

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, November 4, 2020, 7:00 pm
Zoom Meeting

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SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, October 7, 2020

7:00 p.m.

Zoom Meeting

Members: Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Amy Wellings (Community Representative), Susan Cowin (Community Representative), Jim Harris (VOICE for Deaf and Hard of Hearing children), Mark Wylie (Down Syndrome Association), Nicole Ullmark (Easter Seals Ontario), 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), Catherine Houlden (Ontario Secondary School Teachers' Federation), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Lynn Scott (Trustee, ex-officio)

Staff and Guests: Justine Bell (Trustee), Joy Lui (Student Trustee), Charles Chen (Student Trustee), Peter Symmonds (Superintendent of Learning Support Services), Dorothy Baker (Superintendent of Instruction), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal Learning Support Services), Katheryn Langevin (Supervisor of Psychology), Stacey Kay (Manager, Learning Support Services), Leigh Fenton (Board/Committee Coordinator), Donna Owens (Delegate)

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:03 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 welcomed Amy Wellings, the new community representative and Andrew Winchester, the alternate representative appointed by the Ottawa-Carleton Secondary Teachers' Federation (OSSTF).

2. Approval of the Agenda

Moved by Sue Cowin,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Donna Owen Re: Individual Education Plans and the Secondary School Quadmester Model

Ms. Owens noted that for the 2020-2021 school year, the Individual Education Plans (IEPs) will be issued on 26 October 2020, a timeframe that is just before completion of the first secondary school quadmester on 13 November 2020. An IEP is an important document for students accessing special education supports because it describes accommodations and modifications to access the curriculum. She highlighted a concern for Grade 9 students whose needs are least known to staff in their new schools. She requested that Learning Support Services (LSS) establish the IEPs at an earlier date, prioritizing secondary students.

Ms. Dlouhy requested information on the legislated timeline for issuing IEPs. Superintendent Symmonds replied that the timelines are set in legislation through Ministry of Education Regulation 181/98, "Identification and Placement of Exceptional Pupils". Principals are required to ensure that an IEP is developed for each student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC). In addition, an IEP may also be prepared for students who require accommodations, program modifications and/or alternative programs. In both cases, the IEP is required to be developed within 30 school days of the student's placement in a special education program. He noted there has been a delay as all timelines were impacted as a part of the COVID-19 emergency order in the province. This order was removed on 14 September 2020. A 30 day count into the 2020-2021 school year calendar arrived at the date of 26 October 2020. He advised that many transition meetings occurred in intermediate schools and the receiving secondary schools. Grade 9 teachers have access to the IEP Online (IOL) platform and, from the beginning of the year, have maintained the accommodations, modifications and alternative curriculum expectations.

Trustee Boothby queried the likelihood of teacher's awareness of a particular student's IEP if the IEPs have not yet been formalized. Superintendent Symmonds noted that each teacher refers to the class list where a previous IEP is specified for an individual student. Teachers then examine the student's current course enrollment and provide the suitable accommodations and modifications, as appropriate, to support students.

In response to a query from Mr. Harris, Superintendent Symmonds responded that he does not anticipate technical challenges moving forward as students are settled into their mode of learning. As with in-person learning, teachers will update and share IEPs as necessary.

4. Review of Special Education Advisory Committee Report

4.1 9 September 2020

Moved by Sue Cowin,

THAT the Special Education Advisory Committee Report dated 9 September 2020 be received.

Carried

5. Presentations

5.1 Report 20-053, Indigenous, Human Rights and Equity Roadmap 2020-2023

Your committee had before it Report 20-053, providing the foundation for the introduction of the Indigenous, Equity and Human Rights Roadmap 2020-2023 (Roadmap). Superintendent Baker reported that the document sets the 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 2019-2023 Strategic Plan and outlines the roles, responsibilities, and accountabilities at all levels of the organization in serving students, parents, staff and community.

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

- The Roadmap is aligned with the goals outlined in the District's 2019-2023 Strategic Plan;
- The Truth and Reconciliation Commission (TRC) of Canada Calls to Action, specifically the 'Education for Reconciliation' portion of the TRC, are embedded in the Roadmap;
- Support for the United Nations International Decade for People of African Descent is stated at the beginning of the Roadmap;
- In 2020, with the launch of the Identity Based Data Collection Project - *Valuing Voices: Identity Matters*, it was possible to specifically identify systemic barriers that exist and foster plans to address disproportionate access, opportunity and outcomes for Indigenous, Black, minoritized, 2SLGBTQ and special education students. These plans include the need for heightened staff awareness, increased representation of minoritized and racialized identities in the faculty and capacity building to develop the organization's strength to support all students;
- In the Roadmap, particular attention was placed on describing the identity of students served and the various school communities engaging in public education;
- The Roadmap cultivates the practice of accountability by outlining specific actions, reports, and communication structures by which to measure progress in the areas of governance and leadership with transparency;
- In the creation of the Roadmap and in consultation with LSS, the challenges associated with program pathways were identified. One of the goals for programming and support for students is to develop and implement a District inquiry in select schools to address equitable access, opportunities, learning, and outcomes: Student Achievement Through Inquiry (SATE);

- Trustee Ellis noted the intersectionality that is evidenced in students accessing special education, creating overlapping systems of discrimination and disadvantage. The gifted exceptionality is generally underrepresented in marginalized communities whereas the behavioural exceptionality tends to be overrepresented. The story of human rights as it relates to special needs is lacking. He suggested in a future version of the document that this distinction be captured;
- Superintendent Symmonds highlighted that disability, as it relates to human rights, is protected under the Canadian Charter of Human Rights and Freedoms and the Ontario Human Rights Code. Established in Canada are extensive Ministry of Education regulations and policy/program memoranda (PPMs) as they relate to special education. These existing documents set out a standard that school boards are expected to meet or a directive with which they must comply. LSS submitted input into development of the Roadmap at various opportunities; and
- While the Indigenous and Black perspectives are highlighted in the Roadmap, the history of minoritized students, including special education students, are described in the portion of the document which promotes the student profile served by the District.

