020-2021 Staff-Recommended Budget

At the time of adjournment of the meeting of 11 August 2020, the following motion and amendments were on the floor:

Moved by Trustee Lyra Evans,

- A. THAT the unconsolidated 2020-2021 operating budget of \$1,008.3 million as presented in Report 20-063, 2020-2021 Staff-Recommended Budget and detailed in the 2020-2021 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget;
- B. THAT the 2020-2021 capital budget of \$97.9 million as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved; and
- C. THAT the In-Year Deficit Elimination plan as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved.

An amendment moved by Trustee Lyra Evans,

- A. THAT \$95,976 be removed from the School Programs and Support budget which pays for two dedicated School Resource Officers (SROs) at Gloucester High School and Ridgemont High School; and
- B. THAT \$95,976 be put towards hiring a conflict mediator, and a reconciliation officer; to be placed in the same schools to which the SROs were assigned.

A sub-amendment moved by Trustee Bell,

THAT the OCDSB pause the SRO program and conduct a review of the program and the impact (both positive and negative) that it has on student populations.

With the consent of the Committee, Trustee Bell withdrew her amendment as the Chair advised that it was out of order. Trustee Bell urged the Committee to support Trustee Lyra Evans' amendment to remove the SRO funding from Gloucester High School (HS) and Ridgemont HS and place it where it can be used to carry out the most impactful, anti-racism focus. She added that the Board has a responsibility to take immediate action and to build back trust with the marginalized community.

During discussion of the amendment, the following points were noted:

- Trustee Boothby advised that she has reviewed the recording of the meeting last year at which a similar amendment was proposed. A principal indicated that SROs were part of the school community and it would be a difficult loss for the schools. She noted that discussion at a meeting of the Indigenous Education Advisory Committee (IEAC) was divided on the value of the program. Trustee Boothby expressed the view that the Board has a duty to students to build relationships with the police as they are part of our community and the Board cannot isolate and must be part of the holistic environment that will help develop relationships with officers;
- Trustee Lyra Evans submitted she supports a review of the program but will not remove or pause the program before hearing the perspectives of the community. She suggested that the District's Human Rights and Equity Advisor should also review the program and carry out the consultation; and
- Ms. Granum supported a review of the SRO program and noted that building relationships with the community are important, but she is uncertain as to whether building relationships with the police is the District's mandate or that of the OPS.

A sub-amendment moved by Trustee Ellis,

THAT Part B of the amendment be revised to read "THAT the \$95,976 be apportioned to the two schools on a per pupil basis to be administered within the urban priority high school framework."

During discussion of the sub-amendment, the following points were noted:

- Trustee Ellis noted that one of the two assigned SROs at Gloucester HS and Ridgemont HS is funded by the OPS. He submitted that the budget funding allocation be redirected to the Urban Priorities Fund which is designed to assist schools with diversity and economic issues. Keeping the funding in the school would assist students at high risk;
- Trustee Campbell queried why funding was not specifically allocated to serve students at risk at Gloucester HS and Ridgemont HS if they need additional resources. In response to a query from Trustee Scott with respect to the impact on feeder schools if the funding was reallocated, Associate Director Reynolds advised that Urban Priorities funding is directed to designated schools and not allocated to feeder schools. Additional budget funds could be allocated to schools that are not tied to Urban Priorities funding. The principals of these schools could use the additional funding to acquire SROs or other services; and
- Trustee Ellis expressed the opinion that reallocating the SRO funding would provide additional resources to Gloucester HS and Ridgemont HS that would contribute to student success and well-being.

A sub-amendment moved by Trustee Ellis,

THAT Part B of the amendment be revised to read "THAT the \$95,976 be apportioned to the two schools on a per pupil basis to be administered within the urban priority high school framework."

Carried

During discussion of the amendment, the following points were noted:

- Trustee Campbell noted the difference of opinion at IEAC and suggested that students and the Advisory Committee on Equity (ACE) be consulted before making changes to the SRO program;
- Trustee Hough supported the provision of assistance to students at risk; however, she also supports a review of the SRO program and consultation with the community;

- In response to a query from Trustee Scott with respect to discontinuing the SRO program for one year, Associate Director Reynolds advised that if the discontinuation were to apply to one or two of the SROs, those officers would return to their regular patrol duties. The relationship with the affected schools would be lost and the school would need to deal with the disruption in service;
- In response to a query from Trustee Boothby, Associate Director Reynolds advised that the SRO program was restructured by the OPS a few years ago in response to human resource shortages, and some proactive activities were scaled back. More recently, OPS has undertaken additional hiring and some proactive actions have been restored;
- Trustee Boothby expressed the view that the Board would not be in a position to conduct a robust review this year, and if it is delayed, the program may disappear
- Trustee Jennekens noted the uncertainty due to the pandemic and suggested that the mandate of the SRO program be reviewed;
- Trustee Bell expressed the view that the Board needs to re-prioritize the District's racialized community and those that are marginalized. After the review, the Board will have an opportunity to build a new relationship with the police. Trustee Bell requested that a discussion on this topic take place at a future meeting of the Committee of the Whole;
- Trustee Ellis advised that the amendment does not eliminate the SRO program, but rather the funding of a police officer for an enhanced SRO presence at a designated school. He added that it is unknown whether the OPS will continue to fund the second SRO position. The largest impact will be for those two secondary schools and their feeder schools. Trustee Ellis submitted that placing funds in the principals' control will allow them to allocate the funding appropriately, based on the issues;
- Associate Director Reynolds confirmed that principals are free to consult with the community and allocate the funds as long as it falls within the priorities of the District; and
- Student Trustee Liu noted that there has not been any consultation with the students of Gloucester HS and Ridgemont HS, and the Board cannot presume to know the will of the students. For this reason, both she and Student Trustee Chen are not in favour of the amendment.

In conclusion, Trustee Lyra Evans expressed the view that the police do not contribute to feelings of safety within the community.

An amendment moved by Trustee Lyra Evans,

- A. *THAT \$ 95,976 be removed from the School Programs and Support budget which pays for two dedicated School Resource Officers (SROs) at Gloucester High School and Ridgemont High School; and*
- B. *THAT the \$95,976 be apportioned to the two schools on a per pupil basis to be administered within the urban priority high school framework.*

Carried

An amendment moved by Trustee Lyra Evans,

- A. THAT the budget for instructional salaries be increased by \$100,000,000, to provide the hiring of 1025 additional elementary teachers, reducing the class sizes to a maximum of 15;
- B. THAT the budget for school operations be increased by \$10,000,000, to provide for additional custodial and maintenance positions at the elementary levels;
- C. THAT accommodation costs be increased by \$15,000,000 to provide for the rental and acquisition of 1000 elementary classrooms equivalent space;
- D. THAT the budget for school operations be increased by \$5,000,000 for additional custodial and maintenance positions at the secondary level; and
- E. THAT the accommodation costs be increased by \$30,000,000 to provide for the rental and acquisition of 1600 (CFO to confirm) secondary classroom equivalents.

In introducing her amendment, Trustee Lyra Evans submitted that trustees have a fiduciary duty to the well-being of students and education. She noted that the District could have 30 grade 7-8 students less than a meter apart. The union partners advised that custodial staff cannot meet the standards for cleaning. Students with Individual Education Plans (IEPs) will struggle. The Board must advocate to support students by proposing an unbalanced budget to meet their health and safety concerns.

Moved by Trustee Campbell,

THAT the following amendment be deferred to the Committee of the Whole Budget meeting of 18 August 2020:

“An amendment moved by Trustee Lyra Evans,

- A. THAT the budget for instructional salaries be increased by \$100,000,000, to provide the hiring of 1025 additional elementary teachers, reducing the class sizes to a maximum of 15;**
- B. THAT the budget for school operations be increased by \$10,000,000, to provide for additional custodial and maintenance positions at the elementary levels;**
- C. THAT accommodation costs be increased by \$15,000,000 to provide for the rental and acquisition of 1000 elementary classrooms equivalent space;**
- D. THAT the budget for school operations be increased by \$5,000,000 for additional custodial and maintenance positions at the secondary level; and**
- E. THAT the accommodation costs be increased by \$30,000,000 to provide for the rental and acquisition of 1600 secondary classroom equivalents. “**

Carried

During discussion of the main motion, the following points were noted:

- In response to queries from Ms. Kirkey with respect to online and in-class instruction in secondary schools, staff advised that 8,800 teachers participated in professional development (PD) classes in the spring. Classes are also offered during the summer institute, and ongoing PD days will provide staff development opportunities with instructional coaches from the Business & Learning Technologies (B & LT) and Program and Learning K-12 departments;
- Mr. Kirwan noted that the Special Education Advisory Committee (SEAC) had concerns, most of which have been addressed and he added that SEAC is requesting additional educational assistants (EAs);
- Staff advised that every secondary school will have WIFI switches replaced, and 16 additional switches will be installed to increase the ability for students and staff to connect. An additional 5,000 ethernet adapters will be hard wired in early September. B & LT staff will be reallocated to schools across the District, and if required, additional supports will be provided;
- Ms. Hendela noted that funds have not been allocated for parent engagement, and Parent Reaching Out (PRO) grants were reduced by the province, leaving a net loss of \$80,000 in funding for the

annual parent conference. The Parent Involvement Committee (PIC) and school councils are now at risk without funding to conduct elections or support the Board. She requested that staff identify areas in the budget that will allow PIC to undertake its legislated mandate. Chief Financial Officer (CFO) Carson advised that staff provide support; however, they have not yet created a specific plan;

- With respect to the Minister's latest announcement on funding for remote learning, Trustee Scott queried whether staff has had an opportunity to assess the impact on staffing. CFO Carson advised that staff is waiting to hear further details from the Ministry of Education about any flexibility the Board would have in the use of its reserves;
- The Board is required to submit an approved, balanced budget by 31 August 2020;
- In response to Trustee Hough's suggestion about class sizes, CFO Carson advised that staff would need to recalculate the cost of increasing staffing to accommodate a ratio of 20:1. Based on a staffing ratio of 15:1, the District would require 1,000 extra classrooms, leaving a shortage of more than 750 classrooms across the system and schools could be unable to open before the Christmas break;
- In response to Trustee Bell's query with respect to smaller class sizes for JK-grade 4, CFO Carson advised that staffing is in alignment with collective agreements. If funds were available, staff would look for space in schools that are under-utilized, closed but not yet sold, or empty spaces in other school boards as well as spaces throughout the city;
- The model for the delivery of in-class learning is based on safety. If additional space and staff were available, it may be possible to increase the time in school and still maintain minimal transitions;
- Trustee Bell requested additional costing information based on a limit of 50% of time spent in secondary in-school learning;
- In response to a query, Executive Officer Giroux advised that additional funds have been allocated to the Communications department to provide support;
- Trustee Fisher expressed the hope that the District's facilities renewal funding could be used to upgrade heating, ventilation and air conditioning (HVAC) systems;

