

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, October 7, 2020, 7:00 pm
Zoom Meeting

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Delegate: Donna Owens

Subject: Individual Educational Plans and the Secondary School Quadmester Model

I have been informed by school-based staff that IEPs will sent home October 26th. The first quadmester for secondary students ends November 13th, and in fact it ends a week earlier on November 6th for one of the students 2 classes. I am very concerned that the quadmester will be essentially over before a student's IEP is complete. I am most concerned with grade 9 students who are transitioning to high school. I request that you move forward the date when secondary students IEPs are made available.



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, September 9, 2020

7:00 p.m.

Zoom Meeting

Members:

Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Jim Harris (VOICE for Deaf and Hard of Hearing children), Susan Cowin (Community Representative), Mark Wylie (Down Syndrome Association), Cathy Miedema (Association for Bright Children), Nicole Ullmark (Easter Seals Ontario), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Ian Morris (Ontario Association for Families of Children with Communication Disorders), Lisa Paterick (VIEWS for the Visually Impaired), Nicole Ullmark (Easter Seals Ontario), Safina Dewshi (Ottawa-Carleton Assembly of School Councils)

Association
Representatives
(Non-Voting):

Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Kelly Granum (Occasional Teachers), Lynn Scott (Trustee, ex-officio)

Staff and Guests:

Jennifer Jennekens (Trustee), Justine Bell (Trustee), Joy Lui (Student Trustee), Charles Chen (Student Trustee), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish (Superintendent of Safe Schools), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal Learning, Support Services), Stacey Kay (Manager, Learning Support Services), Leigh Fenton (Board/Committee Coordinator), Amy Wellings, Claudine Santos

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:04 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land.

Chair Nadon-Campbell announced that Rob Kirwan would be resigning from the Special Education Advisory Committee following this meeting. She recognized him for his 11 years of service, and noted that he represented students accessing special needs across the District and accomplished notable work on the Special Education Advisory Committee (SEAC) over the years. She mentioned that a letter of transmittal will soon be presented to the Board naming Amy Wellings as the recommended replacement for a community representative on the SEAC.

2. Approval of the Agenda

Moved by Mark Wylie,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Claudine Santos, re: Concurrent Teaching Time for Remote and In-person Classes by Specialized Teachers

Claudine Santos summarized her concern as a parent and as the President of the Ontario Parents of Visually Impaired Children (VIEWS) as follows: On September 1, teachers of specialized classes in the Ottawa Carleton District School Board (OCDSB) schools were informed that they will be required to concurrently teach the in-person and online classes for their students. Mainstream students will, in contrast, have dedicated online teachers. She pointed out the inequity of this model and highlighted the risks associated with this dual instructional format, suggesting the approach may lead to inequitable supports. She is concerned that teachers will not be able to provide children with the guaranteed minimum of synchronous learning.

Trustee Boothby requested a description of the delegate's son's learning profile during the Learn at Home program in the spring. Ms. Santos responded that her son had access to regular support with a dedicated teacher however many parents in the specialized programs were not able to support their children as resources were not available to them. Many opted out of the virtual classes. Ms. Santos expressed concern that educators have voiced opposition to teaching concurrently and that some feel that this will make it impossible to meet the guaranteed standards under Policy/Program Memorandum (PPM) No. 614.

Superintendent Symmonds thanked the delegate for her time and noted that the Learning Support Services team will explore this concern under item 5.1 of the agenda.

4. Review of Special Education Advisory Committee Report

4.1 19 August 2020

Moved by Sue Cowin,

THAT the Special Education Advisory Committee Report dated 19 August 2020 be received.

Carried

5. Department Update

5.1 Superintendent's Report

Superintendent Symmonds reported that on 25 August 2020, Professor of Social Work, Dr. David Tranter conducted a virtual education session for the parent community. The event was well attended and a recording is available through the District website. He invited Dr. Duschner to provide a summary of the session and focus on the key messages from the presentation.

Dr. Duschner reported that Dr. Tranter's presentation was titled, "From Worried to Well: Supporting Your Child at Home". There were over 1000 participants in the live webinar and Dr. Tranter's calm approach resulted in positive feedback from the families attending. He presented his webinar by answering the most pressing questions from the community, such as:

- How do I help build resiliency in my child for the return to school? ;
- How do I make a decision as to whether to send my child to school in-person or remotely?;
- How do I motivate my child if they are attending school in a virtual way?;
- How do I, as a parent, stay calm and strong in order to support my child?; and
- What are the kinds of factors that I should be focusing on as a parent to support well-being?

Dr. Duschner noted that Dr. Tranter provided a number of practical strategies beginning with the knowledge that parents need to be confident in the decisions that they make because as parents they know the needs of their children best. He spoke about the importance of modeling a calm demeanour and how children look to the adults in their world to know how to feel. They listen closely to what the adults in their lives are saying about the return to school.

Through working together, Learning Support Services (LSS) requested that Dr. Tranter prepare a short webinar for the educator staff and those staff participating in the Summer Transition Program. In the webinar, he talked about learning opportunities that have presented themselves amidst the pandemic and supporting students by helping them move forward in their education. He urged them to consider the new reality and look at old practices to determine where instruction can be delivered differently. He referred to his book, "The Third Path" where he listed the eight hierarchical conditions that support student well-being and academic achievement: Safety, Regulation, Belonging, Positivity, Engagement, Identity, Mastery and Meaning. Ongoing collaboration with him is planned as LSS begins to think more intentionally about implementing some of the conditions that are contained in the book The Third Path.

Dr. Duschner recounted that part of what was learned in term three of the 2019-2020 school year was the disproportionate impact of the pandemic on various members of the community. This fact has reprogrammed educators to try to better understand their students and support their learning from a stand point of ensuring equity, understanding and celebrating diversity, addressing systematic barriers and systematic discrimination in effective ways.

Superintendent Symmonds noted that this Speaker Series helped the District build a sense of community with the parents who were able to participate.

Superintendent Symmonds requested an update on the distribution of personal protective equipment (PPE). System Principal Hannah reported that LSS continues to work closely with the Occupational Health and Safety Department and Risk & Supply Chain Management Department as the key points of contact to procure and to set the guidelines and parameters for required PPE.

The District is in its final stages of PPE deployment. Secondary schools are to receive their equipment first. Elementary schools, which are practicing staggered entry start times, will receive their equipment by the end of day tomorrow. The clear masks have arrived to support the needs of deaf and hard of hearing students.

System Principal Hannah reminded the committee that keeping students and staff safe by wearing the appropriate PPE is work that is done jointly by Ottawa Public Health and provincial teams who provide the direction to school districts.

a. Summer Transition Programs

Superintendent Symmonds provided an update on the summer transition and mental health programming made possible by new government funding in June.

The continuity of mental health supports was designed to support students on existing case loads over the summer months. Part of this work was to provide an opportunity to facilitate transition back to school. In addition, training to staff was provided through School Mental Health Ontario. Thirteen psychology and social work staff members agreed to work over the summer to support existing case loads and new student referrals. The support included virtual care consultation with parents, individual counseling and, where necessary or appropriate, referral to community supports.

The summer transition program was designed to support students with high special education and or mental health needs in the two weeks leading up to the start of the new school year. Across the District, 182 staff members agreed to work as part of the program. LSS asked school teams to provide student names for eligibility based on their conversations through multi-disciplinary team meetings. Though the program was not designed to replace transition activities that are done at a school level, some students with high special education or mental health needs benefit from an additional focus on transition activities. These students were able to participate in a range of in-person and virtual activities created to help support their return to the school environment. Some barriers to participation were identified: scheduling conflicts, transportation issues and some people still had some concerns over health and safety as it related to the measures to control the pandemic. For those who attended the sessions, there were positive anecdotal reports from students, families, caregivers and staff who attested to how the program helped to alleviate some of the concerns about their return to school and that they appreciated the opportunity to be able to be in dialogue with school staff in order to help feel more comfortable with the return to school.

Superintendent Symmonds acknowledged the efforts of staff who worked to organize these two programs over the summer.

b. Update on the Reopening of Schools

Superintendent Symmonds reported that opening schools this year was rife with continual changes in direction following late-breaking announcements from the Ministry of Education. Staff has been very responsive to the revisions in process. He noted that while change is unsettling for some, others find change to be invigorating. There exists an opportunity to try new methodologies and continue to monitor the challenges. Steps are in place to help staff make a shift in the way they are accomplishing their responsibilities and they are being honoured for their contributions to help make the school year successful. The District is dependent on staff to be adaptable, innovative and creative in their support for students.

Establishing a comprehensive education system that supports both in-person and remote learners was a monumental undertaking. The needs of vulnerable students have been prioritized in the re-entry to schools. The measures to control the pandemic have a differential impact on people and students with special education needs experience such a differential impact.

With the release of PPM 164 on remote learning, LSS entered into comprehensive planning to determine a model of support for students with special education needs, including virtual classrooms, both for those students in the regular classroom and those in specialized program classes to determine the needs for all students. The possibility of replicating a specialized program class model in a virtual school setting was explored. Of concern was the loss of connection from the school site and peers along with the consideration that virtual learning can pose a challenge for some students with special education needs. Further concern existed about the number of qualified staff available in both learning settings. Feedback came from families, caregivers and school staff, resulting in developing some models of instructional delivery that were feasible. The chosen model of concurrent teaching will maintain connections with the home school educator teams. Students in regular classrooms will continue to receive the support based on their Individualized Education Plan (IEP), whether they attend in-person or remotely. It was decided to keep the allocation of Learning Support Teachers (LST) at elementary and secondary the same at the school level, to ensure access to the same number of specialized supports for these students going into the 2020-2021 school year. Staffing was augmented through the Support for Students Impacted by COVID-19 funding.

Superintendent Symmonds highlighted that the accommodations and modifications in the IEPs are expected to be implemented and followed. There will be situations where accommodations may not be reasonable or practical in a virtual learning environment and in those situations school staff will work with families, caregivers and, where appropriate, the student to develop solutions that will help meet the needs of those students.

He explained that in each of the models that were examined, none of them are without challenges. While the chosen approach does provide many benefits, LSS is committed to working through any impediments. This model will maintain that connection between schools and the home or caregivers with the in-person specialized program class community along with the educators who have a relationship to those students and can best support program delivery.

If there are requests to accommodate any in-year transition from virtual learning to in-person learning, the support and model is class-based and a transition is possible. He acknowledged that for some students with special education needs, the support required to meaningfully access virtual learning could be significant. To address this, teams have been trained to

respond should applicable situations arise. School teams are being supported and have the foundational skills to operationalize the model.

In response to a comment from staff around the disruption to the in-school educator teams, Superintendent Symmonds pointed out that the dual class model keeps teams working together to develop those programs and deliver them collaboratively.

Superintendent Symmonds mentioned that the Learning Disability Specialized Intervention Program (LD SIP) and the Elementary Gifted program involve special oversight. The LD SIP is a half-day program with an opportunity for students to be integrated for the other half of the school day to help consolidate skills learned during the LD SIP program time. Direction came from the Ministry stipulating that for elementary schools, the cohort for elementary student contacts is fifty students. There are scenarios in school where limiting the contacts to fifty students is difficult if integration were to occur. Due to this consideration, the District has provided an option for schools to make site-based decisions on whether that program continues full day for the LD SIP or whether they can still facilitate the integration portion of the day, based on specific site needs and how the numbers in different classes follow.

For elementary Gifted specialized program class the ministry gap for junior and intermediate classes is 25. Based on the splits of in-person vs remote learners across English intermediate gifted classes, a decision was made to group remote learners to form a class in the virtual school.