6. Matters for Action

6.1 Appointment of a Representative for the Committee of Whole Meeting

Chair Nadon-Campbell reminded the voting members that a SEAC representative for the Committee of the Whole remains vacant and requires a volunteer.

7. Department Update

7.1 Superintendent's Report

a. Memo 20-126 Re-opening Plans for Special Education Delivery

Your committee had before it Memo 20-126, describing the delivery of special education programs, particularly specialized program classes (SPC). Superintendent Symmonds stated that the principals of every school continue to be updated on expectations surrounding the delivery model. He reported that students and staff are on a growth pathway and are demonstrating greater comfort levels with the structure of the classrooms. LSS continues to offer resources to assist educators in delivering the best programs possible for students. Virtual learning is a new realm and staff is experimenting with innovative ways to successfully teach online. A network of teachers is sharing best practices and technology tips related to meeting the needs of students in the blended model. Teachers are becoming increasingly comfortable with Learning Management Systems (LMS). Additional technology purchases include cameras and Bluetooth headsets to help facilitate communication with virtual learners for the SPCs. These will be distributed shortly, along with guidelines around their use. Issues related to replacing absent staff continue to be a challenge faced by the District.

Ms. Houlden recognized that there is no manual to support and deliver programming to special education learners during these unprecedented times. LSS, teachers, Education Assistants (EAs) and families are all doing their very best to ensure students receive the

best education possible whether the choice has been made to attend school in-person or remotely.

In order to provide informed input, secondary school specialized program class teachers were independently surveyed by Ms. Houlden to gain insight about their experience with the blended model. They have strong, caring relationships with not only students but also their families. Almost all parents and guardians have been patient and understanding as the school community tries to navigate through this together and for that the teachers are grateful.

Unlike their regular program counterparts, the students in the blended model system classes are not receiving the same educational support and access to qualified teacher instruction. From the feedback in the survey the claims are that there is a vast difference in access to synchronous learning in specialized program classes throughout the Board:

- Sites with larger numbers of system class students have been able to adjust timetables/programming to avoid the blended model. Teachers at those sites are able to deliver appropriate programming and meet the needs of both their in-person and virtual students;
- Schools with fewer system classes are set-up to use the blended model and despite teachers and EAs using their lunches, preparatory and personal time, the same level of support and instruction time is unmanageable; and
- System classes for students with greater independence challenges (Dual Support Program (DSP), General Learning Program (GLP) and Developmental Disabilities Program (Semi-Integrated DDP) are not able to adequately access their learning with the limited support available through the blended model.

Ms. Houlden expressed the view that the hybrid model is resulting in an inequity of instruction and learning support for some of the highest needs students. She would like to see more support and guidance from LSS to work towards greater equity across the system. Also, additional staffing and resources are required at sites which use the hybrid model in order to ensure system class students receive equal access to qualified teacher instruction, as do regular program students.

Superintendent Symmonds responded that he and his team are aware that some classroom educators struggle with the blended model. The teaching support staff allocation at the classroom level remained the same as in years previous, despite some of those classes having fewer students from those families who had opted for a remote learning environment. The blended model has been selected by several other school boards across the province. LSS is continually increasing capacity to meet the needs of those students. He empathized with the challenge of working under a new model; however, advantages exist with transitions from remote learning back to in-person with the caring, compassionate educators with whom the students have developed relationships. He acknowledged that it will take increased capacity to continue to grow and to deliver a comprehensive program for those students.

Trustee Ellis requested that Ms. Houlden relay to her colleagues, the appreciation from trustees and senior staff for their efforts in designing a viable support system for these special education students. He noted that a recommendation to the Board could come from SEAC should additional resources be required.

Trustee Boothby reflected on the additional burden on teachers. She requested clarification on the protocol for central administration to connect with the teachers and principals to collectively decide on additional forms of support, both technological and for mental health, during the roll-out of a completely new style of instruction. Superintendent Symmonds responded that System Principals regularly connect with secondary principals to receive feedback and identify areas requiring further support. Learning Support Consultants (LSC) are tied to each of the specialized program class areas. They have organized support networks and resource libraries for the hybrid model. There is a separate LSS team that is responsible for Specialized Equipment Amount (SEA) technology. He recognized that the blended model is in the implementation phase and LSS is focusing all of their efforts into making the model a success moving forward.

In response to a query by Trustee Boothby, Superintendent Symmonds noted that LSS is preparing for a potential increase in virtual learners should families decide to switch to remote learning amid the increase in positive cases of COVID-19. Staff are exercising caution at overloading the virtual classrooms.

In response to a query by Ms. Cowin, Superintendent Symmonds committed to follow-up with Jack Donohue Public School in regards to the Learning Resource Teacher (LRT) support for special education virtual students.