- Trustee Fisher submitted that the hourly rate for occasional teachers (OT) needs to increase to be aligned with school boards across the province;
- Superintendent McCoy advised that salaries are part of central table discussions and local school boards have limited discretion to increase the rates of pay due to the current structure of collective bargaining. She added that Human Resources staff and principals have successfully recruited OTs recently;
- CFO Carson advised that additional funding was provided to allow school boards to manage staffing and supervision at the beginning and end of school days;
- Superintendent McCoy noted that additional funding for custodial staff was allocated through central bargaining and central agreements that were contemplated prior to COVID-19. These additional positions are effective for the duration of the collective agreement. Approximately 16.0 full-time equivalent (FTE) PSSU custodians have been added;
- With respect to new community partnerships being proposed, Trustee Campbell questioned whether there is any discretionary increase in pursuit of equity goals. CFO Carson advised that over the past four months, staff who controlled budgets were advised and trained on matters of equity in staff development, hiring, and training. Senior staff and principals have recognized that those internal allocations are needed to support a move towards equity;
- Mr. Cluff noted that HVAC systems, including air distribution patterns, personalized ventilation, filtration, in older buildings do not have a cleaning protocol as HVAC technicians and engineers are busy working on emergencies. CFO Carson noted that air quality has been a discussion topic for the past 10 years. Schools may need to open windows without screens. Each classroom has individual ventilation systems and teachers are reminded not to adjust those ventilation systems during the day. If a classroom does not meet standards for fresh air, it may need to be taken out of service. The funding from the province may help schools that do not pass the test for the use of capital funding;
- The introduction of the Supports for Students Fund (SSF) for most school boards was to replace the Local Priorities Fund (LPF) that expired in August 2019. For 2019-2020, the Board funded positions previously supported using LPF. Some boards used the funds to replace or retain positions that would have been lost as a result of a deficit;

- Mr. Kirwan advised that some SEAC associations are concerned that if students opt for remote learning their supports may not be available to them when they return to regular classrooms. Superintendent Symmonds advised that students will not lose their spot in specialized program classes when they return to school. School teams are encouraged to review updated information that is available and, if necessary, discuss requirements with parents to ensure appropriate levels of support are in place;
- Mr. Kirwan suggested that the Board consult with the statutory PIC, SEAC and other advisory committees more frequently;
- Superintendent Lehman advised that 27,000 Chromebooks are in service, including 11,000 that were loaned to students in the spring. It is anticipated that these Chromebooks will need to be serviced upon their return and then reallocated to schools. The Board approved the purchase of 5,000 additional Chromebooks in June 2020, based on the budget for 2020-2021. Staff anticipate having approximately 20,000 devices in schools;
- Ms. Hendela stated that some high needs schools are asking the parent community for additional funding to support programs. She expressed the hope that if there are reallocation opportunities, school councils and PIC would be advised on how equity funding can support these requests;
- Trustee Hough provided notice that she will propose an amendment at the next Committee of the Whole (COW) Budget meeting with respect to funding for PIC;
- The Ministry notes that the reference to 100 direct or indirect contacts, refers to in-class student-to-student contact and not contact with staff or those contacts outside of the school day;
- Regarding the list of equity projects, Director Williams-Taylor advised that the data collection work and community meetings on the student identification project has continued over the summer. Staff has also secured additional funding for the work and an extension of the deadline for the project;
- Trustee Campbell queried whether the approximately \$4.0 million revenue shortfall related to the Ottawa-Carleton Education Network (OCENET) and Community Use of Schools was included in the staff-recommended budget that was presented. CFO Carson advised that there has been no change to the budget since July;
- Referring to ongoing supply issues and back orders, CFO Carson advised that since the beginning of August, school boards were directed to obtain their personal protective equipment (PPE) and

some cleaning supplies from the Ministry, and it is anticipated that they will be shipped to schools in the near future;

- CFO Carson agreed to seek clarification on cleaning schedules for schools within the community use of schools;
- CFO Carson confirmed that no changes have been made to school budget allocations for schools that are deemed as highest need based on the RAISE index. He added that some of the RAISE funding may be repurposed by the school;
- CFO Carson stated that the cost of OTs is paid from a central fund. If the actual cost is higher than anticipated, staff will identify other sources of funding; and
- CFO Carson suggested that the vote to approve the budget be delayed until staff has had an opportunity to analyse the most recent information from the Ministry.

5.1. Memo 20-107, 2020-2021 Staff-Recommended Budget Questions and Answers (Release 2)

Provided for Information.

6. New Business - Information and Inquiries

There was no new business.

7. Adjournment

The COW Budget meeting will continue on 18 August 2020.

The meeting adjourned at 10:20 p.m.

Sandra Schwartz, Chair



COMMITTEE OF THE WHOLE BUDGET REPORT

Tuesday, 18 August, 2020
Zoom meeting

TRUSTEE MEMBERS: Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Joy Liu (Student Trustee) and Charles Chen (Student Trustee).

STAFF: Director of Education, Camille Williams-Taylor; Associate Director, Brett Reynolds; Chief Financial Officer, Mike Carson; Executive Officer, Corporate Services, Michele Giroux; Superintendent of Human Resources, Janice McCoy; Superintendents of Instruction: Prince Duah, Mary Jane Farrish, Eric Hardie, Shawn Lehman and Shannon Smith; Superintendent of Program and Learning K-12, Nadia Towaij; Human Rights and Equity Advisor, Carolyn Tanner; Manager of Finance, Kevin Gardner; Manager of Planning, Karyn Carty Ostafichuk; Manager of Research, Evaluation & Analytics Division, Joan Oracheski; Manager, Business & Learning Technologies, Sandy Owens; Manager of Communications and Information, Diane Pernari-Hergert; Manager of Risk and Supply Chain Management, Sandra Lloyd; Manager of Board Services, Nicole Guthrie; Coordinator of Financial Reporting, Teri Adamthwaite; Coordinator of Budget Services, Charles D'Aoust; A.V. Specialist, Michael Guibault; and Committee Coordinator, Leigh Fenton.

NON-VOTING REPRESENTATIVES: Jean Trant (SSP), Malaka Hendela (OCASC), Stephanie Kirkey (OSSTF), Melodie Gondek (OSSTF-ESP), Kelly Granum (OSSTF-OT), Jennifer Capitani (OCEOC), Corinne Lassaline (OSSTF), Stacey Kay (Non-Affiliated Staff), Troy Cluff (OSSTF-PSSU), Susan Gardner (OCETFO)

1. Call to Order

Chair Schwartz called the public session to order at 7:01 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked

the Algonquin Nation for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Declarations of Conflict of Interest

Trustee Campbell advised that he had declared his conflict of interest at the 11 August 2020 meeting and requested that to be known for all future budget meetings.

4. Delegations

4.1 Andrea Morissette, Parent, Return to School Questions

The delegate did not appear before the Committee.

4.2 Janice Chamberlain, Parent, Return to School Questions

Janice Chamberlain summarized her concerns as follows: proper ventilation, access to safe water and the sanitization of buildings after third party use.

Staff noted that continual updates on the upgrades to site-specific school buildings and broader system concerns will be provided to school principals and communicated to parents.

Ms. Hendela suggested directly sharing information on school websites which pertain to the state of the heating, ventilation and air conditioning (HVAC) equipment.

4.3 Joel Harden, MPP (Ottawa Centre), Return to School Concerns

Member of Provincial Parliament (MPP), Joel Harden, speaking as Ontario's Critic for People with Disabilities, expressed concern for the government's proposed plan for remote synchronous learning this fall and the effect that the changes in the learning format will have on children and staff with special needs. Leveraging the standards noted in the *Accessibility for Ontarians with Disabilities Act*, he proposed that the Board ask the Minister of Education for additional funding to accommodate the needs of the most vulnerable learners.

Trustee Fisher requested that MPP Harden provide the New Democratic Party of Ontario (NDP) stance on the return to school. The delegate stated that the NDP stands behind the statements delivered by Marit Stiles, the Education Critic for Ontario's Official Opposition. The NDP is calling for a significant amount of funding from the province to fund the hiring of appropriate staff to keep the school community safe. He noted that he will send the action plan to the Chair for distribution.

In response to a query from Trustee Scott, MPP Harden noted that many concerned teachers with mobility issues and compromised immune systems have had to request accommodations or intend to apply for disability leave. Fear is escalating in the educator community due to the proposed unmanageable size of classes.

Staff agreed to provide a response to the questions of MPP Harden regarding his concerns to build small class sizes and to avoid lengthy screen sessions for students accessing special needs support from the District.

5. Report 20-063, 2020-2021 Staff-Recommended Budget

Chief Financial Officer (CFO) Carson reported that Memo 20-112, Cancellation of 18 August 2020 Special Board Meeting was circulated earlier in the afternoon outlining that, due to outstanding questions and concerns regarding the budget, it will be difficult for the Committee to arrive at a consensus and recommend a budget to the Board; therefore, the tentative Special Board meeting scheduled to follow tonight's meeting has been cancelled. It is essential that the Board approve a budget prior to 31 August 2020, in order to continue operations beginning 1 September 2020. Staff will recommend a date for a continuation meeting of the Committee of the Whole (COW) Budget as early as possible following the Special Board meeting of 25 August 2020.

CFO Carson announced that new information from the Ministry of Education is permitting boards to approve a deficit of up to 2% this year, which is an increase of 1% from previous years. The budget was adjusted to raise the COVID-related expenditures to the accepted 2% deficiency.

Chair Schwartz noted that as this is a continuation meeting from 13 August COW Budget, an addendum to the meeting package was included today in Memo 20-111, Addendum to the 2020-2021 Staff-Recommended Budget.

Your Committee had before it Report 20-063, 2020-2021 Staff-Recommended Budget.

Moved by Trustee Lyra Evans,

- A. THAT the unconsolidated 2020-2021 operating budget of \$1,008.3 million as presented in Report 20-063, 2020-2021 Staff-Recommended Budget and detailed in the 2020-2021 Staff-Recommended Budget Binder be

approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget, as amended;

- B. THAT the 2020-2021 capital budget of \$97.9 million as presented in the 2020- 2021 Staff-Recommended Budget Binder, be approved;
- C. THAT the In-Year Deficit Elimination plan presented in the 2020-2021 Staff-Recommended Budget Binder, as amended, be approved;
- D. THAT the accumulated surplus be used to further increase the recommended \$4.0 million COVID expense provision by \$471,491;
- E. THAT the new funding of \$3.5 million as shown in Ministry of Education Memo 2020:B11, Investments to Support School Reopening in Response to the COVID-19 Outbreak, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected; and
- F. THAT the new funding of \$1.9 million as shown in Minister of Education Memo dated 14 August 2020, Additional Guidance and Funding for School Reopening, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected.

An amendment moved by Trustee Lyra Evans,

- A. THAT the budget for instructional salaries be increased by \$100,000,000, to provide the hiring of 1025 additional elementary teachers, reducing the class sizes to a maximum of 15;
- B. THAT the budget for school operations be increased by \$10,000,000, to provide for additional custodial and maintenance positions at the elementary level;
- C. THAT accommodation costs will be increased by \$15,000,000, to provide for the rental and acquisition of 1000 elementary classroom equivalent spaces;
- D. THAT the budget for school operations be increased by \$5,000,000, for additional custodial and maintenance positions at the secondary level; and
- E. THAT the accommodation costs be increased by \$30.0 million to provide for the rental and acquisition of 1600 secondary classroom equivalents.