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

- In conjunction with Business & Learning Technologies (B<) the Itinerant Teachers of Assistive Technology (ITATs) have been mobilized to help support technology solutions for teachers who use assistive technology tools;
- Live streaming of classes is not required in the virtual learning setting;
- Teachers will be scheduling times with the students in consultation with the families to align the virtual timetables;
- Students in regular and virtual classrooms, will be supported by their Learning Support Teachers (LST) and Learning Resource Teachers (LRT) from their home school;
- LSS is assessing the current requirement for professional support staff in OVC;
- For the LDSIP model, LSS plans to return to integration opportunities. Differentiated support for transition planning from remote to in-person could be explored;
- Determining adequate Special Equipment Amount (SEA) is a process that is completed annually. Students in the specialized programs will continue to be able to access the equipment as they move into a virtual school. If parents have a SEA gap, they must write to their teams;
- The representative for Ottawa Carleton Elementary Teachers Federation (OCETF) expressed a concern that teachers were not consulted when presented with the plan to return to school. A week in advance of the start of the school year they were provided with an explanation of protocols. Superintendent Symmonds recognized that the flow of communication could have been improved; however the pace and the nature of changing information from the Ministry was extraordinary. After accruing all the information, LSS is now focused on supporting staff members in their defined roles.
- Most specialized program classes have Educational Assistant support and it is expected that those educators work as teams to support the programs for the students. During the

planning phase over the summer, specialized program classes were carefully examined for capacity and where additional staffing was required, an LRT was added to the team to support the needs of those students;

- There is one intermediate English Language gifted class in the Ottawa Carleton Virtual (OCV) school campus. The students who have opted for remote learning across four gifted sites were grouped into a class which meets the legislative capacity and they will be assigned to one of the virtual academies with a dedicated teacher to facilitate their educational program;
- For other elementary Gifted specialized program classes, significant LRT time was assigned where the split between in-person and remote learners required an elevated level of support to meet the obligations of PPM 164, as well as serve the needs of the in-person learner;
- The Ministry directive for cohorts of 50 people refers to direct and indirect student to student contact. As much as staffing numbers permit, travel between the cohorts will be limited for educators as per OPH. PPE will be worn at all times. LSS is reviewing case loads to adjust to the new reality of reducing exposure of the ITAT population in many different schools over the course of one day;
- In most cases SEA is highly individualized to the particular students. In areas where there is shared technology, LSS is considering purchasing more equipment assets along with developing cleaning protocols for the shared equipment. As all classes are opened, the team will work as quickly as possible to address any unanticipated scenarios;
- Schools have access to set up temporary clear plastic dividers if there is a reason for students and staff to be in close proximity; and
- The special education supports and services will be the same; however, how the services are accessed will be different to account for the pandemic.

c. Transportation of Students

Manager Kay reported that the update for small vehicle transportation is very positive. All routes have been assigned for both elementary and secondary students that require small vehicle transportation. She commended Ottawa Student Transportation Authority (OSTA) for adapting to two very significant changes to the District's model for the return to school: the staggered start days for students and change requests from families. School teams are clearly communicating with families to ensure that specific start days are understood. It has also been communicated that OSTA is limited in ability to accommodate some of the highly specific change requests that come in at this time of year. At times, LSS will get requests from school teams for students to attend school at specific hours or for a reduced day as part of their reintegration to school and our school based administrator teams understand that there may be some delays during the transportation start-up in accommodating these requests. LSS is working with school-based administrators on back-up plans and contingencies.

System Principal Kessler provided an update on work that is being done with the Children's Hospital of Eastern Ontario (CHEO) Kids Come First health team and CHEOs School Based Rehab Services (formerly the Local Health Integration Network) in support of medically fragile students. The LSS team worked with the organizations to create a slide presentation to assist school boards in their support of medically complex children and youth in schools. This collaboration evolved into an invitation to participate in a return-to-school virtual town hall moderated by CHEO and Kids Comes First. There were upwards of one hundred and sixty

participants. The audio recording is available on The Kids Come First section of the CHEO website. Close collaboration has been ongoing for months involving a subcommittee of the principals from the special program schools at Crystal Bay Centre for Special Education and Clifford Bowey Public School and in consultation with System Principal Hannah who oversees the Physical Support Programs.

Personalized protective equipment is in place for our most medically fragile and vulnerable students to support their learning.

d. Outbreak Management Protocol

Ottawa Public Health has provided school outbreak management guides and they are available on their website. Two protocols were collaboratively developed with the District: a symptomatic student or staff member at school and a confirmed positive case.

Where symptoms are presenting in a student they will be moved to an isolation room supervised by a staff member using PPE, a call would go to the parent or guardian to protect the student and a deep clean ordered of the area in school that was occupied by the student. Schools teams will identify whether there are other household contacts within the school and those children will also be sent home. As part of the management guide, a flow chart dictates whether the individual gets tested based on guidelines or their health care practitioner recommendations. Depending on the nature of the information, the student could be required to self-isolate for 14 days or return to school after being without symptoms for 24 hours.

Parents and OPH will inform the school of a positive test result and next steps taken by the COVID-19 School Support Team (CSST). The individual should already be in isolation at home. OPH CSST nurse will contact the principal in order to obtain the required student and staff lists. The investigation will be based on dates, duration and proximity of interactions and PPE worn in order to assess overall exposure risk. Close contacts will be reached by phone. A “Do Not Attend List” will be provided daily by OPH with staff or student names that are not to attend school. Schools must ensure compliance.

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

- In-school students who test positive for COVID-19 will not be temporarily moved to OCV. The Ministry has mandated that all educators maintain the virtual platform so that students can continue to be supported with assignments;
- Custodial staff will be responsible for deep cleaning the surfaces where the possibly infected student had been working;
- At this time there is one isolation room per school;
- OPH has hired 36 additional public health nurses to ensure that schools have quicker access to a school-based nurse; and
- Due to the onset of allergy season, ongoing communication with the school teams and the families is critical to determine any pre-existing conditions that may cause the appearance of COVID-19 symptoms.

Superintendent Symmonds noted that Medical Officer of Health Dr. Vera Etches has stated that the main focus is putting measures in place to stop the virus from entering schools. If

successful, schools can remain open longer and educators can continue to work in the established environment for a complete return to school.

6. New Business

6.1 Question and Answer Period

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

Q:

Can we have more information on the remote learning program? When will there be contact with the LRT/LST to go over IEPs, accommodations etc?

A:

Students with special education needs will be supported by their virtual classroom teachers who are responsible for developing the IEP. LST/LRT support will come from the child's home school in order to facilitate transitions and knowledge sharing. A conversation can begin with the student's home school LST. The expectation is that IEPs continue to be developed and implemented. In cases where accommodations cannot be delivered in a remote learning environment, school teams will collaborate with families, caregivers, and students to develop accommodations that will support student learning.

Q:

What is being done for students currently in specialized classes that opt for the full time online learning model so that they will still:

a) have access to teachers with special education training and experience either through the virtual school or through some sort of connection to their regular class;
b) have access to peers who share their specialized class placement either through what would have been their in-school class and/or combined with students that share the same placement but were from another class and/or school. If the answer to this is that they will not be grouped exclusively with students with the same exceptionality, who exactly will they be grouped with? Is this the same for all specialized classes or are there exceptions?

A:

The majority of students in specialized program classes have opted for in-person learning. Students in most specialized program classes choosing remote learning will be grouped with their in-person peers and be able to connect for synchronous learning with the educators who know them best. Synchronous learning may take the form of video, voice or text communication using one of the established platforms (VLE, Google Classroom, etc.). By maintaining connection with the in-person learners, remote learners will maintain connection to the in-person community with educator teams who know the student, have access to qualified educators to deliver the program, and have increased flexibility to transition students to in-person learning over the course of the year. In addition, there is limited disruption to in-person SPC staffing teams which provides more flexibility to organizing responsibilities at the school level.

Q:

Will any secondary gifted classes be offered through the virtual high school?

A:

Secondary gifted courses will be offered when there are sufficient numbers of students similar to in-person scheduling. There is no guarantee the options will be available at the virtual school. The challenge at secondary is the varied number of courses and configurations offered. In all cases, accommodations and modifications noted in the IEP are expected to be provided.

Q:

What is the percentage of students opting for online learning that were placed in specialized programs? If possible, broken down by elementary/secondary and specialized class placement type.

A:

As of 2 September 2020, the following data is available:

Panel	# in-person SPC students	# of remote learning SPC students	% of remote learners
Elementary	969	346	26%
Secondary	439	112	20%

*does not include students who remain in the unknown category or are in secondary Gifted programming.

The District is not in a position to provide the data by specialized program class type due to other time pressures. Note that the data continues to be updated as we get more information on student/family/caregiver decisions regarding their chosen learning model.

Q:

How many LST, LRT, and EAs resources are being assigned to the 6 virtual elementary schools and 1 virtual secondary school? How does the ratio of students to resources compare to the in-person schools?

A:

LST and LRT (at elementary) allocations to schools remained untouched. School-based teams will provide support to the remote learners (e.g., remotely delivering Empower, or joining a remote class for a period of time). LST/LRT staff who know students are in a favourable position to quickly assist remote teachers in developing accommodations and modifications that best support student learning in a remote setting. LSS is concerned about the potential for delay in developing quality IEPs as new remote learning teams get to know their students. We are currently examining the reallocation of EAs. While EAs are assigned for safety, behaviour, and medical reasons, the demands for this kind of support are different in a virtual setting. In some cases, EAs provide specific support to students with deaf or hard of hearing or blind low vision needs. Those staff will be available to support students in the virtual school.

Q:

When does the board plan to communicate the possible windows for families to change delivery models? The communication thus far has been vague and hints at semester breaks but parents are hearing rumours that we have apparently committed for the full year and they are concerned that they are locked in after being led to believe that there would be specified times to potentially switch.

A:

LSS is trying to establish accurate numbers on how many students are choosing virtual versus in-person learning. That has been the priority so far. It is true that there may be designated times that changes can be made, such as at the end of a semester. Depending on space, program requirements, course schedules and other factors, there may be delays or circumstances which affect the timing and/or school availability. For example, required courses may not be available or were timetabled for a different part of the year for a student seeking to shift from virtual to in-person learning. The plan is to support students and families and aid with transitions under these circumstances.

Q:

On the District website there is a page that pertains to the gifted program at the elementary level. In the past, the page specified that the WISC had to be performed within a certain time frame (2 years 11 months?). I no longer see that language and I'm wondering if the policy has changed?

The policy has changed. The change improves practice because it is better for students. Rather than using time as the basis for determining the validity of a psychological assessment, the validity of an assessment (and need for a re-assessment) will be based on the data available and the professional judgement of the psychology staff member. This allows for a more holistic examination of the student's functioning in order to determine the most appropriate next steps to support. Factors such as age of assessment, engagement, life circumstances, current school functioning along with other factors are considered in this process. If a re-assessment is deemed necessary based on a review of factors, it will be completed, but students will not routinely be re-assessed because of the date of their previous assessment.

Q:

Where is the Province with respect to Intensive Behaviour Intervention (IBI) and Applied Behaviour Analysis (ABA) for children with autism? What is happening with the funding for therapies? The existing plans were extended when the pandemic started, but where is that now?

A:

In terms of IBI and ABA therapy, the situation is status quo with the province and will remain so until April 2021. Existing therapy plans continue to be funded, with some now in place for the last 3 or 4 years. For those children not in the grandfathered group, therapy funding continues to be available for families through the Ministry application process.

Q:

What is happening with newly diagnosed children? Are they receiving any IBI or ABA therapy? Are children being diagnosed or is that to some extent being downloaded to school boards to identify and suggest medical diagnosis?

A:

Children are still being diagnosed through CHEO's diagnostic hub and community based professionals. The families of newly diagnosed children need to apply to the Ministry to request therapy funding which they then use to purchase services.

Q:

Are we expecting/seeing more children (particularly in JK/SK/Gr 1) who have not had any IBI or ABA, or their IBI and/or ABA has been severely affected/reduced, therefore needing much higher supports from their schools? Do we have enough supports for these children such as additional SLPs, psychologists, Board Certified Behaviour Analysts (BCBAs) and Registered Behavioural Technicians (RBTs)?

A:

Data from ASD Intakes suggests the number of kinder learners diagnosed with ASD entering the District remains steady over the past two years. The biggest variable is the number of older children who move into the region and who have high needs, mainly from the Toronto area. The greatest need is for classroom based support like EAs. A number of EAs have RBT training and the course was offered again in the spring through Sonderly/Geneva Centre.

Q:

Are we intending/do we think we need to open more ASD classes at the elementary level?

A:

The District continues to welcome students with increasing complex needs attending school. Currently the District operates 35 elementary ASD specialized program classes. Since the 2013-14 school year, the District has opened 20 additional elementary ASD specialized program classes.

LSS is concerned about the ongoing increases to specialized program classes as there are increasing accommodation issues across the district. Schools with space tend to be in the inner core of the city or in English-only or RAISE schools. From an equity perspective, this causes significant concern. In the meantime, we continue to build the capacity of regular classroom teachers, EAs and Early Childhood Educators (ECEs) to meet the needs of students with autism. Throughout the Learn at Home phase of the school closure, LSS provided many workshops to educators to enhance their abilities to support students.