Trustee Campbell sought further comment from LSS on Ms. Houlden's statement that many educators are working beyond the confines of a normal working day to accommodate the demands of a hybrid model. Superintendent Symmonds noted that some teachers are putting in extra time to support their students with special needs in the blended model. He hoped that this would not be a long term occurrence as educators gain confidence and capacity in working in this model. He noted that a Back to School in Virtual Learning Survey was sent to the entire school community, seeking input on identifying opportunities to better support students. Staff is awaiting the analysis of these results to better understand some of the common challenges. Trustee Campbell stipulated that the added imposition on staff required a timely resolution.

Ms. Allen highlighted that LSS has provided as much support as possible in the elementary special education program classes including increasing support from speech language pathologists who are visiting multiple schools and working virtually with remote learners.

Ms. Gardener stated that she was pleased that the Back to School Survey was launched. She noted that the comments Ms. Houlden put forth were aligned with feedback from elementary school teachers. She reiterated that teachers are experiencing a great amount of stress at this time and she is concerned with the mental health balance in the teaching community. Teachers are neglecting their preparatory time because there is not adequate coverage. She does not agree that there is enough funding and support in place to serve children adequately. She questioned the use of the phrase "innovate practices" in the current model of instruction when ultimately there is a requirement for more educators to assist with the workload.

Superintendent Symmonds concurred that there is a tremendous amount of stress in the education system of today and it is a challenge to develop new practices and different approaches. LSS, along with Business and Learning Technologies (B and LT) are continually creating resources to try to support educators in delivering programs for students both in the regular program and in special education programs. Itinerant Teachers of Assistive Technology (ITATs) and LSCs provide additional support. A wide variety of

professional support staff, in areas of psychology, social work or speech language pathology, is employed to help assist staff members in meeting the needs of students. Teacher innovations continue to emerge. He visited an Learning Disabilities Specialized Intervention Program (LD SIP) class where teachers are streaming the lessons for remote learners. They are awaiting Bluetooth headsets so that they can communicate seamlessly with the remote learners via Google Meet. Elementary teachers are using Google sites to support learners and finding creative ways to ensure that they are engaged and that families are well supported. He submitted that the blended model is both unique and unfamiliar and LSS is working to build capacity to spread awareness of best practice and to help people understand that there are different ways to approach instruction and make pedagogical decisions in meeting the needs of those remote learners.

A discussion ensued about the necessity to examine the data presented in the findings of the Back to School survey to determine if there is ample support to make a recommendation to the Board for additional resources.

b. Other Matters

System Principal Kessler reported that the Empower Reading Program has commenced for in-person students. There have been significant challenges as a result of the reorganization. One of the first steps was to determine the location of the Empower trained teachers and reassess training needs for the fall. Training and mentoring obligations are clearly stated in the Memorandum of Agreement with The Hospital for Sick Children in Toronto (SickKids) and monitored jointly by SickKids and the District's Empower Reading program coordinator. Some students were unable to finish the Empower program last year as a result of the provincial closure of schools. SickKids developed additional resources to provide a review for those students to help them complete the program. In response to a query by Ms. Houlden, System Principal Kessler explained that there are a number of assessment tools that SickKids provides as well as in-school assessments, should a concern be raised about the level of achievement attained in the remote learning setting. Every school that has an Empower-trained teacher has access to Sick Kids mentor coaches who are experts in helping to assess students on the need for re-teaching.

System Principal Hannah provided an update on SEA. The new SEA application process is in the roll-out phase and 37 applications have been received and processed from across the District. The process is proving to be a significantly faster way to obtain the necessary equipment. She reported that 62 of the SEA claims equipment (physical equipment) had been moved into the requesting schools. LSS is continuing to respond to schools confirming any missing SEA technology equipment. These pieces are being replenished for school sites. The ITATs have been training the students and staff in the in-person schools and with the Ottawa Carleton Virtual (OCV) schools in kindergarten to grade 12.

Trustee Ellis sought confirmation that SEA is funded by the province to provide equipment to those students identified to meet certain criteria. System Principal Hannah indicated that the definition was correct, noting the criteria is that the equipment be deemed essential for students to access the curriculum. There is an application process for both technological and claims. Equipment ranges from a standing frame to a device enabling the student to communicate with eye gaze technology.

Manager Kay reported that though there has been extensive media coverage about some of the challenges Ottawa Student Transport Authority (OSTA) is facing with respect to the yellow school bus driver shortage. The District has been fortunate in that the driver shortage has not affected small vehicle transportation at this time. OSTA is working with their providers and has been able to meet the demands of students who access specialized transportation.

Dr. Duschner acknowledged the diligence of education staff and the professionalism as they welcome back students. The educators are working hard to develop relationships with students which build trust and feelings of safety. Many students are settling well and are happy to be back at school. From a mental health perspective, she reported that LSS has been successful in recruitment for the areas of psychology and social work. The District is at a full staff complement which means that psychology and social work staff is assigned to each of the schools sites. They have been busily meeting with their schools to identify student needs and develop plans in terms of how best to support students. A challenge is the novelty of the OCV and work with the administrators is ongoing to determine virtual support. She noted that the District is concerned that there are students who are not attending school. Ways to re-engage these students are being thoroughly considered.