In introducing the amendment, Trustee Lyra Evans stated that she consulted with the CFO on the cost of these services. The class size model of 15 students in Denmark has been successful in reducing the spread of COVID-19. The

provincial government has not responded to letters from the District to increase funding to be able to bring students safely back into schools. The \$10.0 million provision by the Ministry to support the reopening of schools is equivalent to 5% of the total share proposed in the amendment. There is a concern amongst trustees that if a budget is not approved, the Board will be suspended by refusing to submit a balanced budget and replaced by a provincial supervisor to assume the duty of the Board. This idea has boards across the province in a state of unrest.

Trustee Penny expressed the opinion that to add \$255.0 million to the existing budget proposal would not be presenting a responsibly balanced budget.

Trustee Fisher noted that the amendment does not meet the required fiduciary duty of care to which a trustee is obliged. The reopening plan must be put forward to create a risk-free environment and adjusted allowances could be considered, however more consultation is required from public health officials.

Several trustees supported the notion of approving a staff-recommended budget if the structures and educators are in place for the safe return of students. They are awaiting further clarity from Ottawa Public Health (OPH) on the plan.

Trustee Ellis indicated his support for the amendment. He highlighted that as described in *the Education Act*, the responsibility of individual trustees is to bring to the Board concerns of parents and students. The concern he is focused on is the well-being of students and their education. He is not expecting that OPH will provide a seal of approval in a substantive way. In *The SickKids Recommendation for the Reopening of Schools* (July 29, 2020) the guidance statements stipulated smaller class sizes should be a priority strategy as it will aid in physical distancing and reduce potential spread from any index case. He noted that staff has done a phenomenal job in their planning for the reopening of schools and should the extra funding not be forthcoming, he will consider supporting the current budget.

Trustee Boothby voiced her lack of support for the amendment, stating that Associate Director Reynolds has been connecting with OPH every day for several months. Senior staff would not bring forward an unsafe plan for the reopening of schools. Many of these staff members have children returning to school themselves. She hopes that Dr. Etches can meet with the Board next week and though it will not be the doctor's mandate to approve the plan, if Dr. Etches does see deficiencies in the plan, she will speak to those necessary improvements. Trustee Boothby stated that this budget may not be the accurate prediction for an entire school year, however, in this instance; the Board will go back to the province and demand funding for any unpredictable shortfalls.

Trustee Scott advised that, as the only trustee on the current Board who has experienced a provincial intervention through an assignment of an appointed supervisor, she can attest that the appointment resulted in much of the work of the Board being undone and trustees having had little input on policy and budgetary decisions for that entire year. As trustees, they do have an obligation

to ensure that staff has been diligent in their work to create a feasible budget and to then approve a sound budget.

Trustee Bell requested the creation of a document reflecting the expenditures related to the COVID-19 response and a risk analysis associated with the expenditures. She noted that when Troy Cluff, President of the Plant Support Staff Unit (PSSU), presented to the Committee, he highlighted that there were not enough custodians on staff to execute the SickKids cleaning protocol recommendations. Trustee Bell would like to see risks like this example documented for further analysis by the trustees in advance of recommending a budget.

CFO Carson responded that the risk analysis is in progress and noted that the chart on COVID-19 related expenditures and a risk assessment of the expenditures, for the well-being and safety of students and staff, will be distributed in advance of the next COW Budget meeting.

In response to a query from Trustee Bell, Director Williams-Taylor disclosed that a percentage of families and students have registered for remote learning; however, this will not necessarily have a major impact on class sizes. Last week Policy/Program Memoranda (PPM) 164 on Remote Learning was released, outlining the requirement for a certain amount of time for synchronous learning and therefore the creation of virtual schools is being planned. All classes will be adequately staffed.

In response to a query from Trustee Campbell, staff agreed to follow-up with OPH to assess timelines on the response to the letter from the Chair of the Board about the COVID 19 re-entry to schools. In addition, staff will seek confirmation on the invitation for OPH to attend the meeting on 25 August 2020. Director Williams-Taylor reminded the Committee that OPH is not prepared to approve the reopening plans for any of the school boards; however, it is amenable to collaboration and providing a medical perspective.

Moved by Trustee Bell,

THAT consideration of the amendment be postponed until the next Committee of the Whole Budget meeting after hearing a response from Ottawa Public Health and the Risk Assessment provided by staff.

Carried

Trustee Campbell reviewed his budgetary concerns shared with staff in which he questioned whether the health and safety interests of one party were being sacrificed for another. He recalled in the 11 August COW Budget meeting, the CFO noted that in some areas OPH would prefer to see certain expenditures rather than others. Though there has been collaborative dialogue between the District and OPH, some key questions by the trustees have yet to be answered.

In response to queries from Trustee Bell, Superintendent Symmonds reported that the 2020-2021 school year will begin with a flexible and responsive mental health model as the assessment of need continues across the District. Central supports include social emotional learning teachers, itinerant educational assistants and learning support consultants to provide additional support at the school level. The Learning Support Services (LSS) team is working to ensure that the supports for students have been “right-sized”. Additional funding from the Ministry was received in the amount of approximately \$400,000 for mental health support and an additional \$265,000 for special education support. These mental health funds are intended to be used towards additional staffing, to purchase resources to support mental health and well-being, and to help integrate students back into the school setting. Safe and warm welcoming for the student population will be a part of the September introductory orientation. LSS is collaborating with community partners such as School Mental Health Ontario to define best practices and create tool kits to address a situation where students experienced prolonged isolation from their peers and a disassociation from regular school routines. A partnership was forged with Dr. David Tranter, co-author of “The Third Path”, where he is training staff on ways to welcome back vulnerable students. He noted that in the past where it was discovered that additional resources were necessary to fully support students, staff have presented a proposal to the Board through the Special Education Advisory Committee.

An amendment moved by Trustee Hough,

Whereas THAT the technology, communication and advisory mechanisms needed in these unprecedented times mean that school councils and the Parent Involvement Committee need to learn to do things differently, and adapting mechanisms cannot be achieved without access to clear resource support. Accordingly, funds must be made clearly available and allocated to the priority of parent engagement. Specifically; and

THAT a budget allocation of \$150,000 be made for the funding of effective school councils across all schools and the work of an engaged Parent Involvement Committee to ensure it meets obligations regarding communications with school councils and to undertaking activities to help parents of pupils of the Board support their children’s learning at home and at school.

A sub- amendment moved by Trustee Scott,

*THAT the paragraph beginning with “Whereas” be removed from the motion as it is not a part of the action on which trustees cast their votes.
Carried, friendly*

In introducing the amendment, Trustee Hough stated that funding for parental engagement is critical. The *Education Act, Regulation 612*, requires the Board to consult and engage with school councils on a number of policy fronts, including,

but not limited to policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents. School councils and the Parent Involvement Committee (PIC) have significant obligations under the *Education Act*. Parent engagement is in line with the District's strategic plan, particularly as it relates to the equity priority, and there is a demonstrated need for parent partnership and priority in these unprecedented times. Traditional means of fundraising support will not be accessible for this school year.

Trustee Scott requested clarification on the existing funding through PIC to each school council as part of the provincial disbursements for parent engagement. Executive Officer Giroux explained that, historically, funding for parent involvement came in different forms:

- (a) \$500 allocation for school councils. These funds are still in place and will continue;
- (b) a grant allocation program based on an application process for which school districts, PICs or other agencies can apply. The District applied for these grants consistently working with PIC. The grants have been reduced from an annual provision of \$30,000 to \$10,000 in recent years. The fall Parent Conference and Speaker Series Program was funded with these grants. Last year, the province changed their funding structure which means the grant applications are no longer available. In place of this grant program, the total being received from the Ministry is \$40,000; and
- (c) a small amount of money to absorb costs of PIC such as catering and necessary transportation for committee members. As those costs are centrally allocated for other committees, this money was re-allocated to help fund the Speaker Series program. Additionally, the District pays for the cost of insurance for school councils.

Executive Officer Giroux advised that there is a need for dedicated resources for parent engagement. Under consideration, are various engagement models deployed successfully by other districts.

In response to a query by Trustee Penny, Trustee Hough specified that the \$150,000 sought was to be generated by a reallocation of existing budgeted money.

Trustee Campbell requested clarification on whether support for parent engagement and school councils would be in place without the motion. Executive Officer Giroux noted that she would consult with CFO Carson to identify possible funds in the existing budget for reallocation. There are opportunities to re-think some of the traditional expenses and to bring engagement to a virtual setting where possible. Given the number of changes occurring in this particular year, there will be supplementary areas for investment. The District is examining

drivers of change in parent engagement, including dedicated funding for translation and professional development for principals and educators around engagement strategies with families.

CFO Carson reported that in the budget, a \$130,000 line item is dedicated to parent engagement although it is not identified specifically. If the motion is passed, an extra \$20,000 will need to be shifted from other priorities. He noted that parent engagement occurs within all departments of the District and the individual school budgets supporting the school community.

Ms. Hendela thanked Trustee Hough for bringing the motion forward. She cited *Regulation 612* of the *Education Act* which requires the Board to consult actively through PIC and the school councils. The challenge this year is that school councils will be unable to consult. There is no infrastructure for Zoom licenses for the parent community to meet. She indicated that presently the PIC does not meet its requirement under the *Act* to report on a designated budget. To identify the line item is important as it is a means of accountability for the trustees. By supporting the motion, the message is that this is not a sum of money to be delegated according to staff discretion but rather it is allocated to solely support parent engagement. The Ottawa-Carleton Association of School Councils (OCASC) supports the motion.

Trustee Hough shared that her desire to become a trustee stemmed from her passion for parent engagement. In order to provide a sense of equity in the field of parent engagement designated funding needs to be set in place in order for school councils to be able to move forward.

An amendment moved by Trustee Hough,

THAT a budget allocation of \$150,000 be made for the funding of effective school councils across all schools and the work of an engaged Parent Involvement Committee to ensure it meets obligations regarding communications with school councils and to undertaking activities to help parents of pupils of the Board support their children's learning at home and at school.

Carried

Trustee Campbell inquired about the possibility to submit additional questions to OPH. Director Williams-Taylor responded that as the questions from the trustees ultimately arise from the community, any additional questions will be welcomed. She requested that trustees bear in mind that the timely submission of additional questions by trustees will permit OPH to provide sufficient responses. Questions may be sent to her or to Manager Guthrie.

Trustee Scott noted that the questions in the letter to Dr. Etches were crafted after the 14 August Special Board meeting. They were structured generally by topic to give OPH more opportunity to expand on the questions.

Trustee Bell thanked staff for their dedication to students and education. As Chair of the Committee, Trustee Schwartz extended her gratitude to CFO Carson and the finance team as they continue to adjust the budget to reflect the COVID-19 planning complexities and new ministerial changes to funding. Trustee Scott remarked on the incredible work that has been done in a short amount of time under tremendous pressure and urged the Committee to be mindful of this. Director Williams-Taylor noted that new information continues to be received and to expect another update from the Communications and Information Services department tomorrow morning.

6. Adjournment

The meeting adjourned at 9:48 p.m.