Expanding our elementary specialized program classes also has signalled a potential bottleneck as students age through the system. While there are 150 elementary specialized program classes in 66 schools across the District, the model at secondary is further pressured by a substantially smaller number of school sites meaning that each high school would have to host a significant number of specialized program classes in order to maintain the same number.

The District will have to examine the number and nature of specialized program classes at both elementary and secondary levels in order to find a sustainable way forward.

Q:

What is happening with the pilots - programs like Art of Play, PEERs and the in-school therapy program?

A:

LSS is offering adapted PEERs online to students in the two ASD Credit Support Programs. Planning for the delivery of Art of Play is on hold until funding is confirmed. Dedicated Space and our partnerships with community ABA providers will continue this fall and an initial meeting was held with the outgoing principal of First Avenue on August 26th. Contracts with service providers are being adjusted to reflect the need for compliance with District health and safety protocols. ABA Coordinator, Leanne Forrest, is part of a planned transition meeting with the outgoing principal and the new principal.

Superintendent Symmonds thanked the committee for all contributions.

6.2 SEAC Meeting Schedule 2020-2021

Chair Nadon Campbell announced that the SEAC meeting schedule is attached to the meeting package.

7. Letters from Association Representatives

7.1 Easter Seals Ontario, Nicole Ullmark

Your committee had before it, a letter from the Easter Seals representative on SEAC.

Ms. Ullmark summarized her concerns by expressing the view that medically fragile students have been underserved at this point in time as far as being offered a choice in learning remotely or in-person. Parents have not been told whether their children are going to be receiving any nursing support or therapy support and therefore the options are limited on how these students will receive an education.

Superintendent Symmonds acknowledged that virtual learning does pose a differential impact on families within the special education umbrella. For some students, access to virtual learning will require a family member or caregiver to sit beside them and manage some of the tasks. The District is not in a position at this time to assign EA's to work inside a student's home.

System Principal Kessler noted that there is always room for improvement on communication. Manager Kay has been in touch with the LHIN and broader support and services are in place for in-person students. The LHIN should be communicating with principals in schools to confirm case management. LSS is looking at the assignment of educational supports to elementary and secondary virtual schools, because those supports and services are part of students accessing learning opportunities and the curriculum. The educational support for virtual learning is a part of the structure of how schools are being staffed. She thanked Ms. Ullmark for bringing the concerns forward.

8. Adjournment

Chair Nadon-Campbell stated that further specific feedback on any of the subjects discussed can be sent via email to both her and Superintendent Symmonds.

The meeting adjourned at 9:26 p.m.

Sonia Nadon-Campbell, Chair, Special Education Advisory Committee



COMMITTEE OF THE WHOLE (PUBLIC)

13 October 2020

Report No. 20-053

Indigenous, Equity and Human Rights Roadmap, 2020-2023

Key Contact: Dorothy Baker, Superintendent of Instruction, 613-596-8211 ext. 8886.

PURPOSE:

1. The purpose of this report is to provide the foundation for the introduction of the Ottawa-Carleton District School Board's Indigenous, Equity and Human Rights Roadmap 2020-2023 (Appendix A) which sets direction in identifying and addressing systemic barriers that impact equitable access, opportunity and outcomes for underserved students and staff. The Roadmap operationalizes many of the priorities identified in the OCDSB Strategic Plan, 2019-2023 and outlines the roles, responsibilities, and accountabilities at all levels of the organization in serving students, parents, staff and community.

CONTEXT:

2. Under the previous OCDSB Strategic Plan, 2015-2019, the District embarked upon work that saw growth in internal capacity building in equity and inclusion in a number of areas including Indigenous Education, Culturally Relevant and Responsive Pedagogy (CRRP), the development of the OCDSB Gender Identity, Gender Expression Guide, non-binary washrooms in schools, and the amplification of student voice through various student events and forums. Enhanced methodologies were adopted to differentiate the allocation of resources to improve equity of opportunity for underserved students through the updated Resource Allocation Index based on Socioeconomics (RAISE).

As a District, it is time for us to move beyond simply celebrating diversity and inclusion and to take concrete action to address disparity and disproportionality in access, opportunity and outcomes for Indigenous, Black and minoritized (a term which includes racialized, religious, 2SLGBTQ+ and people with a disability) students and staff.

We acknowledge that oppression and discrimination still exist within

our systems, structures, policies and practices. It shows up specifically as racism and more specifically anti-Indigenous and anti-Black racism; faithism including Islamophobia, antisemitism, and anti-Sikhism; ableism; sexism, transphobia and homophobia. Despite the gains that have been made, there remains a lot of work to be done.

The OCDSB is committed to human rights, equity, anti-racism and anti-oppression. The Indigenous, Equity and Human Rights Roadmap provides direction to continue the work in full alignment with the goals of the OCDSB Strategic Plan, 2019-2023, centering equity in decision-making about prioritization of resource allocation and support. We are committed to challenging our assumptions, perspectives and biases; and to reshaping the instruction, access learning opportunities, outcomes, and environments we provide for students in partnership with those whom we serve.

KEY CONSIDERATIONS:

3. I. Background

In 2015, the Truth and Reconciliation Commission put forth 94 Calls to Action for Canadians to repair the relationship with Indigenous peoples. Calls 62 and 63 in particular set out the ways in which the education sector can ensure we are working towards reconciliation.

In 2018, the OCDSB committed to support the UN International Decade for People of African Descent 2015-2024 in recognizing that people of African descent represent a distinct group whose human rights must be promoted and protected.

In 2020, with the launch of the Identity Based Data Collection Project - Valuing Voices: Identity Matters, it is possible to specifically identify systemic barriers that we know exist and address disproportionate access, opportunity and outcomes for Indigenous, Black and minoritized students.

As the Indigenous, Equity and Human Rights Roadmap has evolved, it has been shared and discussed with community partners, at the Indigenous Education Advisory Council, Advisory Committee on Equity and the Special Education Advisory Committee. It is important to recognize, acknowledge and thank all those who have participated and provided input to the process.

ii. Baseline Study: Identity Based Data Project

In 2018-2019, the OCDSB invited students, families and community partners from Indigenous and equity-seeking communities to share their educational stories and experiences within the OCDSB, to listen, and to gain greater insight into some of the barriers and biases that exist within the system. Through these focus group conversations, five broad themes emerged highlighting key areas that the participants identified as impacting on equitable access, opportunity, and outcomes:

- Importance of Identity;
- Staff Awareness;
- Representation;
- Programming for Students, and
- Connectedness.

These five themes, along with a section on Securing Accountability: Governance and Leadership, form the foundation of the Indigenous, Equity and Human Rights Roadmap.

iii. Valuing Voices - Identity Matters! Student Survey

The feedback from the focus groups, and input from the newly established Community Equity Partners group, also helped to inform the development of a survey instrument to collect identity-based data, culminating in the launch in November, 2019 of the Valuing Voices - Identity Matters! Student Survey. In June 2020, the initial report that told the story of identity in the OCDSB was released publicly. Work is currently underway linking survey data to student outcomes (i.e., suspensions, credit accumulation, achievement, and streaming into program pathways) which will provide us with the opportunity to disaggregate, assess, analyse, use and understand the context of data intended to illuminate the evidence of systemic barriers in the district. Reports are being planned for public release in November, December, March, and June. Ongoing dialogue with community partners throughout the year will be critical to this process in order to provide further context to what the data is showing.

iv. The Indigenous, Equity and Human Rights Roadmap

Placing Indigenous education, equity and human rights at the centre of strategic planning for education, safeguards the ability of every student to realize their right to access equal educational opportunities and outcomes and every staff member to work in an environment free from harassment and discrimination. The Indigenous, Equity and Human Rights Roadmap 2020-2023 outlines specific goals, actions, and milestones to address systemic barriers for students and staff and to hold the District accountable for progress.

v. Goals and Milestones

The Indigenous, Equity and Human Rights Roadmap outlines the OCDSB's actions, goals and milestones which are crafted and organized around the five themes identified from the Valuing Voices: Identity Matters! focus groups and are designed to demonstrate improvements in the following areas:

- Importance of Identity;
- Building Staff Awareness and Capacity;
- Representation;
- Programming and Support for Students, and
- Engagement and Connectedness.

The additional section, “Securing Accountability”, sets out specific actions, reports, and communication structures by which to measure progress in the areas of governance and leadership with transparency.

The commitment to students, families, staff and communities who identify as Indigenous, is specifically highlighted with focused goals and actions in recognition of the unique relationship and responsibility to First Peoples of this land, and the OCDSB’s commitment to reconciliation and to honouring the Truth and Reconciliation Commission of Canada: Calls to Action.

The OCDSB’s commitment to addressing racism, and in particular anti-Black racism, is specifically highlighted to reflect the District’s 2018 adoption of the UN International Decade for People of African Descent 2015-2024 and to address the overwhelming urgency for action evidenced by disparities and disproportionalities in access, opportunity and outcomes for children and youth of African descent.

It is important to note that these goals and actions are rooted in research and ongoing participation, input and feedback from students, parents, community and advisory committees/councils. They have been developed and solidified based on the voices we have heard.

vi. Implementation and Reporting

Specific milestones are outlined in the Indigenous, Equity and Human Rights Roadmap which set the expectations for implementation. The role of trustees will be key in policy review, aligning of resources, and decision making in governance matters in support of implementation. Monitoring of progress will be through cyclical quantitative and qualitative measurement structures aligned with the reporting structure of the Strategic Plan, which monitors progress at school and district levels. Specifically, the District will establish an Annual Equity Accountability Report (to be included in the Annual Director’s Report and presented for discussion at Committee of the Whole) that will establish accountability measures and responsibilities for school and district leadership and reports on progress towards goals identified in the Indigenous, Equity and Human Rights Roadmap, disaggregated by grade, Indigeneity, race, language, disability, sex, gender, and socio-economic status.

Changes in the identified areas of the Roadmap will signal success/shifts in reducing disparities and disproportionality for Indigenous, Black and minoritized students and staff in access, opportunities and outcomes.

RESOURCE IMPLICATIONS:

4. In Spring of 2020, the District received Ministry funding to establish a Human Rights and Equity Advisor (HREA). The role of the HREA is:
 - i. To build and maintain a culture of human rights within OCDSB; and
 - ii. Support the resolution of human rights complaints.

The cost of additional work identified within the Indigenous, Equity and Human Rights Roadmap will be managed through departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

5. Consultation plan and timelines:

Activity	Timeline	Complete
Gather data from various research reports, relevant legislation, community reports, advisory committee reports and minutes, consultation with Equity Partners Group and Focus Groups for Identity Based Data collection	Fall 2019/Winter 2020	✓
Collect input from senior team Strategic Action Plan Action accountabilities	Jan - Aug 2020	✓
Draft Letter of Transmittal and Road Map document to DEC	June 7 2020	✓
Work with Communications to develop graphic representation and mockup of Road Map Document	June/July 2020	✓
Conduct virtual Advisory Committee discussions (ACE, IEAC, SEAC) OCISO✓, Equity Partners Group (community health centres, CHEO, OPH etc.); students leadership groups	June-September 2020	✓
Develop Communications Plan with Comms/Board Services	July/Sept 2020	✓
Revisions based on community feedback	August/September 2020	✓

Draft Final to DEC	September 22 2020	✓
Final to COW	October 13 2020	✓
Presentation to Principals and Vice-Principals	October, 2020	
Launch to the District and community	October 2020	

STRATEGIC LINKS:

- The Strategic Plan culture statements capture and articulate the values of the organization. Its equity and human rights commitments are embedded in these statements specifically as it relates to building a culture of caring and social responsibility: we will advance equity and a sense of belonging to promote a safe and caring community; and we will strengthen our community through ethical leadership, equitable practice, and responsible stewardship. Further, the Strategic Plan includes the student focused goals to remove barriers to equity of access, opportunity and outcomes in advancing a culture of social responsibility and to champion high expectations for all students in all programs as part of building a culture of innovation. The Roadmap has been constructed to align to the Strategic Plan on a project and program level and to provide evidence of progress in realizing organizational outcomes.

GUIDING QUESTIONS:

- In what ways can the Board support the implementation of the Roadmap toward effecting a positive shift in structures, policies, procedures, practices and culture as measured by progress in addressing disproportionate access, opportunities and outcomes for Indigenous, Black and minoritized students and staff?

What supports will trustees need to implement in their practice to further the goals of the Roadmap?