Superintendent Symmonds thanked the members of LSS for their updates and for the time they are investing to support the entire District. He reported that in an announcement by the Ontario Human Rights Commission (OHRC) received 7 October 2020, The Right to Read Inquiry is in the data analysis phase. Due to the disruption caused by the pandemic, the final report is planned for spring of 2021. As October is Learning Disabilities Awareness Month and Dyslexia Awareness Month, the OHRC plans to release a short video.

He noted the Back to School Survey intends to gather feedback from students, parents, guardians and staff in all modes of learning, in person or virtual. The exercise is part of PPM No. 164 that provided monitoring and evaluation parameters around the delivery of remote learning. The responses will assist the District to improve and enhance service delivery to support students and learning. The survey is open until 16 October 2020 and it is accessible from the home page of the District webpage.

7.2 Special Education Plan (Standards)

a. Transportation

Manager Kay reported that she has reviewed the requirements of the Transportation Standard and the document fulfills the requirements of the standard and is relevant to current practices in specialized and accessible transportation. OSTA provides the District's transportation services and the standard makes reference to their website, which provides the policies and procedures that govern the work that OSTA does to serve and provide transportation for the students. The Transportation Standard meets the requirements at both the federal and provincial level.

She noted one change on the second page of the standard, third paragraph reads, "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. The use of Section 23 programs will be removed as it is a dated reference.

Trustee Campbell commented that locating and sourcing the assertions in the standard may be not only useful but necessary as they no longer exist in either the procedure or policy regarding transportation, as District transportation policies is obsolete. Further clarity as to where to find the source documents and to read the statements in context may be important for parents who wish to fully understand their rights and recourse details. He advised noting explicitly that all transportation policy making authority has been delegated to OSTA. Manager Kay noted that she will research the explicit references on OSTA's website.

8. Committee Reports

8.1 Advisory Committee on Equity

A representative was unable to attend the ACE meeting on 24 September 2020.

8.2 Indigenous Education Advisory Council

As the newly-appointed Indigenous Education Advisory Council representative, Chair Nadon-Campbell plans to attend the next meeting on 22 October 2020.

8.3 Parent Involvement Committee

The representative was unable to attend the PIC meeting on 21 September 2020.

8.4 Committee of the Whole

There is a current vacancy for a Committee of the Whole representative.

8.5 Extended Day and Child Care Program

The first Extended Day and Child Care Program meeting of the 2020-2021 school year is scheduled for 12 November 2020.

8.6 Board

The representative was unable to attend the Board meeting on 22 September 2020.

9. New Business

There was no new business raised.

10. 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 8:54 p.m.

Sonia Nadon-Campbell, Chair, Special Education Advisory Committee



COMMITTEE OF THE WHOLE REPORT NO. 20-090

27 October 2020

CONSULTATION PLAN TO REVIEW POLICE INVOLVEMENT IN OCDSB SCHOOLS

Key Contact: Mary Jane Farrish, Superintendent of Instruction, ext. 8821

PURPOSE:

1. To seek approval of the proposed consultation plan to review the Policy P.043.SCO Police Involvement in Schools, that includes an overall review of the OCDSB practices, outcomes and impacts when involving police in schools.

STRATEGIC LINKS:

2. This review is aligned with the OCDSB Multi-year Strategic Plan 2019-2023 and supports the following goals of the cultures of Caring and Social Responsibility:
 - a. Remove barriers to equity of access, opportunity and outcomes;
 - b. Prioritize the dignity and well-being of students in inclusive and caring classrooms; and
 - c. Build authentic engagement with and among our communities.

The review is also aligned with the OCDSB's multi-year Indigenous, Equity and Human Rights Roadmap which calls for centering principles of human rights and equity in policies, practices and decision-making and identifying and removing disparity in outcomes. Staff will apply a human rights and equity lens to the review process.

A strategic link to the OCDSB Mental Health Strategy 2019-2022 exists in the approach to supporting mental health in a shared model of collaboration with community and home to reduce barriers to accessing culturally responsive services.

CONTEXT:

3. The OCDSB has a policy regarding police involvement in schools. The policy is linked to the Protocol to Accompany Safe Schools Policies in the City of Ottawa, which is a protocol developed by all four local school districts and the Ottawa Police Service. Responding to community concerns about police involvement in schools, the Board of Trustees passed a motion on September 22, 2020 directing a review of Policy P.043.SCO Police Involvement in Schools, including the role or

roles of the School Resource Officer (SRO). The motion asked staff to report back to the Board with a consultation plan to support the review.

KEY CONSIDERATIONS:

4. Board Motion

A. THAT the Board Review Policy P.043.SCO Police Involvement in Schools, including (i) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services and Ottawa-area school districts.

B. THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes: (i) a plan for the overall review of police involvement in OCDSB schools, with milestones; (ii) internal and external consultation plans, per Policy P.110.GOV; and (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.

5. Legislative Background

In 2000, the Ministry of Education and Ministry of Community Safety and Correctional Services (MCSCS) established the policy direction that called for school boards and police services to work together to develop police/school board protocols, so that both partners would have a clear understanding of the respective roles, procedures, and decision making authority of both police and school personnel as they relate to school safety.