Sandra Schwartz, Chair



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



COMMITTEE OF THE WHOLE, BUDGET REPORT

Wednesday, August 26, 2020

7:00 pm

Zoom Meeting

Trustees Present: Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee).

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Nadia Towaij (Superintendent of Program and Learning K-12), Shannon Smith (Superintendent of Instruction), Carolyn Tanner, (Human Rights and Equity Advisor), Andrew Parent (Principal, Gloucester High School), Christine Kessler (System Principal, Learning Support Services) ; Rachelle Sentic, (Principal, Ridgemont High School), Kevin Gardner (Manager of Finance), Sandy Owens (Manager of Business & Learning Technologies), Karyn Carty Ostafichuk (Manager of Planning), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Michael Guilbault (AV Technician), Rebecca Grandis (Senior Board Coordinator) and Amanda Pelkola (Board/Committee Coordinator).

Non-Voting Representatives Present: Jean Trant (SSP), Melodie Gondek (OSSTF-ESP), Kelly Granum (OSSTF-OT), Jennifer Coleman (OCSSAN), Jennifer Glassman (OSSTF - PSSP), Jennifer Capitani (OCEOC), Troy Cluff (OSSTF-PSSU), Susan Gardner (OCETFO), David Wildman (OCEOTA).

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the public session to order at 7:01 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Hough,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Marty Carr, Ridgemont High School Parent Council, RE: SRO Program

Ms. Carr expressed the opinion that it is inappropriate that a decision affecting a school community would be brought forward without having consulted the schools impacted.

She submitted that students confide in the School Resource Officer (SRO) at Ridgemont High School (HS) and the SRO works with other members of the team. As a high needs school, it is necessary to have this resource available until the program has been assessed.

In response to a query from Student Trustee Liu, Ms. Carr advised that the SRO is a member of the Herongate response team that was put in place to deal with crime in the area. The SRO provides advice to students, and the school council is not aware of any SRO issues.

3.2 Maya Basudde, RE: SRO Program

Ms. Basudde, speaking on behalf of SES Canada, advised that she was diagnosed with PTSD as a result of an assault from a police officer and she finds it difficult to see the SRO officer as an asset. She expressed her preference to see the funds used for healing, growth, and programming.

In response to queries, Ms. Bassudde submitted that, with the Black Lives Matter movement and the District's anti-racism work, it is important to listen to their needs. Ms. Bassudde noted that she is looking to defund police in schools and seeing the funds put where they are more useful in the long run.

3.3 Souheil Bensimane, RE: SRO Program

Mr. Bensimane shared his ideas about racist institutions and the police. He expressed the view that the Board has one moral choice to make, which is to cut ties with police and remove the SRO from Ridgemont HS and Gloucester HS. Police officers have racist practices to reduce

colonialism, control black and aboriginal people, and other oppression. The settler state's goal is to steal land, have servitude, police migrant communities, and in his opinion, police still play this racist role. He asked why the Board wants to be associated with this system that still has a racist presence and SROs, like other oppressive institutions, could not be reformed and must be abolished.

In response to queries, Mr. Bensimane submitted that society, schools and social services are structured to put Black and Indigenous youths and those of families that are poor, in the prison system. An SRO has the ability to push youth through the prison system and forcibly confine them and prepare them for jail. He advised that he did time with people who started jail when they were young because they fought white children who were being racist. He noted that his friends in Toronto have fought the SRO program and succeeded in removing it, and his friends in Ottawa have told him stories involving SROs.

In response to queries from Student Trustee Chen, Associate Director Reynolds advised that the OCDSB may not have a mandate or the ability to remove SROs from schools given that 23 of them are paid for by the Ottawa Police Service (OPS). He added that there are policies at the municipal level that encourage this partnership. If there are threats at school, staff call the police and they determine how it should be managed. The Board does have discretion over the two SRO officers paid by the District.

3.4 Peter Gareau, RE: SRO Program

Mr. Gareau noted that he was very impacted by Ms. Basudde's statement. He submitted that more information is required with respect to the role and responsibilities of the SRO before consultation with Gloucester HS, Ridgemont HS, the community, students, and teachers. He urged the Board not to be hasty with this decision as the positions may not be replaced if they are eliminated.

3.5 Sophie Chen, RE: SRO Program

Ms. Chen, a 2017 graduate of Gloucester HS, noted that she went to a school where they struggled to receive textbooks and updated labs, but prioritized SROs who roamed the halls.

She submitted that SROs were not trusted by students, and social workers and counsellors should be hired. People got into fights and abused drugs, but they did not need to be criminalized. As a student who used counselling, she knows that you can get help instead of being judged by your circumstances. SROs do harm and distract from learning. Parents may not have made an issue of SROs, but as a former student she is

providing her experience of emotional harm, and that of the marginalized communities that have been harmed.

In response to queries, Ms. Chen advised that the SRO attended Gloucester HS weekly, and those who needed help were punished by the SRO who instilled fear.

Ms. Chen expressed the view that consultation is important but we need students to speak of their experiences one-on-one rather than consulting with people who are not impacted by SROs.

3.6 Amran Ali, RE: SRO Program

Ms. Ali, speaking on behalf of a group of mothers and fathers of the Black African community in support of the removal of the SROs from all schools as their children's safety is compromised by being over policed and underserved. She expressed the opinion that these funds should be used for social supports for students, noting that she volunteers in jail where there are many young men from Gloucester HS who had issues with SROs and became criminalized.

In response to queries, Ms. Ali noted that she respects parents who support their children and schools but she does not want to be consulted on her rights or her children's rights. She expressed the view that policing criminalizes and ruins the Black African community. Food, good schools, playgrounds and safe places contribute to safety not a police officer walking around with a gun and exercising their power. As a successful woman, she is intimidated when a police officer walks beside her and expressed the view that, this does not positively impact their learning.

3.7 Hailey Dash, RE: SRO Program

Ms. Dash expressed the opinion that the OCDSB must defund the SRO, Herongate initiative, and support the “no cops in school” campaign. Students of colour are at risk and therefore it is not a safe environment. She has heard numerous stories of fear, racism, sexism and abuse from SROs, who have shamed kids, made comments towards black and brown students, apprehended these students, and put them in the youth justice system. These coloured youths are overrepresented in the youth justice system. Ms. Dash submitted that they are not provided the same learning environment as white students as they are impacted by the SRO's presence.

In response to queries, Ms. Dash submitted that the OCSDb must value their opinions and meet their demands more than they do now.

Ms. Dash explained that the anti-racist feminist collective that she is part of is a group of black and brown students who graduated in 2016 from Merivale HS. They are advocating for the complete removal of SROs, in

Catholic, Public and French schools. The act of policing has its roots in racism. They are to police the behaviour of Afro-Americans and should not be in place anymore. The collective wants the relationship with OPS to be terminated. Punishment and fear should not drive behaviour, but instead accountability and getting to the root of the problem is more effective.

4. Matters for Action

4.1 Report 20-063, 2020-2021 Staff-Recommended Budget

The following motion, as amended, was on the floor at the conclusion of the last meeting of Committee of the Whole Budget on 18 August 2020:

Moved by Trustee Lyra Evans,

- A. THAT the unconsolidated 2020-2021 operating budget of \$1,008.3 million as presented in Report 20-063, 2020-2021 Staff-Recommended Budget and detailed in the 2020-2021 Staff-Recommended Budget Binder be approved, as amended, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget;
- B. THAT the 2020-2021 capital budget of \$97.9 million as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved;
- C. THAT the In-Year Deficit Elimination plan as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved.
- D. THAT the accumulated surplus be used to further increase the recommended \$4.0 million COVID expense provision by \$471,491;
- E. THAT the new funding of \$3.5 million as shown in Ministry of Education Memo 2020: B11, Investments to Support School Reopening in Response to the COVID-19 Outbreak, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected; and
- F. THAT the new funding of \$1.9 million as shown in Minister of Education Memo dated 14 August 2020, Additional Guidance and Funding for School Reopening, be added to

the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected.

Note: The motion includes the following amendments:

THAT \$ 95,976 be removed from the School Programs and Support budget which pays for two dedicated School Resource Officers (SROs) at Gloucester High School and Ridgemont High School.

THAT the \$95,976 be apportioned to the two schools on a per pupil basis to be administered within the urban priority high school framework.

THAT a budget allocation of \$150,000 be made for the funding of effective school councils across all schools and the work of an engaged Parent Involvement Committee to ensure it meets obligations regarding communications with School Councils and to “undertaking activities to help parents of pupils.

The following amendment was deferred at the meeting of 26 August 2020 and was now on the floor:

An amendment moved by Trustee Lyra Evans,

- A. THAT the budget for instructional salaries be increased by \$100,000,000, to provide the hiring of 1025 additional elementary teachers, reducing the class sizes to a maximum of 15;
- B. THAT the budget for school operations be increased by \$10,000,000, to provide for additional custodial and maintenance positions at the elementary levels;
- C. THAT accommodation costs be increased by \$15,000,000 to provide for the rental and acquisition of 1000 elementary classrooms equivalent space;
- D. THAT the budget for school operations be increased by \$80,000,000 for additional custodial and maintenance positions at the secondary level; and
- E. THAT the accommodation costs be increased by \$30,000,000 to provide for the rental and acquisition of 1600 secondary classroom equivalents.

Referring to the announcement from the Ministry of Education earlier in the day indicating that the OCDSB would receiving an additional

\$7,000,000 rather than the anticipated \$10,000,000, Chief Financial Officer (CFO) Carson advised that the funding is to augment funding for student transportation, special education, mental health remote learning, additional teaching staff, and school reopening. Some additional funds are being held centrally for the cost of additional personal protective equipment (PPE) through the course of the year and also for transportation. Staff will assess needs and report on the use of the funds. There are a number of competing demands and staff will have a clear understanding later in the week after speaking to the Deputy Minister. The school reopening funds will allow schools to respond more quickly to their staffing and administration issues as well as other issues that are anticipated in the next six months.

CFO Carson advised that the choice of remote or in-class learning has created the need to develop virtual schools. The original funding allocated was approximately \$600,000 but that will not be enough to support thousands of students. Once the reorganization is completed there will be additional costs for principals and vice-principals. It is not anticipated that costs will exceed the 2% deficit the Ministry has recommended.