SUBMITTED FOR DISCUSSION

Dorothy Baker
Superintendent of Instruction

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

Appendix A-Equity and Human Rights Roadmap 2020-2023

Indigenous, Equity and Human Rights Roadmap



Eliminating Barriers to Success 2020-2023

Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.

- Professor George Dei



Land Acknowledgement

This land acknowledgement was created in collaboration with the Algonquins of Pikwakanagan and Kitigan Zibi.

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

Follow the links [here](#) and [here](#) in order to learn more about the importance of land acknowledgement and its role in Truth and Reconciliation



UN International Decade for People of African Descent 2015-2024

The Ottawa-Carleton District School Board supports and commits to the UN International Decade for People of African Descent 2015-2024 in recognizing that people of African descent represent a distinct group whose human rights must be promoted and protected.

Students Are Why We Are Here

To serve every student, each one must be seen, heard and know they matter within the Ottawa-Carleton District School Board (OCDSB) community. To serve every student, the OCDSB is committed to being intentional about acknowledging diverse ways of knowing, different styles of learning and valuing, respecting and leveraging the strength of each student's individual and intersecting identities. To serve every student, the OCDSB is committed to work collaboratively with students, parents, educators and community partners to support each student to discover or enhance the positive contributions they can make in their school, their community, their country and the world.

See Me and Hear My Story

Some OCDSB students can trace their ancestry to the stewards and knowledge keepers of the land on which we live, learn and work. Others are descendants of colonizers, enslaved peoples, settlers and visitors. Some are immigrants. Some are refugees. Most were born in Canada.

Some OCDSB students come to us with dreams and questions about who they are to become in their school, their community, country and the world. Some are curious about how to transform their dreams and passions to create a life and a living. Others have doubts and fears about the high or low expectations others have of them. Some are assertive in pursuing their path while others shine through their ability to observe. Some are extroverts. Some are introverts skillfully navigating the world of extroverts.

Some OCDSB students have siblings. Some are an only child. Some are adopted. Some take care of their siblings before and after school, while their parents work one or two jobs. Some help with an ailing parent or aging grandparent. Some are surrogate parents when one parent's job is in another city, another province, another country, or while mom or dad are temporarily unemployed and seeking work. Some of the students we serve are adults.

Some OCDSB students live in two-parent families with mom and dad or two moms or two dads. Some live with family or friends who are their guardians. Some live in blended families. Some live with multiple generations under one roof. Some live in a single-parent household. Some live on their own. Some live with foster parents. Some live in group homes. Some live with multiple families under one roof. Some live in subsidized or multimillion-dollar houses. Some live in apartments or single, duplex or multi-story homes in rural, suburban and urban neighbourhoods. Some walk across the street to school. Some ride across the city on a bike, in a car, a taxi or on a public or school bus. Some cross provincial and international borders to attend our schools.

"Educational equity means each child receives what he or she needs to develop to his or her full academic and social potential."

- National Equity Project

Some OCDSB students have experienced intergenerational, recurring or recent trauma, microaggressions, inequality and marginalization. Some have been bullied within and outside of our schools. Some have experienced sexism, heterosexism, racism, genderism, ableism, sanism, classism and faithism (e.g., Islamophobia, antisemitism and anti-Sikhism) within and outside of our schools. Some students have addictions. Some question their sanity. Some question what it feels like to be culturally safe. Some question what it feels like to be truly welcomed. Some wonder what it feels like to truly belong.

Some OCDSB students are seeking language, beyond the approximately 150 spoken in our schools, to express these experiences, while others are learning to be fully self-expressed through spoken word, dance, sports, student clubs and student forums within and outside our schools. Some seek support to navigate and negotiate these experiences within and outside our schools. Some receive support from one or more caring adults in their schools: custodians, Education Assistants (EAs), Early Childhood Educators (ECEs), teachers, Multicultural Liaison Officers (MLOs), office staff and administrators. Others gain support from family members, friends, and communities of faith or nature.

We Are Indigenous

See Us and Hear Our Stories

Ottawa and the Ottawa-Carleton District School Board are located on the unceded and unsurrendered land of the Algonquin people. However, it is not only home to the Algonquin Nation. Ottawa has the highest population of Inuit in Ontario, and Indigenous peoples from various First Nations and Métis communities reside here. It is important to understand that Indigenous peoples from every Nation have their own languages, ceremonies, traditions and ways of knowing. The Indigenous community in Ottawa has come to live here for a variety of reasons, from accessing health care and education to establishing careers.



The Ottawa-Carleton District School Board recognizes and acknowledges our unique responsibility and commitment to the diverse population of Indigenous students we serve. While some schools in the District have higher numbers of self-identified Indigenous students registered, all schools have students who identify as Indigenous. Every school has a responsibility to provide the necessary support and opportunities for Indigenous students to flourish, succeed and maintain physical, emotional, mental and spiritual well-being. We are accountable for creating cultural spaces, offering support and opportunities to Indigenous students and families, and engaging in relationship-building in every school in the District.

The life experiences of Indigenous students and their families vary from student to student. Some students live in deep connection with their culture and Indigenous identity and others are very removed from theirs. Some students have spoken their Indigenous languages since birth and others have never even heard their language. Intergenerational trauma is not confined to the past. The impact of colonialism on students and their families cannot be ignored. There are students within the education system and in our buildings whose parents and grandparents attended Residential Schools, or were a part of the 60's scoop. Indigenous children in care are significantly over-represented in Canada. The First Nations Child and Family Caring Society of Canada estimates that Indigenous children comprise 30-40 percent of kids in care. We have many children who live in foster and group homes. It is important to know this and to understand some of the impacts these traumas have and continue to have on families.

Our Story by the Numbers

Valuing Voices: Identity Matters!

Knowledge and understanding of the wide range of lived experiences, hopes and dreams of students at the OCDSB is foundational to serving them well. The Valuing Voices: Identity Matters! Student Survey, 2020 tells a story of the diversity of identity and perceptions of the students whom we serve. The categories below reflect the language used in the Valuing Voices survey and were developed using the data fields recommended in Ontario's anti-racism data standards¹. In addition, the OCDSB also wanted to understand the individual and intersecting impact of gender identity and income.

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)	Ottawa (%) 2016 Census
Indigenous			2.1%
First Nation	2.3%	2.5%	1.2%
Métis	0.9%	1.1%	1%
Inuit	0.7%	0.6%	0.1%
Other*			0.1%
Status in Canada			
Born in Canada (YES)	83.1%	77.9%	74.7%
Born in Canada (NO)	16.9%	22.1%	23.6%
Racial Background			
Black (African, Afro-Caribbean, African-Canadian descent)	7.3%	9.3%	6.6%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	8.5%	11.4%	5.1%
Indigenous (First Nations, Métis, Inuit descent)	2.0%	2.4%	2.5%
Latino/Latina/Latinx (Latin American, Hispanic descent)	2.1%	2.8%	1.2%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	15.3%	14.4%	5.5%
South Asian (South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	8.1%	8.2%	4.2%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	3.2%	4.0%	2.6%
White (European descent)	62%	57.7%	73.7%
A racial group not listed above (Central Asian-Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan- Indian, Mixed.	3.1%	1.2%	0.3%

Our Story by the Numbers

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)	Ottawa (%) 2016 Census
Income			
<\$19,999	4.7%		8.5%
\$20,000 - \$39,999	8.6%		11.8%
\$40,000 - \$59,999	6.4%		13.1%
\$60,000 - \$79,999	6.3%		12.8%
\$80,000 - \$99,999	8.1%		11.7%
\$100,000 - \$119,000	9.2%		42.0%
\$120,000 - \$139,000	8.0%		42.0%
>\$140,000	29.8%		42.0%
I prefer not to answer	19.1%		

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)
Religious and Spiritual Practices		
Christian	28.8%	25.1%
Muslim	20%	19%
Jewish	2.1%	2.1%
Gender Identity		
Boy or man	51.8%	47.3%
Gender Fluid	0.2%	0.6%
Gender Non-conforming	0.2%	0.4%
Girl or woman	47%	48.2%
Non-Binary	0.1%	0.8%
Questioning	0.2%	1.0%
Trans boy or man	0.1%	0.6%
Trans girl or woman	0.1%	0.3%
Two-Spirit	<0.1%	0.3%
Gender identity(ies) not listed above	0.3%	1.6%
Not sure	0.8%	0.6%
I do not understand this question	0.7%	0.5%
I prefer not to answer	1.0%	1.0%

Demographic Categories	OCDSB (%) JK-6 (Parents)	OCDSB (%) 7-12 (Students)
Sexual Orientation		
Straight / heterosexual	54.7%	79.4%
Lesbian	0.1%	1.4%
Gay	0.1%	1.0%
Bisexual	0.3%	7.1%
Two-Spirit	<0.1%	0.2%
Queer	<0.1%	1.0%
Questioning	0.4%	2.1%
Asexual	0.1%	1.3%
Pansexual	<0.1%	2.1%
A sexual orientation(s) not listed	3.5%	1.0%
Not sure	28.4%	3.2%
I do not understand this question	3.5%	1.9%
I prefer not to answer	12.0%	3.9%
Disability Status		
Do you consider yourself to be a person with a disability(ies)?		
Yes	9.4%	8.7%
No	86.9%	78.6%
Not Sure	2.6%	8.9%
I do not understand this question	0.2%	1.3%
I prefer not to answer	0.9%	2.4%

¹ Data Standards for the Identification and Monitoring of Systemic Racism, Government of Ontario accessed at https://files.ontario.ca/solgen_data-standards-en.pdf

*We did not collect data for “other” Indigenous category but participants were invited to include additional information about the territory, region, or community to which they belong as an open text field after they made their selection from the three options listed here.



Common Terms

A full glossary can be found at the end of this document.

ABC	Acronym for people who identify as being of African, Black and African-Caribbean descent.
Anti-Black Racism	Prejudice, attitudes, beliefs, stereotyping and discrimination directed at people of African descent and rooted in their unique history and experience of enslavement and its legacy.
Anti-Indigenous Racism	The ongoing race-based discrimination, negative stereotyping and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada.
Anti-racism	An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.
Anti-oppression	The use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often further empower and/or privilege the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; or it may be applied on a more informal, yet more focused, individual basis. An anti-oppression stance requires recognition of oppressions in our society and a consistent process to mitigate its effects and eventually equalize the power imbalances in our communities.
Inclusive Design	The six threads of Inclusive Design are designing instruction; engaging parents, families, Elders and communities; establishing environment as the third teacher; building staff leadership/capacity; analyzing data; responding to student voice.
Intersectionality	A theoretical framework for understanding how aspects of a person's social and political identities (e.g., gender, sex, race, class, sexuality, religion, disability, physical appearance, height, etc.) combine to create unique modes of discrimination and privilege.
Racialized	Racialized persons and/or groups can have racial meanings attributed to them by society in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as "visible minorities" under the Canadian census and may include people impacted by antisemitism and Islamophobia. Racialization is the process by which societies construct races as real, different and unequal.
Minoritized	Minoritized persons and/or groups are a racial, ethnic, religious, or social subdivision (including by gender identity, gender expression, sexual orientation, disability, children in care, children experiencing poverty) of a society that is pushed to the margins in political, financial, or social power often by means of institutional or systemic bias and discrimination. Persons are not born into a minority status nor are they minoritized in every social context (e.g., their families, racially homogeneous friendship groups, or places of worship). Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of Whiteness.

How the Indigenous, Equity and Human Rights Roadmap Will Eliminate Barriers to Success

The Ottawa-Carleton District School Board has a strong commitment to human rights, equity and inclusion, and while many steps have been taken to identify and address the systemic and structural barriers that prevent everyone from participating, excelling and feeling valued in the OCDSB community, there remains much more to learn and to do.

The Ontario Human Rights Code protects OCDSB students and staff from discrimination and harassment on grounds such as ancestry, colour, race, sex, citizenship, ethnicity or place of origin, creed, disability, family or marital status, gender identity, gender expression and sexual orientation. Despite these protections, as a school district we acknowledge that oppression and discrimination still exist within our systems, structures, policies and practices. It shows up specifically as racism and more specifically anti-Indigenous and anti-Black racism; Islamophobia, antisemitism, and anti-Sikhism; ableism; sexism, transphobia and homophobia.