In keeping with this policy direction, the Provincial Model for a Local Police/School Board Protocol was developed to identify the elements that must be included when developing a police/school board protocol or when revising an existing protocol. It sets out mandatory requirements considering relevant legislation that includes, but is not limited to:

- *Canadian Charter of Rights and Freedoms*
- *Child and Family Services Act (CFSA)*
- *Criminal Code*
- *Ontario Human Rights Code*
- *Education Act*
- *Safe Schools Act*
- *Fire Protection and Prevention Act (FPPA)*
- *Freedom of Information and Protection of Privacy Act (FIPPA)*
- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
- *Occupational Health and Safety Act (OHSA)*
- *Personal Health Information Protection Act (PHIPA)*
- *Police Services Act (PSA)*
- *Provincial Offences Act (specifically Part VI, “Young Offenders”)*
- *Victims’ Bill of Rights*
- *Youth Criminal Justice Act (YCJA)*

To operationalize this provincial direction, the Protocol to Accompany Safe Schools Policy in the City of Ottawa (the Protocol) was developed to provide

school administrators, teachers, and police officers with a procedure for police involvement in schools which is consistent in all school boards in the City of Ottawa. The OCDSB currently maintains a number of safe schools policies that make reference to police involvement in schools in alignment with the Protocol including P.043.SCO and PR.533.SCO Police Involvement in Schools, P.032.SCO and PR.521.SCO Safe Schools and PR 534 SCO - Investigation, Search And Seizure (Students).

6. Board Motion - Part A - Scope of Policy Review

The review is intended to consider the following in order to identify best practice, lessons learned and make informed recommendations for policy revision and changes to practice. Response will be disaggregated by identity, where possible to look at disparity between groups protected under the Ontario Human Rights Code:

- a. An overview of the Ministry of Education's directive in The Provincial Model for a Local Police/School Board Protocol 2015, including an assessment of the objectives and impacts, including any unintended impacts, as well as identification of mandatory and discretionary police involvement.
- b. An overview of the Protocol to Accompany Safe Schools Policies in the City of Ottawa, 2016, including an assessment of the objectives, outcomes, and impacts, including any unintended impacts as well as identification of mandatory and discretionary police involvement.
- c. A review of the OCDSB governance documents and related Acts that stipulate the Board partnership with OPS as well as identification of mandatory and discretionary police involvement.
- d. An assessment of how and when administrators are involving the police in schools, including how they utilise the School Resource Officer and the outcomes, impacts, including any unintended impacts.
- e. Recommendations for the way forward to create schools that are safer for all students and that result in equality of experiences and outcomes for Indigenous, Black, minoritized, 2SLGBTQ+, students in special education programs and/or who experience mental health challenges, students who are English language learners and students experiencing poverty.

7. Board Motion - Part B (i) Plan for Overall Review of OCDSB Involvement of Police in Schools

The review will be overseen by the Superintendent of Instruction and Safe Schools. OCDSB is committed to undertaking a consultation that is human rights-centred, trauma-informed and minimizes harm. To ensure these principles are embedded, technical oversight to the review will be provided by the arms-length Human Rights and Equity Advisor.

The design of this plan sets out a path for a review of OCDSB policy and practices for police involvement in schools and will represent a departure from the typical consultation process as it will extend beyond a policy revision. The intention of this review of OCDSB practices is to provide a report of findings intended to educate stakeholders and inform recommendations to improve and enhance safe school practices, experiences and cultures in our schools.

Although this consultation plan is separate and distinct from the current review of

the Safe Schools and School District Code of Conduct policies, we recognize the intersections that exist, and that both consultation processes will present findings that will inform our OCDSB safe schools strategic actions to improve conditions and outcomes for students and staff in schools.

The initial stages of the review includes both a literature and practice review. By beginning with a focus on the foundational documents and policies, relevant academic research and studies, as well as existing documentation of youth voices and experiences we will be able to provide pertinent, accurate, current as well as historic, information with respect to this policy and the ways that it is manifested in OCDSB programs, practices, outcomes and impacts. We understand that defining pieces of the OCDSB policy and the local Protocol, such as provincial requirements for mandatory notification of police, is a part of the review as there are different levels of knowledge, understanding and interpretation amongst school-based staff as well as community. This review will examine the ways in which the OCDSB practices both the mandatory requirements to involve police and also the discretionary engagement with, or notification of, police.

Essential elements of the literature review will be provided to internal and external stakeholders who are participating in phase 1 of the consultation process, to help them make informed inputs into the consultation process. This process is described more fully in the Consultation Plan attached. After phase 1 of the consultation process is complete, the findings of the review will be summarized in a public report that includes human rights-based recommendations for changes to policy and practice involving police in schools. The report of the findings and recommendation following phase 1 of the consultation will be presented to the steering group (outlined in section 9), Ottawa Police Service, Advisory Committees, board of trustees during a COW meeting in April 2021 and posted on the OCDSB website. This report will be shared widely with stakeholders through a media release. The revised policy will be presented to the board of trustees in September 2021. The proposed revised draft policy on police involvement in OCDSB schools will be consulted with internal and external stakeholders during Phase 2 of the consultation. This is more fully described in the Consultation Plan attached.

8. Board Motion - Part B (ii) internal and external consultation plans, per Policy P.110.GOV;

The modes of consultation, during phase 1 of the plan, will aim to create safer spaces, both public and private, that allow people who have been most impacted by the use of police in schools to come forward and share their perceptions and experiences. The identification of individuals and groups will be informed through the literature review findings and through the steering group guidance. The OCDSB will provide interpretation and translation services where needed. Facilitation of these sessions will be conducted by third parties who are experienced facilitators, and who understand human rights and equity issues including the principle of 'do no harm', and are trusted by the groups they will be facilitating. The OCDSB will engage with service providers who can provide psycho-social support to participants in order to reduce trauma.