During discussion on the amendment, the following points were noted:

- The additional funding noted above will not be included in the budget as it is not flowing through the Grants for Student Needs (GSN), and staff is recommending that the budget be approved this evening;
- This funding was previously expected to be distributed mid-year. The province has not yet disclosed the details for the second half of the federal transfer;
- Staff is not recommending any changes to the budget with respect to the deficit and the use of 2% of reserves;
- Staff does not anticipate any savings as a result of today's funding announcement. The funds will not reduce the deficit; but rather it will allow for schools to address their needs earlier than previously anticipated. The funding reduces the Board's risk and allows the Board to increase spending beyond the planned \$4.5 million buffer;
- Staff anticipates additional expenses for teaching staff to respond to virtual schools and reduce class sizes. CFO Carson confirmed that the additional funding will allow them to make schools safer, enhance practices and physical barriers, and allow further class size reductions;
- If the Board does not pass the budget prior to 31 August 2020, the CFO and Director would need to explain to the Ministry why the

Board is not in compliance and the Ministry could intervene and appoint a supervisor;

- CFO Carson advised that every year staff budgets for a deficit, and staff would bring forward additional requests to overspend, if required, when expenditures were necessary for students or staff;
- With respect to the amendment, Trustee Campbell expressed the view that it is a political statement, but the structure is not clear about the offsetting revenue. CFO Carson advised that the only way to increase expenses is to increase the accumulated deficit by \$180.0 million and this would not be approved by the province;
- Trustee Ellis suggested that 440 Albert Street and Confederation Education Centres are no longer in use and could generate revenue from proceeds of sales. Although the Board cannot use money from capital sales for operating expenses, it is important to reopen schools that are as safe as possible with 15 pupils per class, which is not possible without this amendment. Trustee Ellis submitted that the last time the OCDSB passed a non-compliant budget, it led to better education outcomes across the province;
- Trustee Boothby submitted that if the Board is taken over by the province, it would be for the balance of this term and the good work over the last five years would be reversed. Staff and trustees would have little opportunity to ensure programs that are important would be carried out and trustees would no longer be representing their communities. She advised that she and Trustee Penny will raise the issue at OPSBA. OPSBA has, in the past, gone back to the province and were able to use reserves to spend additional funds that they know are critical;
- Director Williams-Taylor advised that additional funds and information about the protocols for outbreaks and safety will address the safety of students and staff. Safety is not limited to physical space and sanitation but also to mental health and emotional safety regarding human rights and anti-black racism;
- While not every challenge is solved by additional funds, Director Williams-Taylor noted the difficulty is in finding places that are safe for students and to provide transportation to those locations. Parents are not comfortable moving their child to unfamiliar locations;
- If these funds became available, the Board would not see the impact until March 2021 due to the requirement to organize schools, find appropriate space, and recruit and train staff. Trustee Schwartz noted that the Board has the opportunity, whether it is a

formal motion or through discussion, to write to the Minister to ask for additional funds to assist with safety, if necessary;

- CFO Carson advised that the *Education Act* and *Regulation* were amended last year to state that a deficit of 1% would be deemed compliant. The Minister has now deemed 2% to be compliant but has not yet published the *Regulation*. If an in-year deficit is anticipated that exceeds 2%, the Board could request additional supports, or the Minister could make a charge against next year's budget;
- Trustee Scott submitted that staff has looked at the most important issues this year, including well-being and safety. If the Board is taken over, none of that funding could be utilized, and the Board could not spend it in the days prior to a supervisor taking over. It would result in worse conditions for students rather than better. She added that making a grand gesture, knowing trustees could not represent the community, would not be a responsible thing to do; and
- Trustee Lyra Evans expressed the view that although her amendment may not pass, it is not a political statement. Dr. Etches has said the Board should minimize class sizes, and the amendment would allow all class sizes to be 15 students. The biggest issue is that the Board does not think the Minister would approve it and that is a question that should be asked, not assumed. If something similar is not proposed, she will vote against the budget.

An amendment moved by Trustee Lyra Evans,

- A. THAT the budget for instructional salaries be increased by \$100,000,000, to provide the hiring of 1025 additional elementary teachers, reducing the class sizes to a maximum of 15;
- B. THAT the budget for school operations be increased by \$10,000,000, to provide for additional custodial and maintenance positions at the elementary levels;
- C. THAT accommodation costs be increased by \$15,000,000 to provide for the rental and acquisition of 1000 elementary classrooms equivalent space;
- D. THAT the budget for school operations be increased by \$80,000,000 for additional custodial and maintenance positions at the secondary level; and

- E. THAT the accommodation costs be increased by \$30,000,000 to provide for the rental and acquisition of 1600 secondary classroom equivalents.

Defeated

The motion was defeated on the following division:

FOR: Trustees Ellis and Lyra Evans (2)

OPPOSED: Trustees Boothby, Hough, Campbell, Jennekens, Penny, Bell, Fisher, Scott, and Schwartz (9)

During discussion on the main motion, the following points were noted:

- Trustee Campbell queried whether sufficient funding was made available in the budget to manage the additional workload and stress for central staff support. Director Williams-Taylor acknowledged that human resources are stretched, and noted the importance of communications and data in managing the pandemic. She added that there may be a requirement to adjust funding as needs arise;
- Superintendent McCoy noted the strain on the Employee Wellness division, which is managing a large number of requests for accommodation. Some additional support has been provided on a temporary basis to assist with screening requests and realigning some responsibilities. The Employee Wellness division acknowledges the delay in responding to employees and is working on requests as quickly as possible;
- In response to a query with respect to the use of funding for SROs at Gloucester HS and Ridgemont HS, Associate Director Reynolds advised that the schools would use a process to determine what is in the best interests of students, which may include continuing the SRO program. Principal Parent noted that the SRO agreement is between the Board and the OPS, and not the school. He suggested that the OPS would want to know in the next week if the service would be continued, and if it is discontinued, it may be difficult to bring it back; and
- Executive Officer Giroux clarified that the amendment to remove the SRO funding has not yet been approved by the Board as part of its approval of the budget, as amended. The amendments could be listed in the motion for clarity. At the time of Board approval, Board members may overturn the amendment. If the amendment is carried, there is also the option to reconsider that part of the budget at a future meeting.

1. Memo 20-112, 2020-2021 Staff-Recommended Budget Questions and Answers (Release 4)

Provided for information.

2. Status of Budget Motion

The following motion, as amended, was on the floor:

Moved by Trustee Lyra Evans,

- A. THAT the unconsolidated 2020-2021 operating budget of \$1,008.3 million as presented in Report 20-063, 2020-2021 Staff-Recommended Budget and detailed in the 2020-2021 Staff-Recommended Budget Binder be approved, as amended, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget;
- B. THAT the 2020-2021 capital budget of \$97.9 million as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved;
- C. THAT the In-Year Deficit Elimination plan as presented in the 2020-2021 Staff-Recommended Budget Binder, be approved.
- D. THAT the accumulated surplus be used to further increase the recommended \$4.0 million COVID expense provision by \$471,491;
- E. THAT the new funding of \$3.5 million as shown in Ministry of Education Memo 2020:B11, Investments to Support School Reopening in Response to the COVID-19 Outbreak, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected; and
- F. THAT the new funding of \$1.9 million as shown in Minister of Education Memo dated 14 August 2020, Additional Guidance and Funding for School Reopening, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected.

Note: The motion includes the following amendments:

THAT \$ 95,976 be removed from the School Programs and Support budget which pays for two dedicated School Resource Officers (SROs) at Gloucester High School and Ridgemont High School.

THAT the \$95,976 be apportioned to the two schools on a per pupil basis to be administered within the urban priority high school framework.

THAT a budget allocation of \$150,000 be made for the funding of effective school councils across all schools and the work of an engaged Parent Involvement Committee to ensure it meets obligations regarding communications with School Councils and to “undertaking activities to help parents of pupils.”

3. Notice of Motion to Amend Budget:

1. Amendments, Trustee Jennekens

An amendment moved by Trustee Jennekens,

- A. THAT staff be directed to monitor and report to the Board any emergent COVID-19 related shortfalls in resources required to maintain safe and healthy school operations;
- B. THAT the Board approach the province for more funding, if necessary, to ensure the safety of OCDSB students and educators; and
- C. THAT staff be directed to report to the Board monthly until the end of the first semester and every two months until the end of June 2021.

Trustee Jennekens submitted that the amendment would allow staff to approach the Ministry for additional funding to make appropriate health and safety adjustments as school resumes. Trustee Scott noted that, at the time of approving the principles for the return to school plan, the Board included reporting expectations as part of that action. She queried how the concept of monthly reports and expenditures and shortfalls fit with what was previously approved regarding the COVID pieces. Executive Officer Giroux advised that Part F of the principles provides a standing item on the agenda for regular updates for the full year.

Trustee Scott expressed the opinion that Parts 5, 6 and 7 of the principles overlap with Parts A and B of Trustee Jennekens' amendment.

A sub-amendment moved by Trustee Jennekens,
 THAT Part A and Part C be deleted.

With respect to Part B, Trustee Scott queried whether the intention is to approach the province for more funding now or in the future. Trustee Jennekens advised that her intention is based on an assessment of weaknesses and strengths over the next few weeks.

*A sub-amendment moved by Trustee Jennekens,
 THAT Part A and Part C be deleted.*

Carried

Trustee Ellis expressed the view that there are too many unanswered questions, for example, who decides if it is necessary to have more funding and how will the safety of staff be determined.

*An amendment moved by Trustee Jennekens,
 THAT the Board approach the province for more funding, if necessary, to ensure the safety of OCDSB students and educators.*

Carried

2. Amendments, Trustee Campbell

An amendment moved by Trustee Campbell,

THAT the Chair of the Board communicate immediately with the Minister of Education and Premier, with a copy of the communication also sent to Ontario Public School Boards' Association (OPSBA) member boards and local media, calling on the province to:

1. Commit to making school boards whole with respect to their extraordinary COVID-19 related use of reserves;
2. Commit to making school boards whole with respect to any unplanned COVID-19 related shortfalls arising directly however from either:
 - i. Their Ministry-approved plans

- ii. Further changes in Ministry direction, or
 - iii. Unforeseen and unavoidable local COVID-19 related circumstances, and
3. Commit to asking Ontario's Chief Medical Officer to immediately review and publicly respond fully and directly to the expert advice on COVID-19 risk reduction for schools provided on 19 August 2020 by the Registered Nurses' Association of Ontario (RNAO), and the Minister and Premier then to reassess as may be indicated the Province's financial support and direction around COVID-19 risks reduction in its schools.

Trustee Campbell submitted that there is an advocacy piece of his amendment for adequate provisions for safety. He is also asking the Province to ensure that the extraordinary COVID-19 costs are not borne by the District. There could be implications that we won't understand yet and he is seeking an in-year budget risk mitigation from the province in the form of a letter to be sent shortly.

Trustee Scott expressed concern that the Ministry states that school boards need to do what they recommend but they are not approving their plans. Director Williams-Taylor clarified that the language used by the Ministry is "confirming" plans, which is in alignment with the guidance document but the word is not "approved" or "endorsed".

A sub-amendment moved by Trustee Scott,

THAT "Ministry-approved" be changed to "Ministry confirmed" in part B i of the amendment.

Carried friendly

With respect to Trustee Scott's request for clarification on Part C, Trustee Campbell noted that it was his intent that the Minister of Education and Premier be asked to write to the Ontario Chief Medical Officer.

An amendment moved by Trustee Campbell,

THAT the Chair of the Board communicate immediately with the Minister of Education and Premier, with a copy of the communication also sent to Ontario Public School Boards' Association (OPSBA) member boards and local media, calling on the province to:

1. *Commit to making school boards whole with respect to their extraordinary COVID-19 related use of reserves;*
2. *Commit to making school boards whole with respect to any unplanned COVID-19 related shortfalls arising directly however from either:*
 - i. *Their Ministry-confirmed plans*
 - ii. *Further changes in Ministry direction, or*
 - iii. *Unforeseen and unavoidable local COVID-19 related circumstances, and*
3. *Commit to asking Ontario's Chief Medical Officer to immediately review and publicly respond fully and directly to the expert advice on COVID-19 risk reduction for schools provided on 19 August 2020 by the Registered Nurses' Association of Ontario (RNAO), and the Minister and Premier then to reassess as may be indicated the province's financial support and direction around COVID-19 risks reduction in its schools.*

Carried

Trustee Penny assumed the chair.