It is compounded by the intersection of various aspects of each person's unique identity, including classism and socio-economic status. It shows up as disproportionate representation in our staffing and leadership structures; a curriculum that is Eurocentric and that does not reflect the rich ethnic and cultural diversity of our student population and the world; over-representation of Indigenous, Black, minoritized, 2SLGBTQ+ and special education students in discipline, including suspensions, expulsions, exclusions and interactions with the police; disproportionate representation in locally developed and applied versus academic pathways and specialized programs; higher dropout

rates and lower graduation rates. The perpetuation of these systemic barriers results in disparity in achievement and well-being outcomes and experiences for these students.



Disrupting and addressing these systems, structures, policies and practices by actively engaging in an anti-oppression, anti-racism and human rights-based approach at all levels of the organization is key to making change and to eliminating disparities and disproportionalities. It requires us to focus on how we learn and work together, to recognize the inherent dignity and worth of each person, and to

ensure that every student's right to education is respected and realized. The Indigenous, Equity and Human Rights Roadmap proposes specific actions and accountabilities toward achieving these goals.

This work can only be done in authentic collaboration, partnership and full transparency with students, families and the communities that we serve. The OCDSB is committed to centering student voice, developing parental and community partnerships and together co-creating a place where everyone has an opportunity to learn and work in spaces of respect, joy and belonging.

Background

This section gives a brief overview of key sources informing the Roadmap.

Truth and Reconciliation

In 2015, the Truth and Reconciliation Commission (TRC) put forth 94 Calls to Action for Canadians to repair the relationship with Indigenous peoples. Calls 62 and 63 in particular set out the ways in which the education sector can ensure accountability while working towards reconciliation.

- 62. i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students
- 63. i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.

The Calls to Action are consistent with the principles endorsed by Canada in 2010 in the United Nations Declaration on the Rights of Indigenous Peoples, particularly Articles 14 and 15 which reinforce the rights of Indigenous peoples to have the dignity and diversity of their cultures, traditions, histories and aspirations reflected in education.

Article 14

- 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
- 2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
- 3. States shall, in conjunction with Indigenous peoples, take effective measures, in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

- 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
- 2. States shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society.

Furthermore, the Ontario First Nations, Métis and Inuit Policy Framework 2007 ensures accountability for addressing the importance of data-driven decision making, support for staff and students, and engagement with the Indigenous community through establishing relationships and partnerships.

The OCDSB is committed to building knowledge and understanding among educators and students in Indigenous Education and to collect and communicate evidence of progress to ensure accountability. It is our responsibility to teach all students the truth about the dark history Canada has been hiding and to embed and celebrate the rich, diverse Indigenous contributions (historical and contemporary) and ways of knowing into the everyday lives and learning of students. It is our responsibility to provide education that is free from oppression and shame and to build a path forward in collaboration and partnership with care, creativity and innovation.

The UN International Decade for People of African Descent 2015-2024

In 2018, the OCDSB adopted and committed to the intent of the UN International Decade for People of African Descent 2015-2024 in recognizing that people of African descent represent a distinct group whose human rights must be promoted and protected. The District specifically committed to developing and undertaking work on the Equity Action Plan; improving equity of access and opportunity for students of African descent to reduce barriers to learning; intentionally adopting practices to create a safe and caring learning environment that respects, promotes, and protects the human rights of children of African descent; collecting and using identity-based data to measure progress and inform decisions on policy and programs that impact the education of students of African descent; and engaging with parents and community organizations comprising people of African descent in Ottawa to support their sense of belonging in the OCDSB education community. There is an overwhelming urgency for action in the face of disparities and disproportionalities in access, opportunity and outcomes for students and staff of African descent.



Valuing Voices: Identity Matters! Student Survey

In 2018-2019, the OCDSB invited students, families and community partners from Indigenous, Black and minoritized communities to share their educational stories and experiences within the OCDSB, in order to gain greater insight into barriers and biases within the system. Through these focus group conversations, participants identified five broad themes as key for the OCDSB to recognize as impacting on equitable access, opportunity, and outcomes:

- Importance of Identity
- Staff Awareness
- Representation
- Programming for Students
- Connectedness

The feedback provided by the participants in these focus groups mirrored the experiences shared over the years by students, parents and staff from Indigenous, Black and minoritized communities of persistent systemic inequities and harmful historical legacies. Students have recounted experiences of being streamed into locally developed or applied versus academic courses, of educators having low expectations of them, or feeling culturally unsafe due to experiences of racism and oppression. They have shared that they do not see themselves in the curriculum, resources or learning experiences.



Parents and communities have expressed concern about inequitable achievement, graduation and school leaving rates; under-representation in some District programs and over-representation in others; and, disproportionate rates of suspension, expulsion and exclusion. They have expressed a lack of trust in the District's ability to nurture their children's true potential for growth and development. Staff members have expressed concerns about staff assignments and limited leadership opportunities and of ineffective financial and human resources with which to serve vulnerable students.

The feedback from the focus groups, and input from the newly established Community Equity Partners group, also helped to inform the development of a survey to collect identity-based data culminating in the launch in November 2019 of the Valuing Voices - Identity Matters! student survey. Together, the stories of lived experience and the data from the Valuing Voices Survey provide the ability to disaggregate, assess, analyze and understand the evidence of systemic barriers in the District and find ways to eliminate these barriers and achieve true equity of access, opportunity and outcome for all students.

The Roadmap Forward

The Indigenous, Equity and Human Rights Roadmap 2020-2023 is grounded in the OCDSB's commitment to the Truth and Reconciliation Report 2015 Calls to Action, the UN International Decade for People of African Descent 2015-2024, the five themes identified through the Valuing Voices focus groups, data from the Valuing Voices student survey 2019 and Principles of Inclusive Design. Even more importantly, it is informed by and aligned with the voices we have heard within the OCDSB community.

Explicit and deliberate actions are urgently required to address inequities in our systems, structures, policies and practices that continue to impact student and staff success and well-being and to build trust with students, families, and communities that we have been under-serving. The goals outlined in the Roadmap focus on six key areas:

- Securing Accountability: governance and leadership
- Importance of Identity: disproportionality in access, opportunities and outcomes
- Building Staff awareness and Capacity
- Increasing Representation
- Programming and Supports for Students: diversifying curriculum and access to mental health supports
- Engagement and Connectedness: building strong and respectful partnerships between students, staff, parents and community in order to foster cultural safety and a sense of belonging.

The Roadmap is inclusive of diverse perspectives in its design and commitment to equity for all. With that said, there is an intentional focus on addressing racism, oppression and the intersectionalities of individuals and groups who systemically experience discrimination. Please note that the Roadmap touches on supports and programs for students with exceptional needs; detailed information can be found in the OCDSB's annual Special Education Plan.

The OCDSB's commitment to students, staff, families and communities that identify as First Nations, Métis and Inuit is highlighted in recognition of our unique relationship and responsibility to First Peoples, to reconciliation, to honouring the Truth and Reconciliation Commission of Canada Calls to Action and to implementing the principles endorsed by Canada in the United Nations Declaration on the Rights of Indigenous Peoples.

The OCDSB's commitment to students, staff, families and communities who identify as of ABC (African, Black, Caribbean) descent is also highlighted to reflect the District's 2018 adoption of the UN International Decade for People of African Descent 2015-2024 and to address the overwhelming urgency for action evidenced by disparities and disproportionalities in access, opportunity and outcomes for children and youth of African descent.

Goals and Milestones

Securing Accountability

Governance and Leadership

Goal

To centre Indigenous and human rights, anti-oppression and equity in OCDSB's governance and leadership structures, policies and practices and in all decision-making.

Key Indicators

- Number of structures, policies and practices developed or revised to centre human rights and equity
- Number of accountability mechanisms introduced and operating to collect, analyze and report on professional development, performance and service delivery from a human rights and equity perspective

Priorities

Organizational Structures

- Establish an Indigenous, Equity and Human Rights Division with advisory support from the arms-length Human Rights and Equity Advisor (HREA)
- Propose establishment of an Indigenous Student Trustee position

Policy Development and Review

- Establish and implement a cyclical review of OCDSB policies and procedures applying an Indigenous, equity and human rights lens
- Develop human rights policies and procedures (including a complaints process) to reflect expectations for addressing anti-Black racism, gender identity and gender expression, and Indigenous cultural practices
- Review of Safe Schools policy and procedures including policies and practices around police engagement within schools

Advisory Committees

- Review and update policy and practices, membership criteria, roles and responsibilities of Advisory Committees/Councils to ensure diverse representation
- Establish a Student Equity Advisory Committee representative of the diverse identities of students, with which the Director and senior staff may consult on student-related policies, programs and initiatives



Reporting

- Conduct an internal Equity Audit using an OCDSB developed Equity Planning and Assessment Scorecard to review, identify and measure progress on key structures, policies and practices that create disparities and disproportionate outcomes and report to community
- Establish an Annual Equity Accountability Report (to be included in the Annual Director's Report) that reports on the following accountability measures, disaggregated by grade, Indigeneity, race, language, disability, sexual orientation, gender identity and expression and socio-economic status:
 - a) Student outcomes including EQAO (Education Quality and Accountability Office), reading, credit accumulation and graduation rates
 - b) Student discipline including police engagement, suspension, expulsion and exclusion rates
 - c) Representation in special education district programs including French immersion and core French; International Baccalaureate, Arts, High Performance Athlete and gifted; locally developed, applied and academic pathways
 - d) Progress towards goals identified in the Indigenous, Equity and Human Rights Roadmap
- Establish equity goals in Board and School Improvement Plans that reflect the accountability measures in the Annual Equity Accountability Report to identify, measure and address disproportionate access, opportunities, representation, outcomes and experiences for students



Professional Learning and Capacity Building

- Develop a comprehensive professional learning plan and resources tied to specific goals, actions and measurable outcomes to engage Trustees, senior staff, and school leaders in Indigenous knowledge, anti-racism, anti-oppression, and human rights building for system and school change (to be reported on in Annual Director's Report)
- Establish and implement a mandatory annual orientation and learning plan to engage Trustees, senior staff, and school leaders in addressing legislative obligations and responsibilities as well as OCDSB governance and key policies, including but not limited to policies concerning Trustee conduct, conflict of interest, Indigenous, equity, and human rights education.

Professional Learning and Capacity Building

- Performance appraisals for principals, supervisory officers, the Associate Director and Director will include accountability for human rights and equity goals aimed at eliminating disparity and disproportionality for students and staff

Milestones

By 2020-2021

- Safe Schools Policy and Procedure revised
- Review of police involvement with schools
- Establish Indigenous, Equity and Human Rights Division

By 2021-2022

- Annual Equity Accountability Report establishes a baseline for disparity and disproportionality indices and indicators of success against which progress can be monitored
- Establish equity goals in Board and School Improvement Plans
- Annual orientation established and implemented
- Staff Census developed and implemented
- Human Rights Policy and Procedure developed
- Gender Identity, Gender Expression and Sexual Orientation Policy and/or Procedure developed
- Multi-year plan for compliance with the Accessibility for Ontarians with Disabilities Act (AODA) is developed and implemented
- Advisory Committee/Council review completed
- Student Equity Advisory Committee established



By 2022-2023

- Additional policies and procedures identified by the external Equity Audit and the human rights and equity review are updated and revised to address disproportionate access, opportunities, representation, outcomes and experiences of Indigenous, Black, and minoritized groups
- Performance appraisals for principals, supervisory officers, the Associate Director and Director are revised to include accountability for goals, actions and outcomes identified in the Indigenous Education, Equity and Human Rights Roadmap
- Indigenous student trustee position established

Goals and Milestones

Importance of Identity

Goal

To identify and disrupt systemic and structural barriers to address disproportionate access, opportunities and outcomes for students and staff who identify as Indigenous, Black and minoritized.