The participant engagement part of the consultation will provide opportunities for voices from schools (students and staff), community, Advisory Committees, central equity and Indigenous networks (students and staff) and will include group and individual sessions as well as anonymized survey feedback. Consultation methods, tools and approach will be piloted at 2 schools, using group and one-on-one meetings, as well as a targeted survey tool, OCDSB will initiate direct contact with a diverse range of students and staff. Findings from the pilot sessions will inform the broader engagement activities. Students and staff in schools with priority school resource officer support will be consulted as well as the school resource officers assigned to those schools as part of the pilot phase.

Moving from the pilot phase into the broader engagement phases we hope to learn and better understand the impacts of current OCDSB policies and practices involving police in schools. Students and staff of all identities will be invited to participate. Through trusted student and staff networks including equity focal points within schools, Indigenous and Black Graduation Coaches, Coordinators of student support for First Nation, Métis and Inuit students, Multicultural Liaison Officers, Youth Outreach workers (Boys and Girls Club), Diversion Counsellors, the Student Senate and equity seeking and Indigenous staff affiliate groups, we will encourage the participation of Indigenous, Black, racialized and people who are minoritized and marginalized. The consultation will also leverage student networks such as the Rainbow Youth Network, the Black Youth Network, Original Voices as well as any other groups affiliated with racialized and minoritized students to seek their input.

In addition to students, parents, guardians, caregivers and community groups, the consultation will also engage principals, vice principals, and staff to better understand how police are used within their schools and their perceptions and experiences of how police involvement in schools impacts on them, their practices and their work with students. We will also engage with the police, including school resource officers to learn and consider their perceptions and experiences of police involvement in schools.

The anonymity of the respondents will be preserved in the report to maximize safety and encourage participation. Barriers to participation will be anticipated and addressed. Barriers connected to full participation in virtual forums are acknowledged and will create accessibility limitations for this review's engagement. We will try to overcome them by supporting costs of telephone or internet engagement if required, and supporting interpretation through the use of MLOs.

9. Board Motion - Part B (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.

To support engagement with a broad range of impacted stakeholders, a representative steering group will be appointed by the staff leads of the review. This group will guide and support the staff leading the review.

This steering group will include approximately 20 members made up of student, parent/guardian/caregiver, staff and community representatives; and ACE, IEAC, and SEAC (non-staff and non-Trustee members) representatives, and will include local experts.

To ensure that student voice is centered, efforts will be made to ensure that at least 50% of the steering group's members are students. Members of the steering group will be inclusive of First Nations, Métis, Inuit, Black, Muslim, 2SLGBTQ+, newcomers and people receiving mental health support or in special education programming.

The steering group will support the identification of sources of scholarship and study for the literature review, identification of people and groups to be consulted, review of the consultation tools. The steering group will also be consulted on, interpretation of the results of the consultation, development of the consultation's recommendations, and the revised policy draft.

Engagement with the steering group will include virtual meetings and email communication for updates and input throughout the consultation process. Updates to ACE, IEAC and SEAC will be made through their member representatives. The steering group is an informal mechanism. Quorum is not required for meetings or engagement to proceed.

RESOURCE IMPLICATIONS:

10. Facilitation of the participant forums will be conducted by third party facilitators with expertise in youth facilities and experience in and knowledge of equity and human rights work. Estimated budget for this service is \$15,000 and will come out of existing department budgets.

COMMUNICATION/CONSULTATION ISSUES:

11. Pre-consultation for the design of this consultation included discussions with Student Trustees, Liu and Chen, and current and past students in schools with priority SROs. Input was solicited from staff leads for youth equity networks, system principal for Safe Schools, the Advisory Committee for Equity, Indigenous Education Advisory Committee, human rights and equity advisors from other schools boards, and representatives of the Equity Secretariat at the Ministry of Education. The North American Center for Threat Assessment and Trauma Response's June 2020 document, Police in Schools assessment guidelines were reviewed.

The District is currently undertaking phase 2 of the consultation on P.032. Safe Schools and P.125.SCO School District Code of Conduct. The revised Safe Schools policy amalgamates a number of other policies related to the District response to misconduct by students. Staff will take under advisement any feedback from the consultation on police involvement in schools that may affect the revised Safe School policy and make necessary modifications at a later date.

In addition, school districts undergoing current reviews, or with experience of past reviews, related to police involvement in schools were consulted along with a review of resultant reports.

RECOMMENDATIONS:

THAT the proposed Consultation Plan, attached as Appendix A to Report 20-090, be approved.

Mary Jane Farrish
Superintendent of Instruction
(ext. 882)

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

APPENDICES

Appendix A - Police Involvement in Schools Consultation Plan



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

DATE:	October 27, 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	Police Involvement in Schools - Policy and Practice Review
CONTACT / PROJECT LEAD (Name, telephone, email):	Superintendent of Instruction and Safe Schools, Mary Jane Farrish
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p>To update Board Policy P.043.SCO Police Involvement in Schools in response to the following Board Motion:</p> <p>A. THAT the Board Review Policy P.043.SCO Police Involvement in Schools, including (i) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services and Ottawa-area school districts.</p> <p>B. THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes: (i) a plan for the overall review of police involvement in OCDSB schools, with milestones; (ii) internal and external consultation plans, per Policy P.110.GOV; and (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.</p>	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply)	
<input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?	
<input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?	
<input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?	
<input type="checkbox"/> Other? (Please explain)	

3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

This review is aligned with the OCDSB Multi-year Strategic Plan 2019-2023 include goals in the cultures of Caring and Social Responsibility:

- a. Remove barriers to equity of access, opportunity and outcomes
- b. Prioritize the dignity and well-being of students in inclusive and caring classrooms
- c. Build authentic engagement with and among our communities

The review is also aligned with the OCDSB's multi-year Indigenous, Equity and Human Rights Roadmap which calls for centering principles of human rights and equity in policies, practices and decision-making and identifying and removing disparity in outcomes. Staff will apply a human rights and equity lens to the review process.