Trustee Schwartz noted that the Committee has had a fulsome debate over many meetings. She thanked everyone involved, including staff, non-voting representatives, and trustees for their participation in the meetings.

Moved by Trustee Schwartz,

THAT debate be closed.

Carried

Chair Schwartz resumed the chair.

Moved by Trustee Lyra Evans,

- A. **THAT the unconsolidated 2020-2021 operating budget of \$1,008.3 million as presented in Report 20-063, 2020-2021 Staff-Recommended Budget and detailed in the 2020-2021 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget, amended as follows:**

- a. **THAT \$ 95,976 be removed from the School Programs and Support budget which pays for two dedicated School Resource Officers (SROs) at Gloucester High School and Ridgemont High School; and**
- b. **THAT the \$95,976 be apportioned to the two schools on a per pupil basis to be administered within the urban priority high school framework.**
- c. **THAT a budget allocation of \$150,000 be made for the funding of effective school councils across all schools and the work of an engaged Parent Involvement Committee to ensure it meets obligations regarding communications with school councils and to “undertaking activities to help parents of pupils of the Board support their children’s learning at home and at school”.**
- d. **THAT the Board approach the province for more funding, if necessary, to ensure the safety of OCDSB students and educators.**
- e. **THAT the Chair of the Board communicate immediately with the Minister of Education and Premier, with a copy of the communication also sent to Ontario Public School Boards’ Association (OPSBA) member boards and local media, calling on the province to:**
 - i. **Commit to making school boards whole with respect to their extraordinary COVID-19 related use of reserves,**
 - ii. **Commit to making school boards whole with respect to any unplanned COVID-19 related shortfalls arising directly however from either (i) their Ministry-confirmed plans, 1. further changes in Ministry direction, or 2. unforeseen and unavoidable local COVID-19 related circumstances, and**
 - iii. **Commit to asking Ontario's Chief Medical Officer to immediately review and publicly respond fully and directly**

to the expert advice on COVID-19 risk reduction for schools provided on 19 August 2020 by the Registered Nurses' Association of Ontario (RNAO), and the Minister and Premier then to reassess as may be indicated the province's financial support and direction around COVID-19 risks reduction in its schools;

- B. THAT the 2020-2021 capital budget of \$97.9 million as presented in the 2020- 2021 Staff-Recommended Budget Binder, be approved;
- C. THAT the In-Year Deficit Elimination plan presented in the 2020-2021 Staff-Recommended Budget Binder, as amended, be approved;
- D. THAT the accumulated surplus be used to further increase the recommended \$4.0 million COVID expense provision by \$471,491;
- E. THAT the new funding of \$3.5 million as shown in Ministry of Education Memo 2020:B11, Investments to Support School Reopening in Response to the COVID-19 Outbreak, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected; and
- F. THAT the new funding of \$1.9 million as shown in Minister of Education Memo dated 14 August 2020, Additional Guidance and Funding for School Reopening, be added to the 2020-2021 Staff-Recommended Budget operating revenues and that a corresponding increase in planned operating expenses be reflected.

Carried.

5. New Business - Information and Inquiries

There was no new business.

6. Adjournment

Chair Schwartz thanked CFO Carson and staff for the hard work put into creating a budget and making safety paramount. As a parent, she noted that she is very thankful to staff for making this a priority.

The meeting adjourned at 10:10 p.m.

Sandra Schwartz, Chair



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



TO: Chair and Members
of the Board

DATE: 22 September 2020

**RE: Request to the Province for the Provision of Health and Safety
Precautions**

Trustee Lynn Scott has given notice that she will move as follows at the Special Board meeting of 25 August 2020, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS the COVID-19 pandemic has highlighted some gaps in Ontario's statutory and regulatory environment with regard to managing responses to a serious province-wide public health emergency;

WHEREAS the Minister of Education published the *Guide to Reopening Ontario's Schools* on 30 July 2020, and updated it on 13 August 2020;

WHEREAS the *Guide to Reopening Ontario's Schools* provides no authority to school districts to require compliance with its recommendations for such health and safety precautions as the use of face masks by all those individuals for whom there is no medical or developmental exemption;

WHEREAS intentional non-compliance with health and safety precautions may pose unacceptable risks to others, resulting in families withdrawing their children from school because of the perceived risk, or work refusals on the part of staff;

THEREFORE BE IT RESOLVED

THAT the Ottawa-Carleton District School Board ask the Premier and Minister of Education to develop legislation and/or regulations under existing legislation as soon as possible to give school districts and/or local public health officials appropriate authority to require compliance and to impose a range of appropriate consequences for intentional non-compliance with health and safety precautions implemented in schools to address a serious province-wide public health emergency.

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

Michèle Giroux
Executive Officer
Corporate Services

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



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



TO: Chair and Members
of the Board

DATE: 22 September 2020

RE: Return to Holding In Person Meetings

Trustee Donna Blackburn has given notice that she will move as follows at the Special Board meeting of 25 August 2020, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS staff of the Ottawa-Carleton District School Board are expected to return to work in person,

THEREFORE BE IT RESOLVED

THAT the Board return to holding in person meetings in the Boardroom at 133 Greenbank Road.

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

Michèle Giroux
Executive Officer
Corporate Services

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



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



TO: Chair and Members
of the Board

DATE: 22 September 2020

RE: Wearing of Masks for Students in Grades K-3

Trustee Blackburn has given notice of motion to amend a previously approved substantive motion and intends to move as follows at the Board meeting on 22 September 2020:

WHEREAS on 25 August 2020, the Board approved a motion to strongly recommend the wearing of masks at school for students in grades K-3 whenever reasonable;

WHEREAS, parents have expressed their concern that the wearing of masks for younger students is not mandatory;

WHEREAS Section 12.14 of the Ottawa-Carleton District School Board By-Laws and Standing Rules allows for a “motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion”;

AND WHEREAS, the City of Ottawa has seen a rise in the number of confirmed COVID-19 and has now been declared in a second wave of COVID-19;

NOW THEREFORE BE IT RESOLVED,

THAT the motion approved on 25 August 2020, *viz., THAT the Board strongly recommends the wearing of masks at school for students in Grades K-3 whenever reasonable*, be amended to replace the words “strongly recommends the” with “requires the mandatory” and deleting the words “whenever reasonable”, to read as follows:

THAT the Board requires the mandatory wearing of masks at school for students in Grades K-3.

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

Michèle Giroux
Executive Officer
Corporate Services



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



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



**BOARD (PUBLIC)
Report No. 20-076**

22 September 2020

**Appointment of Community Representatives to the Special Education
Advisory Committee**

Key Contact: Michele Giroux, Executive Officer, Corporate Services, (613)
596-8211 ext. 8310

PURPOSE:

1. To appoint a community representative to the Special Education Advisory Committee (SEAC) for a term effective from 22 September 2020 to 14 November 2022.

STRATEGIC LINKS:

2. A strong and active SEAC provides the Board with critical input on the District's special education programs and services. The appointment of a community representative helps foster community engagement in support of a Culture of Caring.

CONTEXT:

3. Section 4.3 of Policy P.019.GOV: Special Education Advisory Committee (Appendix A) states that "Upon the recommendation of a committee consisting of trustees, the Board shall appoint up to three community representatives for the duration of the term of the Board". Procedure PR.538.GOV, Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee (Appendix B), governs this process.

On October 2018, for the purpose of managing the appointment process of the community representatives to SEAC, the Selection Committee was consulted. In accordance with Procedure PR.538.GOV, SEAC's Selection Committee was comprised of the three trustee members appointed to SEAC at the time: Trustees Boothby, Penny, and Olsen Harper.

The role of the Selection Committee was to review the applications, interview as required, and recommend the appointment of up to three community representatives for a term from 3 December 2018 to 14 November 2022.

The Selection Committee interviewed six candidates to fill two vacancies having voted to extend the term of Sonia Nadon-Cambell at the first of its two Meetings in November 2018. At its 12 November 2018 meeting, the Selection Committee recommended the appointment of Rob Kirwan and Susan Cowin and suggested a third candidate, Amy Wellings, in the event of a vacancy on or before November 2020.

KEY CONSIDERATIONS:

4. In a letter addressed to the Chair of the Board dated 19 August 2020, Community Representative Rob Kirwan, tendered his resignation effective at the conclusion of the SEAC meeting on 19 August 2020.
5. The resignation of Mr. Kirwan falls within the timeline established by the Board and permits consideration of Amy Wellings as candidate to fill the vacancy.
6. Ms. Wellings, resume and application provided under separate cover, was contacted by staff to confirm the following:
 - The candidate is aware that this is a community volunteer position with no remuneration;
 - The candidate is aware of the time commitment and length of term associated with the position (two year appointment and minimum of ten meetings per year); and
 - The candidate meets the criteria to hold the position of community representative, as noted in Policy P.019.GOV Special Education Advisory Committee; and
 - The candidate is still interested in fulfilling the position.

RESOURCE IMPLICATIONS:

7. No costs are associated with the appointment.

COMMUNICATION/CONSULTATION ISSUES:

8. There is no consultation required.

RECOMMENDATION:

THAT Amy Wellings be appointed to the position of community representative to the Special Education Advisory Committee for a term from 22 September 2020 to 14 November 2022.

Michele Giroux
Executive Officer, Corporate Services
(ext. 8607)

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

APPENDICES

Appendix A: Procedure PR.538.GOV, Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee

Appendix B: Policy P.019.GOV: Special Education Advisory Committee



PROCEDURE PR.538.GOV

TITLE: APPOINTMENT OF COMMUNITY REPRESENTATIVES AND LOCAL ASSOCIATIONS TO THE SPECIAL EDUCATION ADVISORY COMMITTEE

Date issued: 17 April 2012
Last revised: 11 October 2017
Authorization: Board: 14 June 2012

1.0 OBJECTIVE

To provide guidelines for the Special Education Advisory Committee (SEAC) Selection Committee to use when recommending appointment of Community Representatives and Local Associations to the SEAC.

2.0 DEFINITIONS

In this procedure,

- 2.1 **SEAC Selection Committee** refers to the three trustee members serving on the SEAC who form the committee responsible for the selection of up to three Community Representatives and up to twelve Local Associations to serve on the SEAC for the duration of the term of the Board of Trustees.
- 2.2 **Community Representatives to the SEAC** refers to members of the community who have knowledge of special education issues, an understanding of the Ottawa-Carleton District School Board's (OCDSB) programs and services, and an appreciation of the role and responsibilities of the SEAC. The Community Representatives advocate in the interest of all special needs students, and do not represent the interests of any particular exceptionality.
- 2.3 **Local Association** means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

3.0 RESPONSIBILITY

- 3.1 The Director of Education and Secretary of the Board.