Key Indicators

- Decrease over-representation of Indigenous, Black and minoritized students in suspension, expulsion, exclusion and police engagement
- Decrease disproportionate representation of Indigenous, Black and minoritized students in graduation rates, programs and pathways
- Increase sense of belonging for Indigenous, Black and minoritized students and staff

Priorities

- Cyclically collect, disaggregate, analyze and use identity-based data to identify and document progress made (Annual Equity Report) in eliminating disproportionate representation of Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities, in suspensions and expulsions and enrollment in special education, District programs and pathways, as well as disparity of outcomes (e.g., credit accumulation, graduation, achievement and student absenteeism)
- Establish a group of diverse community partners (Community Equity Partners Group) to work with OCDSB to understand and interpret the data in the Valuing Voices: Identity Matters! student survey and make recommendations to address inequities
- Conduct Staff Census

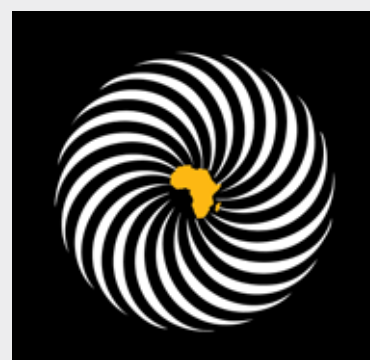


Highlight on Indigenous Knowledge

- Expand cultural spaces in schools across all geographical areas of the District
- Develop protocols and guidelines for Indigenous cultural and spiritual practices in schools
- Collect and analyze Indigenous self-identification data shared with Indigenous community partners through a reciprocal data sharing agreement (OCAP) (Ownership, Control, Access and Possession)

Highlight on Black Excellence

- Work with Community Equity Partners Group and Advisory Committee on Equity to establish key priorities for ABC (African, Black, Caribbean) students based on Valuing Voice: Identity Matters! student survey data



Milestones

By 2020-2021

- Cyclical and continuous collection of identity-based and self-identification data for students who identify as Indigenous
- In collaboration with Community Equity Partners and Advisory Committees, interpret Valuing Voices: Identity Matters! data and set priorities for analysis
- Establish disaggregated baseline data from Valuing Voices: Identity Matters! on graduation rates, suspension and expulsion rates and student pathways
- Staff Census developed and administered

By 2021-2022

- Protocols and guidelines for Indigenous cultural and spiritual practices formalized and implemented in schools
- Ongoing collection and analysis of Indigenous self-identification data shared with Indigenous community partners through an OCAP reciprocal data sharing agreement

By 2022-2023

- Expand Indigenous cultural spaces into all District geographical areas



Goals and Milestones

Build Staff Awareness and Capacity

Goal

To increase the capacity of staff to understand and apply anti-racist and equitable practices that decrease disparities and disproportionalities in access, opportunities and outcomes for Indigenous, Black and minoritized students and staff.

Key Indicators

- Number of professional learning series developed and launched, with accompanying resources and support, on Indigenous knowledge, anti-racism, anti-oppression and human rights
- Percentage of staff who have completed a professional learning series on Indigenous knowledge, anti-racism, anti-oppression and human rights

Priorities

- Develop and provide on-line professional learning in assessment and evaluation practices and build monitoring into the school improvement planning process
- Establish foundational mandatory professional learning for school and district staff in Indigenous Knowledge, Diversity and Inclusion Fundamentals, Unconscious Bias, Indigenous knowledge, anti-racism/anti-oppression and human rights
- Establish additional training/capacity building professional learning opportunities for staff to go deeper in Indigenous knowledge, anti-racism, anti-oppression, and human rights (required as a prerequisite for promotion)
- Create an annual capacity building series and multimedia campaign on Indigenous knowledge and Ways of Knowing, anti-Black racism/Black Excellence, equity and human rights
- Develop a District-wide, equity-focused mentor/coaching approach to support learning and growth (New Teacher Induction Program, Principal/Vice-Principal Intern Program, Instructional Coaches, etc.)
- Develop a Professional Learning Tracking Tool and on-line learning profile for staff (to include Mandatory, District, Additional as professional learning categories)

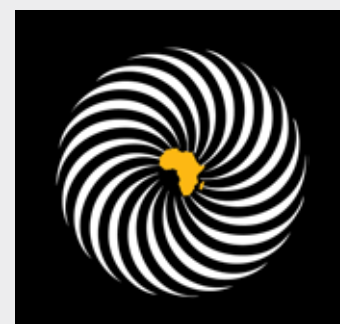


Highlight on Indigenous Knowledge

- OCDSB staff will engage in cultural training and make commitments to the TRC's Calls to Action
- Engage Indigenous community partners to collaborate, teach and share cultural knowledge in schools
- OCDSB staff will engage in community partnership in developing relevant resources and supports for embedding Indigenous knowledge in programming and pedagogy

Highlight on Black Excellence

- OCDSB staff will engage in anti-racism professional learning and implement the commitments to the UN International Decade for People of African Descent 2015-2024
- Create a multi-media campaign on Black Student Excellence



Milestones

By 2020-2021

- District is engaged with “critical friends” (see Glossary) for ongoing professional development and system change in Indigenous Education, equity and human rights
- Mandatory on-line training modules for new staff on Diversity and Inclusion Fundamentals and Unconscious Bias introduced



By 2021-2022

- Training modules on Indigenous knowledge and rights, anti-racism, anti-oppression, and human rights developed
- All staff have engaged in mandatory on-line training modules on Diversity and Inclusion Fundamentals and Unconscious Bias (anti-racism and anti-oppression)
- Annual capacity building series and multimedia campaign on Indigenous Education, equity and human rights developed

By 2022-2023

- Finance, Human Resources, Research, Evaluation & Analytics Division (READ), and Facilities staff will have engaged in foundational cultural competency training
- District Tracking System for Professional Learning in place
- Senior staff, managers, administrators, office and custodial staff, all District central departments have all engaged in foundational cultural competency training (including anti-racism/anti-oppression)

Goals and Milestones Representation

Goal

To increase representation of Indigenous, Black and minoritized individuals including 2SLGBTQ+ and those living with a disability, in: governance and leadership; staff recruitment, selection and promotion; and student voice.

Key Indicators

- Number of policies and practices implemented to increase the number of Indigenous, Black and minoritized staff hired, retained and promoted
- Increased number of Indigenous, Black and minoritized staff hired, retained and promoted
- Number of representative roles, networks and councils established and institutionalized to represent Indigenous, Black and minoritized students, staff and communities

Priorities

- Conduct Employment Systems Review
- Develop and implement an Equitable Recruitment Strategy to increase representation of Indigenous, Black and minoritized staff at all levels of the organization
- Develop and implement a Leadership Development Plan for Indigenous, Black and minoritized staff
- Establish staff affiliate networks (Indigenous, Black and minoritized staff)
- Establish student leadership councils (Indigenous, Black and minoritized students)

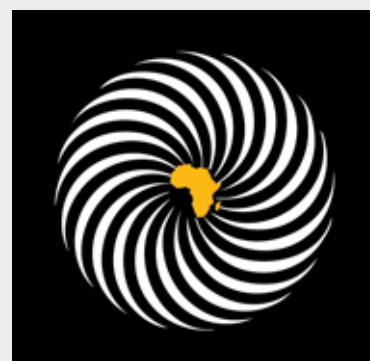


Highlight on Indigenous Knowledge

- Expand Indigenous Education team
- Establish Indigenous Student Trustee position
- Establish Elders in Residence Program
- Establish Indigenous Education Representative in each school site

Highlight on Black Excellence

- Increase representation of ABC staff in leadership positions
- Establish and actively support ABC staff affiliate network



Milestones

By 2020-2021

- Staff affiliate networks (Indigenous, Black and minoritized, 2SLGBTQ+, and other self-identified equity-seeking groups) are established and actively supported

By 2021-2022

- Employee Systems Review initiated
- Leadership Development Plan for Indigenous, Black and minoritized Leaders and other equity seeking groups (2SLGBTQ+) is developed, implemented and actively supported
- Equitable Recruitment Strategy is established and implemented
- Elders in Residence Program established
- Indigenous Education Representative established in all school sites
- Student leadership councils established: Black, Muslim, 2SLGBTQ+, students with disabilities
- Expand Indigenous Education team to include an additional itinerant and mental health support worker

By 2022-2023

- Indigenous Student Trustee Position is established



Goals and Milestones

Programming and Support for Students

Goal

To increase representation of Indigenous, Black and minoritized students in curriculum, courses, programs and pathways.

Key Indicators

- Number of courses developed or redesigned to include and represent Indigenous, Black and minoritized histories, perspectives and ways of knowing in content and delivery
- Increase percentage of Indigenous, Black and minoritized students who report seeing themselves reflected positively in the curriculum
- Decrease disproportionate representation of Indigenous, Black and minoritized students in programs and pathways

Priorities

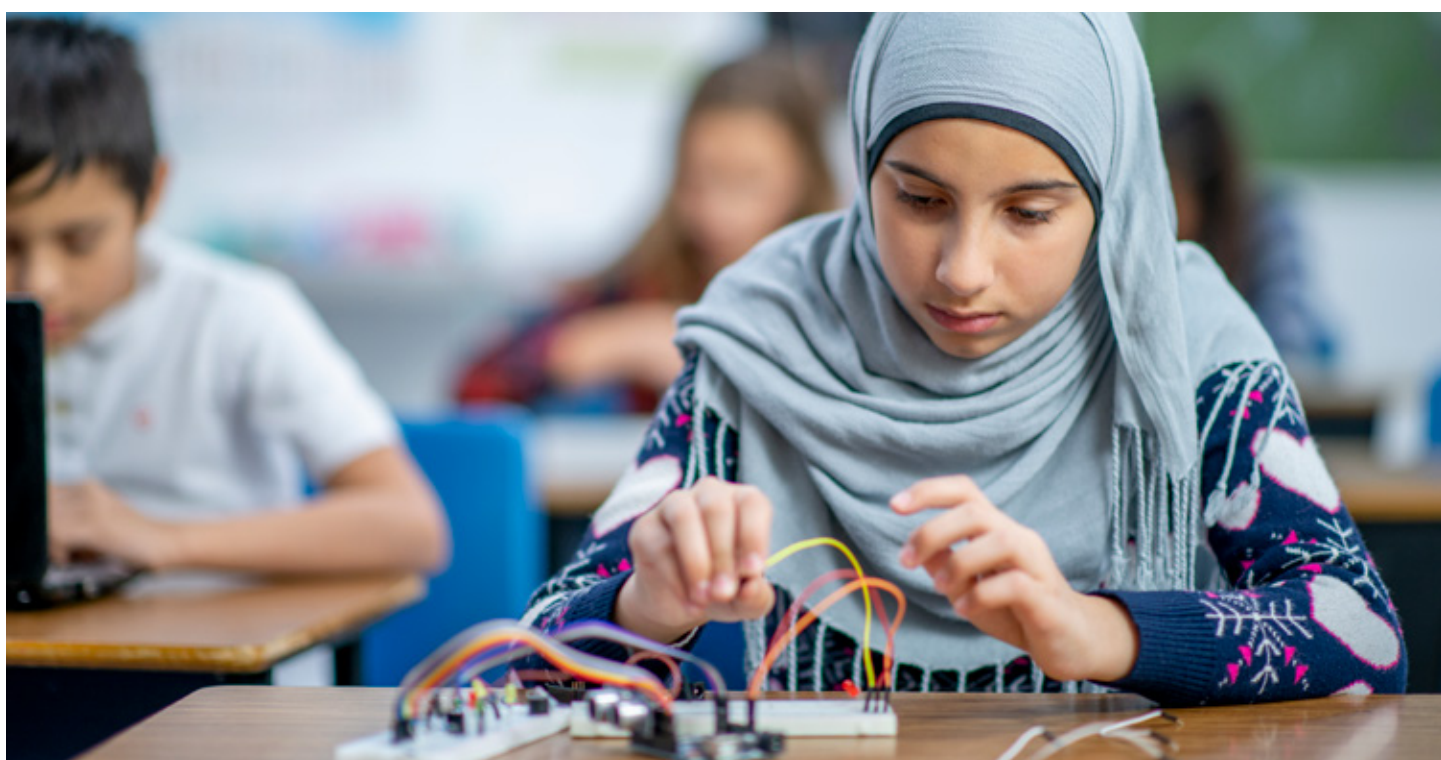
- Redesign Social Studies, History and Geography and Grade 9-12 English to include and represent Indigenous, Black and minoritized histories, perspectives and ways of knowing in content, resources and delivery
- Pilot destreaming grades 9 and 10 in select secondary schools starting with high Indigenous, Black and minoritized student representation (English and Math)
- Review and modernize supports for English Literacy Development (ELD) program
- Establish links with culturally-specific mental health supports for Indigenous, Black and minoritized students
- Provide resources and support for pathways to success and graduation for Indigenous, Black and minoritized students (e.g., Graduation coach program, Rainbow Bridges program for 2SLGBTQ+)
- Develop District process/criteria for selecting and reviewing culturally responsive texts/resources for school libraries, learning commons and classrooms
- Develop comprehensive communications plan for parents, guardians and students regarding secondary program placement and course selection process and opportunities
- Develop and implement a District inquiry in select schools to address equitable access, opportunities, learning, and outcomes: Student Achievement Through Inquiry (SATE) (See Glossary.)
- Ensure all students have access to technology for learning





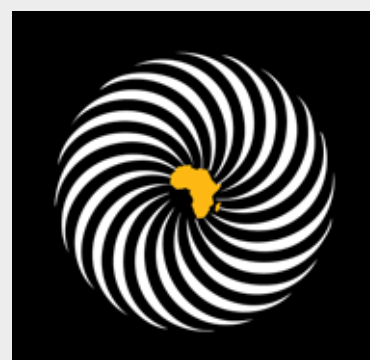
Highlight on Indigenous Knowledge

- Establish compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices, in all pathways in all secondary schools
- Expand InSTEM programming in secondary schools
- Expand mathematics/beading partnerships in schools
- Develop District strategy to support transitioning students who identify as Inuit from the North
- Establish Indigenous Language Educator Initiative
- Create land-based learning opportunities for Indigenous students
- Provide Indigenous students with the opportunity to engage in cultural learning, celebrations and ceremonies: e.g., Indigenous Youth Symposium, Land Camp, Mamawii Together



Highlight on Black Excellence

- Develop and Implement Black Studies courses across the district
- Provide ABC students with the opportunity to engage in cultural learning, celebrations, and networking: i.e., Black Student Forum
- Develop District strategy to support ABC students transitioning from Grade 8 to Grade 9 including pathways



Milestones

By 2020-2021

- Indigenous Graduation Coach established at Gloucester High School to support Indigenous student success
- Graduation Coach for Black students (Sankofa Centre of Excellence) established at Woodroffe and Ridgemont High Schools
- Compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices is established in all pathways at 15 schools
- InSTEM program has been established in one secondary school
- Provide continued joint support with the Ottawa Catholic School Board and the Ontario College of Teachers for Uquasilirijiit Elders Circle for Inuktitut language teacher accreditation

By 2021-2022

- Social Studies, History and Geography, Grade 9-12 English curricula have been redesigned to include Indigenous, Black and minoritized, and 2SLGBTQI+ histories, contemporary contributions and perspectives
- Compulsory Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices is established at all secondary schools
- Black Studies course developed and piloted in two secondary sites
- District criteria have been developed to guide selection of culturally relevant and responsive education resources
- Rainbow Bridges Program to support 2SLGBTQ+ students transitioning to secondary in three secondary and feeder schools
- All students have access to technology for learning
- Grade 9 mathematics destreaming pilot
- Student Achievement Through Equity Inquiry (SATE) initiated for 11 schools
- InSTEM program expanded
- Math/beading partnerships expanded
- Establish Indigenous language credit course through Continuing Education

By 2022-2023

- Gender inclusive physical education classes are piloted in two secondary sites
- Expansion of Black Studies course and Rainbow Bridges program
- Inuktitut Core Languages pilot program is established at R.E. Wilson Public School
- Annual SATE report established
- Anishinaabek/Algonquin Elders Circle is established for language speakers accreditation through Ontario College of Teachers

Goals and Milestones

Engagement and Connectedness

Goal

To build and strengthen collaborative relationships with Indigenous, Black and minoritized students, parents and staff to create a community of belonging, promote excellence and inform actions to eliminate disparities and disproportionalities in service delivery.

Key Indicators

- Increase number of partnerships established and maintained with Indigenous, Black and minoritized communities
- Increase number of youth forums established and maintained with Indigenous, Black and minoritized youth
- Increase percentage of Indigenous, Black and minoritized students reporting a sense of belonging at school

Priorities

- Co-create and implement Community Partnership, Parental Engagement and Communication Strategy to include translation, interpretation services and outreach
- Expand leadership and networking opportunities for Indigenous, Black and minoritized students i.e., expanding annual youth forums and establish digital networking platforms
- Establish annual multimedia Speakers Series on Indigenous knowledge, anti-Black racism, Black Excellence, cultural competency, and human rights for students, staff, parents/guardians and communities
- Establish Community Engagement Coordinator



Highlight on Indigenous Knowledge

- Work with Indigenous Education Advisory Council in order to apply an Indigenous lens for reviewing policies, procedures, practices, programs and materials
- Indigenous community gatherings in schools are supported in collaboration and partnership

Highlight on Black Excellence

- Increase community partnerships to support ABC students
- Work with Community Equity Partners Group and the Advisory Committee on Equity to ensure the District is aligned with the Ontario Ministry of Education Equity Action Plan



Milestones

By 2020-2021

- Community Engagement Coordinator position established
- OCDSB formal partnerships with Wabano and Inuuqatigiit



By 2021-2022

- Indigenous community gatherings in schools are supported in collaboration and partnership
- Strategy for Community and Parental Engagement and Communication co-developed and implemented, including translation and interpretation services, collaborative engagement and outreach
- Anti-racism, anti-Islamophobia, anti-transphobia and anti-homophobia communication campaigns are developed and implemented
- Annual network events include Indigenous knowledge, equity and human rights themes for students, staff, parents/guardians and communities (Date with Diversity and Speakers Series)
- Youth Leading Youth workshops (digital and face-to-face) rolled out led by students from equity-seeking groups
- Establish annual Muslim and Newcomer Youth Forums
- Annual Indigenous Youth, Black Student and Rainbow Youth Forums expanded to include school-based youth digital networking groups

By 2022-2023

- Establish annual Conference for Girls
- Measurement of progress on Community Partnership, Parental Engagement and Communication Strategy
- Measurement of progress on establishing and developing Community Partnerships/Relationships

What Do We Expect to See by 2023

For Students

- Increased sense of safety, trust and belonging
- Increased access, opportunities and outcomes for success and excellence for Indigenous, Black and minoritized students
- Increased opportunities for student voice to shape their learning

For Parents and Community

- Repair and build trusting relationships
- Increased partnerships and collaboration with Indigenous, Black and minoritized parents and community partners to shape learning
- Increased confidence, engagement and participation in the education system

For Staff

- Increased representation of Indigenous, Black and minoritized staff population
- Increased sense of safety, trust and belonging
- Increased understanding and application of anti-racist, anti-oppression and equitable practices
- Improved relationships with all stakeholders



Message from the Director

Our Indigenous, Equity and Human Rights Roadmap offers a pathway for incredible change. At first glance, the goals outlined may seem ambitious. We are looking to secure accountability, identify and disrupt systemic and structural barriers, build staff awareness and understanding, increase representation, and develop and strengthen relationships.

This will be hard work that forces us to challenge existing structures, preconceived notions and the ways we have always done things in education. But to ignore the inequity, the systemic racism, and allow the status quo to continue will be harder still for too many students unable to reach their full potential.

Background, race, religion, gender, who we love, ability—these should not be barriers. They are key attributes that must be recognized, understood, and validated as critical to student identity. We aspire to shape a culture of caring in Ottawa-Carleton. Underpinning this culture is an emphasis on building opportunity, so all students feel welcome and empowered to find their own path to success.

Message from the Chair of the Board

The Indigenous, Equity and Human Rights Roadmap is not simply an OCDSB creation. The voices and advocacy of students, parents, staff and community partners have been fundamental to the construction of this plan.

On behalf of the Board of Trustees, I would like to thank all of those who shared their experiences and offered helpful guidance. The stories shared with us through the identity survey, meetings and focus groups have been difficult to tell and difficult to hear, but they have shone a light on deeply-rooted structural racism in our district and in our community. Some students have felt actively discriminated against, while others have seen their identity ignored through omission. We must acknowledge and learn from this past.

This roadmap is indeed a path for us all to follow. We need the community to continue to hold us accountable and to be our partner to ensure our gains extend beyond the walls of our schools. You have led us to this point. Now is the time for us to move forward together along this road.

Resources include but are not limited to

- [Ontario's Equity and Inclusive Education Strategy 2009](#)
- [Ontario First Nation, Métis, and Inuit Education Policy Framework 2007](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#) - Articles 13, 14, 15
- [Truth and Reconciliation Commission of Canada: Calls to Action](#) - Calls 62, 63, 64
- [Canadian Charter of Rights and Freedom](#) - Section 15 - Equality Rights
- [Ontario Human Rights Code](#) - Preamble, Article 1
- [Ontario Anti-Racism Act](#)
- [Review of the Peel District School Board](#)
- [Black Legal Action Centre - Peel District Review](#)
- [Stephen Lewis report on race relations 1992](#)
- [Restacking the Deck](#)
- [A Better Way Forward - Ontario's 3-Year Anti-Racism Strategic Plan 2017](#)
- [Addressing Anti-Black Racism in Ottawa: Forum Summary Report, 2017.](#)
- [Towards Race Equity In Education: The Schooling of Black Students in the Greater Toronto Area.](#)
- [Reclaiming Power and Place The National Inquiry's Final Report on Missing and Murdered Indigenous Women and Girls \(MMIWG\)](#)
- [The We Rise Together Report](#) Prepared for the Peel District School Board (2019)
- [Royal Commission on Aboriginal Peoples](#) (1991)

Glossary

ABC	An acronym for people who identify as being from African, Black and African-Caribbean descent
Ableism	Attitudes in society that devalue and limit the potential of persons with disabilities. People with disabilities are assumed to be less worthy of respect and consideration, less able to contribute and take part, and of less value than other people. Ableism can be conscious or unconscious and is embedded in institutions, systems and the broader culture of a society.
Anti-Black Racism	Prejudice, attitudes, beliefs, stereotyping and discrimination directed at people of African descent and rooted in their unique history and experience of enslavement and its legacy.
Anti-Indigenous Racism	The ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada.
Anti-Oppression	The use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often to further empower and/or privilege the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; it may also be applied on a more informal, yet more focused, individual basis. An anti-oppression stance requires recognition of oppression in our society and a consistent process to mitigate its effects and eventually equalize the power imbalances in our communities.
Anti-Racism	An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.
Antisemitism	Latent or overt hostility or hatred directed towards, or discrimination against individual Jews or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual and religious heritage.
Bias	A predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes.
Code Grounds	Grounds protected from discrimination under the Ontario Human Rights Code are age; ancestry, colour, race; citizenship; ethnic origin; place of origin; creed (religion); disability; family status, marital status, gender identity and gender expressions; sex; and sexual orientation.
Critical friend	A critical friend is encouraging and supportive, but also provides honest and often candid feedback that may be uncomfortable or difficult to hear. A critical agrees to speak truthfully, but constructively, about weaknesses, problems, and emotionally charged issues.
Culturally Responsive Teaching	Teaching that uses familiar cultural information and processes. The focus is on relationships, the interaction between the knowledge and skills of the teacher and the students, and critical social awareness.
Discrimination	Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics (Note: this is not a legal definition).
Duty to Accommodate	Under the Ontario Human Rights Code, people identified by Code grounds are entitled to the same opportunities and benefits as everybody else. In some cases, they may need special arrangements or “accommodations” to take part equally in the social areas the Code covers, such as employment, housing and education. Employers, housing providers, education providers and other parties responsible under the Code have a legal obligation to accommodate Code-identified needs, unless they can prove it would cause them undue hardship. Undue hardship is based on cost, outside sources of funding and health and safety factors.

Equality	Treating people the same way, to give everyone equal access to opportunities and benefits in society.
EQAO	The Education Quality and Accountability Office tests students' skills in reading, writing and mathematics at key points in their education (grades 3, 6, 9 and the OSSLT - Ontario Secondary School Literacy Test).
Equity	Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.
Faithism	Any ideology that ascribes to people values, beliefs and behaviours, and constructs people as fundamentally different and unequal – deserving or undeserving of respect and dignity – based on their religion or beliefs.
Harassment	Words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome. Harassment under the Ontario Human Rights Code is based on the prohibited/protected grounds (see the Code's definition).
Homophobia	The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities, or of behaviours stereotyped as "homosexual."
Inclusive Design	Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.
Inclusive Education	Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.
Indigenous	<p>The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) points out that Indigenous peoples have argued against the adoption of a formal definition at the international level, citing the need for flexibility and for respecting the right for each Indigenous people to define themselves. However, several factors that are relevant to the concept of "Indigenous":</p> <ul style="list-style-type: none"> • Priority in time, with respect to the occupation and use of a specific territory • The voluntary perpetuation of cultural distinctiveness, which may include the aspects of language, social organization, religion and spiritual values, modes of production, laws and institutions • Self-identification, as well as recognition by other groups, or by State authorities, as a distinct collectivity • An experience of subjugation, marginalization, dispossession, exclusion or discrimination, whether or not these conditions persist. <p>In Ontario, the Ministry of Education considers First Nations, Métis, and Inuit peoples to be Indigenous although it must be noted that these are deceptively broad categories and do not take into account the vast and varied, unique and distinct peoples within them.</p>
Islamophobia	Racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general.
Intersectionality	A theoretical framework for understanding how aspects of a person's social and political identities (gender, sex, race, class, sexuality, religion, disability, physical appearance, height, etc.) combine to create unique modes of discrimination and privilege.
Microaggression	The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.
Minoritized	A racial, ethnic, religious, or social subdivision of a society (including by gender identity, gender expression, sexual orientation, disability, children in care, children experiencing poverty, etc.) that is pushed to the margins in political, financial, or social power, often by means of institutional or systemic bias and discrimination.