4.0 PROCEDURE

For the purposes of managing the selection process of Community Representatives and Local Associations to the SEAC, the following procedures will be adhered to:

Selection Committee

- 4.1 A Selection Committee will be established comprised of the three trustee members as appointed by the Board to the SEAC.
- 4.2 Should a Selection Committee member determine any pecuniary interest, direct or indirect, following the review of applications, the member will immediately withdraw from the Selection Committee. The Chair or Vice-Chair of the Board shall replace the member on the Selection Committee. In the event that all three Selection Committee members must withdraw the Board shall be asked to appoint the members.

Resource Support

- 4.3 The Superintendent of Learning Support Services, the Chair of the SEAC, and the Manager, Board Services will provide resource support to the Selection Committee. Such support shall include making arrangements for meetings, providing administrative support to the interview process, (scheduling, agendas, reference documentation, etc.) and providing advice about the role and needs of the SEAC.

5.0 PROCEDURES FOR APPOINTING COMMUNITY REPRESENTATIVES

- 5.1 The Board will appoint up to three Community Representatives.

Advertising

- 5.2 An advertisement seeking applicants for consideration for appointment to serve on the SEAC as Community Representative shall be placed in daily and/or community newspapers, on the District's website, and copies will be sent to all school councils.

Applications

- 5.3 The application period shall be a minimum of 10 business days following the date of posting of the notice/advertisement.
- 5.4 Applications shall be received by the Manager, Board Services.
- 5.5 Applications shall include:
 - a) a completed application form;
 - b) a statement of interest;
 - c) a current resumé; and
 - d) a confirmation of eligibility.
- 5.6 All Community Representative applicants must meet the following eligibility criteria:
 - a) Residency (must live within the city of Ottawa);
 - b) School support (must be a public school supporter); and
 - c) Employee status (employees of the OCDSB are not eligible to sit on the SEAC as Community Representatives).

Application Assessment and Selection of Candidates for Interviews

- 5.7 The Manager, Board Services shall provide to the Selection Committee a package containing a copy of each applicant's statement of interest and resumé.
- 5.8 All applicants who meet the eligibility criteria listed in section 5.7, and have applied at or prior to the deadline, will be considered for an interview.
- 5.9 From the original pool of eligible applicants, the Selection Committee may decide to interview a lesser number of eligible candidates.
- 5.10 Applicants not selected for an interview will be thanked for their application and advised that their applications will be maintained for one year in the event of a vacancy.

Interviews

- 5.11 Staff will contact applicants selected for an interview to schedule an interview time.
- 5.12 The Selection Committee will:
- a) confirm the interview schedule and interview list;
 - b) discuss and finalize interview questions;
 - c) develop a rating scale on which to assess applicants;
 - d) allow the same amount of interview time for each candidate;
 - e) ask all candidates the same questions;
 - f) take turns asking each candidate questions;
 - g) take notes during the interview and collectively rate the candidate according to the rating scale after the interview has ended;
 - h) identify the candidates that require reference checks;
 - i) conduct, or have staff conduct, reference checks for inclusion in consideration for the recommendation to the Board; and
 - j) discuss the overall rating scores and reference checks for interview candidates and make a recommendation, for consideration by the Board.
- 5.13 In the event a Selection Committee member is unable to be in attendance for an interview(s), the remaining Selection Committee members will conduct the interview(s).
- 5.14 Candidates selected for interviews for the Community representative position will:
- a) be asked to arrive fifteen minutes prior to his/her scheduled interview;
 - b) review a copy of the interview questions;
 - c) sign a consent form authorizing contact of references;

- d) sign a verification form confirming eligibility (as noted in 5.6 b) and attached);
- e) review a copy of Board Policy P.019.GOV: Special Education Advisory Committee; and
- f) review a copy of Board Procedure PR.538.GOV: Appointments of Community Representatives and Local Association to the Special Education Advisory Committee.

Recommendation to Board

- 5.15 A copy of the resumés and covering letters for those candidates recommended for appointment will be provided to Board members prior to the Board meeting. A letter of transmittal will be prepared by staff on behalf of the Selection Committee outlining the Selection Committee's recommendation for new Community Representatives for the Board's consideration.

Notification to Candidates

- 5.16 The recommended candidates will be notified by the Manager, Board Services that their name has been put forward by the Selection Committee to the Board, and that should the Board adopt the recommendation, they will be advised following the Board meeting.
- 5.17 Following the Board's decision, successful candidates will be notified of the Board's decision and provided with information regarding the next steps.
- 5.18 All unsuccessful candidates will be notified of the Board's decision, and thanked for their interest and involvement in the process.

Vacancy

- 5.19 Appointments will be made by the Board during an election year at the Inaugural Meeting of the Board, or shortly thereafter. In the event of a vacancy during the term of the Board, appointments will be made as soon as is reasonably possible.

6.0 PROCEDURES FOR APPOINTING LOCAL ASSOCIATIONS

- 6.1 The Board may appoint up to twelve Local Associations for representation on SEAC once per term or as vacancies arise.
- 6.2 To ensure exceptionality representation, wherever possible the Board will endeavor to appoint one Local Association per exceptionality.

Advertising

- 6.3 The Manager, Board Services will coordinate with SEAC to advertise a call for applications targeted at qualified Local Associations.
- 6.4 The advertisement will be placed in daily and/or community newspapers, on the District's website, and sent to qualified Local Associations.

Applications

- 6.5 The application period shall be a minimum of 10 business days following the date of posting of the notice/advertisement.
- 6.6 Applications for Local Associations shall be submitted to the Manager, Board Services.
- 6.7 Applications shall include:
- a) A completed application form;
 - b) A description of the Local Association;
 - c) A statement of interest;
 - d) A confirmation of eligibility for the nominated representative and nominated alternate.
- 6.8 Receipt of applications will be acknowledged.

Application Assessment and Selection of Candidates for Interviews

- 6.9 The Selection Committee will review applications from Local Associations.
- 6.10 The SEAC will be invited by the Selection Committee to provide comment on which exceptionalities need representation.
- 6.11 The Selection Committee may consider nominating eligible Local Associations that are not represented amongst the present members of the SEAC.

Interviews

- 6.12 The CEO, Executive Director or Board Chair of the local association may be contacted for an interview by the Selection Committee.

Recommendation to Board

- 6.13 A copy of the applications from Local Associations will be provided to Board members prior to the Board meeting. A letter of transmittal will be prepared by staff on behalf of the Selection Committee outlining the Selection Committee's recommendation for new Local Associations for representation to the SEAC.
- 6.14 Selection and appointment of Local Associations will be the responsibility of the Board of Trustees.

Vacancy

- 6.15 As vacancies arise, existing applications will be considered and appointments will be made as soon as is reasonably possible

7.0 REFERENCE DOCUMENTS

The Education Act, 2011, § 57

Ontario Regulation 464/97

Board By-laws and Standing Rules: Standing, Special Purpose and Ad Hoc Committees

Board Policy P.019.GOV: Special Education Advisory Committee

Board Policy P.101.GOV: Community Involvement on Board Standing Committee



POLICY P.019.GOV

TITLE: SPECIAL EDUCATION ADVISORY COMMITTEE

Date issued: 29 May 2006
Last revised: 23 April 2019
Authorization: Board: 29 May 2006

1.0 OBJECTIVE

To establish a Special Education Advisory Committee (SEAC) as required by the *Education Act* and Ontario Regulation 464/97.

2.0 DEFINITIONS

In this policy,

- 2.1 **Local association** means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults (Ontario Regulation 464/97, Section 1).
- 2.2 **Additional members** means members who are neither representatives of a local association nor members of the board or another committee of the board (Ontario Regulation 464/97, Section 2(5)).

3.0 POLICY

Terms of Reference

- 3.1 The Special Education Advisory Committee shall:
- a) make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional pupils of the Board;
 - b) participate in the Board's annual review of its Special Education Plan;
 - c) participate in the Board's annual budget process as it relates to Special Education; and
 - d) review the Board's financial statements related to Special Education.

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 The Board shall appoint three trustees to the Special Education Advisory Committee.
- 4.2 A representative and alternate member nominated by each of the following associations and organizations shall be appointed by the Board for the duration of the term of the Board:
 - a) the following local associations (a maximum of 12 may be selected under Ontario Regulation 464/97 in accordance with Section 2 (1) and (2)):
 - (i) Association for Bright Children, Ottawa Region Chapter (ABC)
 - (ii) Down Syndrome Association, National Capital Region (DSA)
 - (iii) Learning Disabilities Association of Ottawa-Carleton (LDAO-C)
 - (iv) Ontario Association for Families of Children with Communication Disorders (OAFCCD)
 - (v) Autism Ontario, Ottawa Chapter
 - (vi) Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD)
 - (vii) VOICE for Hearing Impaired Children (VOICE)
 - (viii) Easter Seals Ontario
 - (ix) VIEWS for the Visually Impaired
 - b) the following additional association (that is, under Ontario Regulation 464/97 Section 2 (5), "one or more additional members who are neither representatives of a local association nor members of the Board or another Committee of the Board"):
 - (i) Ottawa-Carleton Assembly of School Councils (OCASC)
- 4.3 Upon the recommendation of a committee consisting of trustees, the Board shall appoint up to three community representatives for the duration of the term of the Board.
- 4.4 All members and alternates of the Committee must be eligible to vote for the members of the Board, be resident to the jurisdiction of the Board, and not be employees of the Board.
- 4.5 If a member is absent for three consecutive regular meetings without prior authorization by resolution, the member relinquishes his/her seat.
- 4.6 If a member association is without representation for six months, the association will lose its membership on the Committee. An association which has relinquished its membership in this manner may reapply at a later date, if there is renewed interest.
- 4.7 Vacancies on the Committee shall be filled upon approval by the Board of an eligible candidate nominated by the association.
- 4.8 In the event of a community representative vacancy during the four year term, the Board shall reconsider a community representative application(s) who interviewed during the most recent selection process for community representatives.

- 4.9 If both the representative and the alternate of a member organization are present, only the representative may participate in the meeting and vote.
- 4.10 In addition to the membership appointed under paragraphs 4.1 to 4.3, the Committee shall include a non-voting representative from each of the following groups:
- a) Council for Exceptional Children
 - b) Ottawa-Carleton Elementary Teachers' Federation
 - c) Ontario Secondary School Teachers' Federation
 - d) Professional Student Services Personnel
 - e) Ottawa-Carleton Secondary School Administrators' Network
 - f) Ottawa-Carleton Elementary Operations Committee
 - g) Ontario Secondary School Teachers' Federation -Educational Assistants

Non-voting representatives may participate in the discussion, but may not make or vote on motions.

Quorum

- 4.11 Quorum shall be the majority of the appointed members.

Reporting Procedure

- 4.12 The Special Education Advisory Committee shall normally report to the Board through the Committee of the Whole. Notwithstanding this reporting structure, the Committee of the Whole may review and comment on the reports and/or any recommendations from the Special Education Advisory Committee, but cannot alter the recommendations or reports.

In addition, the Special Education Advisory Committee may send a report with recommendations directly to the Board or to the Committee of the Whole Budget where the normal reporting procedures would not allow for timely consideration of the recommendations by the Board.