Racialization	The process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life. This term is widely preferred over descriptions such as “racial minority”, “visible minority” or “person of colour” as it expresses race as a social construct rather than as a description of persons based on perceived characteristics.
Racialized	Racialized persons and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as “visible minorities” under the Canadian census and may include people impacted by antisemitism and Islamophobia.
Racism	Includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another. Racism is a belief that one group is superior to others performed through any individual action or institutional practice that treats people differently because of their colour or ethnicity. This distinction is often used to justify discrimination. There are three types of racism: Institutional, Systemic and Individual.
Sanism	Mentalism or sanism is discrimination and oppression against a mental trait or condition a person has, or is judged to have. This discrimination may or may not be characterized in terms of a mental disorder or cognitive impairment.
Sankofa	A word in the Twi language of Ghana that translates to “Go back and get it” and also refers to the Bono Adinkra symbol represented either with a stylized heart shape or by a bird with its head turned backwards while its feet face forward carrying a precious egg in its mouth.
SATE	The Student Achievement Through Inquiry (SATE) project uses factors known to contribute to successful schools to bring children, families and communities together in the educational environment as partners in the learning process, with the school becoming the “heart of the Community.” These factors include achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of students’ voice; and celebration of cultural diversity
Systemic Barrier	A barrier embedded in the social or administrative structures of an organization, including its physical accessibility, policies, practices and decision-making processes, or its culture. These may appear neutral on the surface but exclude members of groups protected by the Human Rights Code.
Systemic Discrimination	Patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for groups identified under the Human Rights Code.
Systemic Racism	Patterns of behaviour, policies or practices that are part of the structures of an organization, and which create or perpetuate disadvantage for racialized persons.
Transphobia	The aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people.
TRC	Truth and Reconciliation Commission
Truth and Reconciliation	The truth-telling and reconciliation process as part of an overall holistic and comprehensive response to the Indian Residential School legacy is a sincere acknowledgement of the injustices and harms experienced by Indigenous people and the need for continued healing.
Unconscious Bias	The associations that we hold which, despite being outside our conscious awareness, can have a significant influence on our attitudes and behaviour. Regardless of how fair minded we believe ourselves to be, most people have some degree of unconscious bias. The means that we automatically respond to others (for example, people from different racial or ethnic groups) in positive or negative ways.
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples.
Universal Design for Learning (UDL)	Provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students, whereas differentiated instruction allows them to address specific skills and difficulties. UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of all students.



Memo No. 20-126

TO: Trustees
Student Trustees

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

DATE: 15 September 2020

RE: Re-Opening Plans for Special Education Delivery

Planning for the unique needs of special education students has been a priority in the Return to School planning and requires a student focused approach. The delivery of special education programs, particularly specialized program classes (SPCs), in-person and by remote learning is complex given the range of services and supports provided to students and the unique relationship of students and educators in many of these classes.

In all cases, accommodations and modifications documented in the Individual Education Plan (IEP) are expected to be developed and implemented. In some cases, accommodations may not be feasible for students in virtual classes (e.g., preferential seating, scribing conducted by a staff member). In these cases, educator teams will consult with students/parents/caregivers to develop accommodations that will meet the needs of students.

What is the model for the delivery of special education programs for students in the regular program?

Students in the regular program who have an IEP will be supported by their classroom educator in either the in-person or virtual school model. These students and educators will be further supported by the support team (Learning Support Teachers (LSTs), Learning Resource Teachers (LRTs), and Educational Assistants (EAs)) from the child's home school.

How many students in SPCs have chosen remote learning?

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

N.B.: Numbers continue to fluctuate as corrections are made re: mode of learning.

What is the model for the delivery of SPCs?

In reviewing these choices class by class, there are relatively small numbers of students who have opted for remote learning in the vast majority of SPCs. The majority of students in SPCs have chosen in-person learning.

After careful consideration, it was determined that all students in SPCs will continue to be supported by their in school SPC educator teams. This approach provides all students in the SPC with a qualified educator team, consistent programming, and builds on relationships that may already be established. There is one exception to this approach for SPCs as noted below:

Elementary Gifted Program

The elementary gifted SPCs will accommodate remote learning students with two models due to the distribution of students selecting in-person and remote learning across sites, the delivery of the SPC in both English and French Immersion, and the specific grade configurations. Most elementary gifted SPC sites will maintain responsibility for their remote learning students and have been supported with additional teacher staffing allocations. One intermediate English Gifted SPC will be added to an elementary virtual school to serve English remote Gifted learners from four SPC sites. Specific sites have been provided with this information and corresponding staffing allocations.

Will integration opportunities exist for students in a SPC?

Opportunities for integration will still exist where it is feasible at the school level and scheduling allows the number of direct and indirect contacts for students are limited to about 50 for elementary students and 100 for secondary students. This is a challenge at some sites hosting the Learning Disabilities Specialized Intervention Program (LD SIP). Because of the way some sites are structured with combined grade classrooms, it is not always possible to provide the half-time integration opportunity for those students. In those cases, additional staffing has been provided to maintain the LD SIP student cohort for the full day.

Why was this model selected?

This model provides for more stability for students, families/caregivers and school teams during a time of tremendous uncertainty. School educator teams know their students the best and can quickly provide guidance and support in the development of IEPs as well as direct service to both in-person and remote learners.

Staff are aware that transitions for many students with special education needs can be particularly challenging and, after a prolonged absence from in-person learning due to COVID-19, believe that it is important to introduce a return to school with as much consistency as possible.

In addition, it is anticipated that the model will result in the following benefits to students and educator teams:

- Maintained connection to the in-person SPC community with educator teams who know the student;
- Availability of qualified educators to deliver the program;
- Increased flexibility to transition students to in-person learning over the course of the year;

- Limited disruption to in-person SPC staffing teams; and
- Maintained staffing allocations to schools to provide additional assistance in supervision of in-person learners.

What are some of the anticipated challenges with this model?

This model has challenges, but we believe with the right planning and support the challenges can be addressed and students will be well supported. For example, educator teams will be required to collaborate and plan in order to ensure the needs of students are met. This will involve ongoing communication between team members as well as ongoing communication with students and parents/caregivers.

The use of technology to support remote learners has some challenges for both staff and students. Some staff are concerned about managing both the in-person learning and the remote learners as it relates to privacy, technical proficiency, staff workload, and meeting the needs of students. Some of these concerns can be addressed through training, positioning of cameras, making deliberate choices on when cameras and microphones are turned on, and regularly circulating among all students.

How have you arranged support for the model?

The Ontario College of Teachers provides guidance for educators on the use of video conferencing, "[Ways to connect with learners using video conferencing](#)." This resource provides basic guidelines for educators as they make instructional decisions related to connecting with students virtually.

Staffing allocations for LSTs and LRTs have remained intact in an effort to support the special education delivery model. In some cases, allocations for LRTs were enhanced in order to ensure the provision of remote special education supports in situations where the distribution of in-person and remote learners posed a larger challenge for school teams.

EA allocations in SPCs were left unchanged except in the case of students enrolled in these classes who receive highly specialized support (Deaf/Hard of Hearing, Blind/Low Vision). In most cases, EAs are assigned for safety, behaviour and medical reasons. The needs of remote learners in this regard are significantly different than the needs of in-person learners. In some cases, school enrolments for in-person learning have declined significantly. In these circumstances, some of the remaining EA allocation at the school level have been reassigned to the remote school.

Learning Support Services (LSS) has worked with Business & Learning Technologies and, along with the Itinerant Teachers of Assistive Technology (ITATs), have been trialing various technology options that would support the delivery of special education services in a hybrid model. In addition, professional learning opportunities are available for staff members to enhance their capacity with respect to the requirement for a Learning Management System (LMS) and the delivery of programs in a virtual environment.

What other options were considered?

In exploring the best way to serve students, staff also explored the option of fully replicating the SPC model in the virtual school environment in two ways:

- Maintaining the current number of in-person SPCs and creating a sufficient number of virtual SPC classrooms, by specialized program area, to support the number of students choosing remote learning; or,
- Reducing the number of in-person SPC's and redeploying the staff to the virtual classes that were created.

Why weren't these options selected?

When reviewing the number of students in SPCs who selected in-person versus remote learning, the distribution of students varied considerably by class. There were no clear breakpoints to establish class sizes for virtual and in-person classes. For remote learners, it would have been possible to group students with similar learning profiles from different sites into virtual classes. However, for in-person learners, it would have required the District to combine students with very different exceptionalities into one class (at sites which host multiple SPCs) or have classes with very high staff to student ratios (as high as 1:1, at some sites). This option was put aside because of concerns about ability to meet student needs, equity in the approach to SPCs and cost, given the likelihood that there would need to be a significant increase in staffing.

Another option that was explored was the possibility of collapsing SPCs and moving in-person learners between sites. This option would have required students to move from their home school to another location where groups approaching the regulated class size could be realized. Students would have been separated from their peers and be required to join other programs for in-person learning which would have been very stressful for some students. This is a transition that is not expected for other students attending school in-person and it was felt that this was an unreasonable burden to place on students in SPC's. In addition, this model could add significant pressure on transportation requirements, which are already severely constrained.

Finally, staff remain committed to ensuring the capacity to accommodate students with special education needs should it be necessary for them to shift from remote school to in-person learning. If the District redistributed SPCs as described above, it would have limited our ability to meet the personalized needs of students as their situations change over the course of the year.

What feedback have you received?

As anticipated, feedback has been mixed from various community members. Pedagogically, there is strong support to maintain connections between the educator teams and the students in SPCs. LSS heard quite clearly from school teams, administrators and parents/caregivers of their strong desire to remain connected to both their in-person peers and their in-person educator teams.

Conversely, as details of the hybrid approach to support students in SPCs were developed, other concerns were brought forward. Some of these challenges identified are about workload, manageability, and how to best meet the needs of students in these programs in a remote learning environment. There is no doubt that the model requires new practices and reimagining structures and supports to equitably meet the needs of all learners. It is clear that we cannot view remote learning as a replication of the traditional, in-person model. We are committed to working with educator teams to address these

issues and provide the support and guidance that is required to implement this shift in practice.

What will it look like in practice?

Shifting to remote learning is new for everyone and has unique challenges for students with special education needs. We can be guided in our work by our understanding of synchronous learning and our understanding of special education - bringing this knowledge and skills together will be critical to our success.

Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another.

In the hybrid model, a student's schedule may include a combination of synchronous and asynchronous learning activities. Teachers will maintain a LMS as directed by the Ministry of Education. This will allow students to participate from their remote location and receive feedback from the educator team with their in-person learners. In some cases, this may involve video conferencing with students as the normal interaction occurs when educators circulate in the room. Educators would strategically place a device in a location where they can circulate, check in with students, provide mini-lessons, offer prompt feedback and continue circulating around the classroom. Synchronous learning is not direct 1-1 educator support for the full period of time but rather regular check-ins and dialogue with students or at home supports regarding next steps.

In some cases, educators may choose to share a screen that is displayed both on the remote learner's device and broadcast through a projector in the classroom. In this example, a remote learner can participate in the group lesson being taught, hear the description of the task to be completed and begin the activity while the educator team circulates to provide assistance and feedback as necessary.

Depending on the level of independence, this model could also be used to support collaborative group inquiries as students work together to understand a task and to complete a project together.

LSS continues to work to support the system in shifting to the hybrid model. While exploring these opportunities, ongoing monitoring and assessment is required to ensure that any changes or supports can be implemented in a timely manner.

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



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.