- 4.13 The Special Education Advisory Committee shall have the right to appoint a non-voting representative to the Committee of the Whole and the Committee of the Whole, Budget.

Meetings

- 4.14 Where SEAC has an appointed representative on a committee, it is expected that SEAC will participate in discussion on an issue through their representative during deliberation on the item and shall not appear before the committee as a delegation or as a public questioner.
- 4.15 The Special Education Advisory Committee shall meet at least ten times during the school year.

- 4.16 A notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting.

5.0 REFERENCE DOCUMENTS

Education Act, 1998, § 57

Ontario Regulation 464/97

Board By-laws and Standing Rules: Standing, Special Purpose and Ad Hoc Committees

Policy P.010.GOV: Community Involvement on Board Standing Committees

PR 538 GOV: Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee



MEMORANDUM

Memo No. 20-125

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Shannon Smith, Superintendent of Instruction

DATE: 22 September 2020

RE: **Summer School 2020 Programs Update**

COVID-19 has impacted our lives in many ways. Planning for summer school during the pandemic required a shift from “in person” learning to “remote” learning in all program areas. In addition to the usual funding available through the Continuing Education and Other Programs grant of the Grants for Student Needs (GSN), the Ministry of Education provided new funding for additional special education supports and for programming for Indigenous students.

Elementary Summer School Program (02 July 2020 - 24 July 2020):

Literacy and Numeracy Program (Grades 6 - 8): Every summer the Ministry of Education makes available funding to support programs to improve the literacy and numeracy skills of students who have completed grades 6, 7 or 8 in the prior school year. During the summer 2020 session, students could enroll in either morning or afternoon classes in either Mathematics or English, or a full day for those wanting to improve their skills in both literacy and numeracy. There were also classes designed to meet the unique needs of students who are English Language Learners (ELLs).

Students participated in daily Google Meet sessions and worked independently and in small groups on activities posted to the Google Classroom. Class sizes averaged 15 students and students were grouped by grade level and subject. This year, 1568 students participated in the Elementary Summer School Program, increased from 647 in 2019. All students received a report card at the end of the session, indicating areas of strength and next steps.

Upon completion of the program, a survey was sent to parents. Of the parents who responded to the survey, 82% reported that the learning activities designed by teachers were “highly effective” at engaging their children and 81% indicated that the experience was “very successful” overall.

In terms of staffing, three principals supported a staff complement of 110 teachers. Teachers reported very high levels of satisfaction, with 100% of teachers indicating they would return to teach summer school in either a virtual or in person program next year.

Elementary Summer School - Summary of Classes*

	Year	Grade 6	Grade 7 Classes	Grade 8 Classes
Full Day - Math and English	2019	8	9	11
	2020	20	15	4
½ Day Math	2019	N/A**	N/A**	5
	2020	15	12N/A**	4
½ Day English	2019	N/A**	N/A**	N/A**
	2020	12	6	2
ELL Full Day	2019	6 multi age groupings		
	2020	6 multi age groupings		
ELL ½ Day	2019	N/A**		
	2020	6 multi age groupings		

*Note: Classes average 15 students each.

**Note: N/A means the courses did not run in this format this year.

Secondary Summer School Programs (Various Session Dates):

Secondary eLearning Summer School (30 June 2020 - 28 July 2020): Credit bearing eLearning courses were made available to all secondary school students, including those entering grade 9 in September 2020. Through partnership with the Ontario eLearning Consortium (OeLC), students took courses taught entirely online by an OCDSB teacher or a teacher from another OeLC partner District. Students participated in daily learning activities provided via the Virtual Learning Environment (VLE). This year, an expanded list of course offerings supported the participation of 3989 students, with an overall success rate of 85%.

Credit Recovery (02 July 2020 - 24 July 2020): Credit Recovery opportunities allow students who have unsuccessfully completed a course to provide further evidence of learning in order to earn the credit. Credit Recovery staff liaised with community high school staff to determine areas of focus for Credit Recovery programming. This year 217 students participated in remote

Credit Recovery via Google Meets and asynchronous learning opportunities with an overall success rate of 80%.

NEW: Course Upgrading (02 July 2020 - 24 July 2020): Ministry guidelines regarding the introduction of course upgrading opportunities led to the development of 55-hour options for students who successfully completed a course, but who wished to improve their overall grade. Students participated in daily Google Meets as well as working independently and in small groups on activities posted to the Google Classroom. This year 198 students participated in course upgrading in the following areas: Math, English, ESL/ELD and Science.

NEW: Programming for English Language Learners: (Beginning 02 July, various lengths) Students who are ELLs were able to participate in sheltered courses designed and delivered to support language acquisition while earning a credit in the following areas: English as a Second Language (ESL), Civics/Careers, Business Studies and English. Students participated in Google Meets and Google Classroom either through a full-day model (3 1/2 weeks) or a half day model (7 weeks) depending on the subject they were taking.

NEW: Programming for Indigenous Students (02 July 2020 - 14 August 2020): In partnership with the First Nations, Métis and Inuit Education team, a 6 week learning opportunity designed specifically for Indigenous students was offered for the first time in the summer 2020 session. Forty two students registered in the NAC20: Aboriginal Peoples in Canada course. Students engaged in learning through Google Meets and Google Classroom activities, including virtual visits with Indigenous Knowledge Keepers and Elders. Students had the opportunity to learn about Indigenous cultures, language and history, storytelling and Indigenous worldview. This course supported Indigenous students making the transition from grade 8 to grade 9, offering an opportunity to earn a credit before starting high school in the fall. It also supported Indigenous students in grades 9-12 interested in taking a course over the summer. The course was led by two teachers who worked closely with the Indigenous Student Support and Re-Engagement Coordinators and the Graduation Coach for Indigenous Students.

NEW: Virtual Cooperative Education: (29 June 2020 - 24 July 2020 or 29 July 2020 - 14 August 2020) In partnership with the Innovation and Adolescent Learning (IAL) department, a new Cooperative Education course was offered to support students unable to work in a face to face environment. The DCO30 Creating Opportunities Through Co Op course consists of a learning experience connected to a community and a curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Where face to face placements were possible, students participated in those as well. Overall, 222 students participated in Cooperative Education, in either 1- or 2-credit course options, and a total of 250 credits were earned.

Secondary Summer School Enrollment and Success Rates Comparison (2019 - 2020)

Program	Enrollment 2019	Credits Earned 2019	Enrollment 2020	Credits Earned 2020

eLearning Credit Courses	1251	1009.5 (81%)	3989	3392 (85%)
“In Person” Credit Courses	3162	2664.5 (84%)	N/A*	N/A*
Credit Recovery	159	172.5**	217	173**
Course Upgrading	N/A*	N/A*	198	139 (70%)
Sheltered / ESL Credit Courses	N/A*	N/A*	298	255 (86%)
Indigenous	N/A*	N/A*	42	29 (69%)
Cooperative Education	544	809**	340	444**

*Note: N/A means the courses did not run in this format this year.

**Note: In both Credit Recovery and Cooperative Education, students may have earned more than 1 credit, so a success rate is not included.

Staffing for secondary summer school offerings is summarized in the chart below. Given the shift to entirely virtual courses, the position of “site principal” became “program principal”. The staffing outlined below represents staffing that was funded through the usual summer school program funding available from the Ministry of Education.

Secondary Summer School Staffing Summary

Program	Enrollment	Principal(s)	Teachers
eLearning Credit Courses	3989	2 + 1VP	120
Credit Recovery	217	1	16
Course Upgrading	198		
Sheltered ESL Credit Courses	298	1	16
Indigenous Education Program	42		2
Co Operative Education	340	1	9

Programming for International Students: International students who are part of the Ottawa Carleton Education Network (OCENET) and who remained in Ottawa for the summer participated in summer school credit programs. A total of 67 international students participated in secondary credit programs in eLearning, Cooperative Education, Academic Upgrading or Credit Recovery.

Additional Special Education Staffing Supports (Elementary and Secondary): In order to mitigate the impacts of the school closure period and learning loss that typically occurs during the summer, the Ministry of Education committed funds to support students with special education needs participating in summer program offerings. Specifically, on 19 June 2020, the Ministry of Education provided funding details indicating that these funds would be allocated to additional staffing resources, such as learning support teachers (LSTs) or Educational Assistants (EAs) to support students enrolled in both credit and non credit courses.

Special Education Staffing Support Summary

	Number of Students Served	Special Education Staffing Supports Employed
Elementary Summer School (non credit)	490	7 Learning Support Teachers
Secondary Summer School (credit granting)	500	8 Teachers (Learning Support/Student Success)

International & Indigenous Languages Summer Program (02 July - 24 July 2020):

As in previous years, the Ministry of Education offered funding for language classes for elementary students through the International & Indigenous Languages Program. Language classes were offered in the morning and in the afternoon every day and students were eligible to attend 2 different languages during the day.

The language classes were offered remotely through a variety of digital tools. The format of instruction included synchronous learning for 2.5 hours daily using Google Meets, interactive group activities through Google Whiteboard and Google Docs, virtual intercultural experiences, as well as daily physical activity and snack breaks. Instructors provided students with the opportunity to speak, listen, write and read in a range of international languages, while developing an appreciation for diversity and intercultural understanding. Over 1500 students participated in the ILLP programming in 15 languages.

Summer 2020 Elementary International Languages Program Enrollment, by Language

Language	# of Students	# of Classes
Arabic	566	38
Spanish	408	30
Mandarin	115	8
Japanese	73	5
Cantonese	55	4
Persian	49	3
Hindi	45	2
Tamil	45	3
Turkish	36	2
Bengali	35	2

Greek	29	2
Somali	25	2
Dari	21	1
Vietnamese	14	1
Serbian	12	1

Parents completed feedback surveys and overall, high levels of satisfaction were reported related to the mode of instruction, the learning materials used, engagement and overall experience. Notably, nearly 50 % of parents indicated that summer 2020 was the first time their child participated in the IILP.

Considerations for Future Planning:

There was much to learn through the shift from in person to remote learning for Summer School 2020. Elementary and Secondary eLearning Summer School enrollment tripled from 2019 - 2020. At the secondary level, the increase does not fully account for the loss of in person learning opportunities.

New programs introduced during the summer 2020 session were well received and suggest that there are opportunities to grow offerings such as the sheltered ESL classes and programming for Indigenous students. The new special education supports were well utilized and ensured that students with Individual Education Plans (IEPs) received programming aligned with goals and strategies outlined in their IEPs, with accommodations and access to additional resources, as appropriate.

Parent satisfaction, as reported through exit surveys for all programs, indicated that the remote summer school offerings were appreciated, particularly in a summer that saw the cancellation of many other types of summer programming across the province, such as summer camps and travel opportunities. Of note, nearly 70 % of parents from the IILP reported a preference for remote learning in the future. Parents reported that the defined daily schedule of both synchronous and asynchronous learning activities and dynamic instructors were strengths of the programs.

Evidence suggests that there is value in offering a blend of in person and remote opportunities in the future, wherever possible, at both the elementary and secondary levels, as well as for the International and Indigenous Language Program.

For further information or questions, please contact Shannon Smith at shannon.smith@ocdsb.ca

cc Senior Staff
 Manager of Board Services
 Corporate Records