A strategic link to the OCDSB Mental Health Strategy 2019-2022 exists in the approach to supporting mental health in a shared model of collaboration with community and home to reduce barriers to accessing culturally responsive services.

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

<u>OCDSB Community</u>	<u>Internal to OCDSB</u>	<u>External / Other (please identify)</u>
<input type="checkbox"/> Students	<input type="checkbox"/> Trustees	<input type="checkbox"/> Agencies/associations
<input type="checkbox"/> Parents/guardians	<input type="checkbox"/> Superintendents	<input type="checkbox"/> Community groups
<input type="checkbox"/> School council(s)	<input type="checkbox"/> Principals and/or Vice-principals	<input type="checkbox"/> General Public
<input type="checkbox"/> Ottawa Carleton Assembly of School Councils governments _____		<input type="checkbox"/> Managers <input type="checkbox"/> Other
<input type="checkbox"/> Advisory committees (Specify below) _____	<input type="checkbox"/> District staff	<input type="checkbox"/> Other
<input type="checkbox"/> Special Education Advisory Committee, etc		<input type="checkbox"/> Federations
<input type="checkbox"/> Other <input type="checkbox"/> Other: Ottawa Police Service _____		

Please describe or expand on who will be consulted and any partners in the consultation:

Students and parents from the following groups will lead this policy review: Indigenous, Black, minoritized, 2SLGBTQ+, students in special education programs and/or who have mental health needs, English language learners and students experiencing poverty.

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

Pre-consultation for the design of this consultation included discussions with Student Trustees, Liu and Chen, present and past students including students in schools with priority SROs. Input was solicited from staff leads for youth equity networks, system principal for Safe Schools, the Advisory Committee for Equity, Indigenous Education Advisory Committee, human rights and equity advisors from other school boards, and representatives of the Equity Secretariat at the Ministry of Education. In addition, school districts undergoing current reviews, or with experience of past reviews, related to police involvement in schools were consulted along with a review of resultant reports. The North American Center for Threat Assessment and Trauma Response's June 2020 document, Police in Schools: trauma informed assessment guideline, was also reviewed.

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Media advertisement (print and/or radio) | <input type="checkbox"/> School newsletter |
| <input type="checkbox"/> Letter distribution | <input type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input type="checkbox"/> School council(s) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Ottawa Carleton Assembly of School Councils | |

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

Information about the consultation will be posted to the District website, linked to school websites, included in the school council newsletter, and communicated to principals for the information of school councils. Using the IEAC, ACE, SEAC, PIC, and OCASC networks, as well as existing community partner networks, information will be provided directly to our community partners from the First Nations, Métis and Inuit communities; Black communities; Muslim communities; other racialized communities; 2SLGBTQ+ communities; English language learners and communities representing students with special education profiles. To mobilize participation of students, and in particular students who identify as First Nations, Métis and Inuit communities; Black communities; Muslim communities; other racialized communities; 2SLGBTQ+ communities; English

language learners and communities representing students with special education profiles, information will be sent out through existing networks and clubs as well as the Student Senate.

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Focus groups | <input type="checkbox"/> Ottawa Carleton Assembly of School Councils |
| <input type="checkbox"/> Interviews | <input type="checkbox"/> Public meetings (Virtual) |
| <input type="checkbox"/> Mail-out or email circulation | <input type="checkbox"/> Survey / questionnaire |
| <input type="checkbox"/> Open houses / workshops / cafes | <input type="checkbox"/> Web-based notice / Web-based comments |
| <input type="checkbox"/> School council(s) | <input type="checkbox"/> Other |

Please describe:

Thoughtexchange for staff and general public, facilitated group discussions, email account, website.

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation

TARGETED DATE FOR FINAL DECISION:

September 14, 2021

**PROJECTED
DATE(S)**

ACTIVITY/MILESTONE

NOTES**

PHASE I

**November-
December
2020**

- Appoint Steering Group
- Share the findings of the Literature Review with the Steering Group to:
 - guide the design of the survey/interview/discussion questions
 - provide insight into groups to be reached out for the consultation

- Steering Group will be representative of the diverse student population and include representatives from groups protected by the Ontario *Human Rights Code*
- Staff will also engage with OPS and organizations who have experience in providing youth services and access to appropriate evidence/testimonials from

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required.

Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

		students in OCDSB schools
January 2021	<ul style="list-style-type: none"> • Finalize questions to be used for facilitated group discussions and survey • Reach out to the groups identified by the Steering Group to schedule meetings • Pilot with 2 schools (one priority SRO school and one non-priority SRO school) to test the survey tool and the facilitated group discussions 	<ul style="list-style-type: none"> • Questions should assess how and when administrators are involving the police in schools, including how they utilise the School Resource Officer and the outcomes, impacts, including any unintended impacts • Questions should seek recommendations for the way forward to create schools that are safer for all students
February-March 2021	<ul style="list-style-type: none"> • One-on-one key informant interviews and/or survey with students, staff, administrators and police • Facilitated group discussions with equity seeking groups; students, staff, and community groups • Virtual public consultation meetings • ThoughtExchange with parents/guardians, students and staff to solicit their feedback on the School Resource Officer support 	<ul style="list-style-type: none"> • Input from the steering group will be sought to modify or adjust the process, as appropriate • A safe space will be provided to participants to express the impacts of the current Policy on their lives
PHASE II		
March - April 2021	<ul style="list-style-type: none"> • Analysis of stakeholders input • Findings report to be submitted to COW (April 13) • Report to Board on April 27 • Draft revised Policy 	<ul style="list-style-type: none"> • Steering Group will help interpret results of the consultation, be consulted on the findings and recommendations and provide input into the draft policy • Engage with OPS
April – May 2021	<ul style="list-style-type: none"> • Share the revised draft policy with the Steering Group and participants of Phase 1 of the consultations • Share the revised draft policy with the advisory committees to Board <ul style="list-style-type: none"> ○ ACE by email prior to joining their meeting (April 29) ○ SEAC by email prior to joining their meeting (May 5) ○ PIC by email prior to joining their meeting (May 12) 	<ul style="list-style-type: none"> • Revised policy will be shared through multiple mediums - electronic (email), virtual opportunities, through school and central networks in addition to the Advisory Meetings

	<ul style="list-style-type: none"> ○ IEAC by email prior to joining their meeting (May 13) ○ OCASC by email prior to joining their meeting 	
June – August 2021	<ul style="list-style-type: none"> ● Finalize revisions to OCDSB Police Involvement in Schools policy based on stakeholders' feedback 	
September 14, 2021	<ul style="list-style-type: none"> ● Presentation of final policy to COW 	

**In filling out this chart, please note:

- the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session;
- any constraints such as necessary deadlines, availability of stakeholders; and
- the timelines for communicating the outcome/related decisions reached to those consulted.

9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

☐ Email circulation
 ☐ School / principal communications / newsletter
☐ Letter distribution
 ☐ Website (schools and/or OCDSB sites)
☐ Letter of Transmittal to committee/Board
 ☐ Media reports
☐ Other

Please describe:

The Ottawa Police Service will initially be engaged during the development of the preliminary findings and recommendations in Phase 1. The findings and recommendations of the draft report will be shared with the Police prior to presentation to COW in April 2021. The finalized report will be posted on the OCDSB website, and shared widely with stakeholders through a targeted media outreach strategy.

Revised policy will be communicated out as per activities listed in section 8.

The approved policy will be shared with key groups consulted during Phase 1 and Phase 2 electronically and an opportunity to participate in a virtual meeting.

OTHER

10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, interpretation, translation, materials):

Facilitation costs = \$15,000

Advertising and other communication costs will be covered within the existing budgets.

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

Engage with a select number of the participants, as well as with the Steering Group members, to gather feedback on consultation methods used, satisfaction with the process, and outcome/result of the consultation process. We will ask what they liked about the process and how it can be improved.

Appendix A to Report 20-090



MEMORANDUM

Memo No. 20-137

TO: Trustees
Student Trustees
Special Education Advisory Committee

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

DATE: 16 October 2020

RE: **Location of Specialized Program Classes**

In response to a request from the Special Education Advisory Committee (SEAC), to provide the current locations of all specialized program class in the District including the geographic zone, grade configuration and language of instruction, please find attached Appendix A; Location of Specialized Program Classes. Please note that the language of instruction is English for all specialized program classes with the exception of Gifted and Learning Disabilities Specialized Intervention Program (LD SIP) – Integration where both English and French Immersion are offered.

The number and location of specialized program classes are reviewed annually and are subject to change.

If you have any questions or concerns, please contact Stacey Kay at stacey.kay@ocdsb.ca

Attach.

cc Senior Staff
Manager Board Services
Corporate Records

Elementary Specialized Program Class Locations 2020-2021											
Autism Spectrum Disorder (ASD)							Behaviour Intervention Program (BIP)				
Location	# of Classes	Gr	Geo Zone	Location	# of Classes	Gr	Geo Zone	Location	# of Classes	Gr	Geo Zone
Agincourt	2	p/j/i	W	Queen Elizabeth	2	k/p/j/i	E	Bells Corners	1	p/j	W
Arch Street	1	p	E	Regina	2	k/p/j	W	Blossom Park	1	j	E
Barrhaven	1	p/j	S	Sir Winston Church	2	k/p/j	W	Bridlewood	1	p/j	FW
Cedarview	1	i	S	South March	2	p/j	FW	Broadview	1	i	W
Featherston	4	p/j/i	E	Summerside	3	k/p/j/i	FE	Glen Cairn	1	i	FW
Fielding Drive	2	j/i	E	Woodroffe Ave.	3	p/j/i	W	Henry Larsen	1	j	FE
First Ave.	2	p	W					Henry Munro	1	j/i	E
Greely	1	k/p	S					Hopewell	1	j/i	W
Hawthorne	1	p/j	E					Jockvale	1	j	S
Knoxdale	1	k/p	W					Sir Winston Churchill	1	p/j	W
Jack Donohue	1	i	FW					Steve Maclean	1	j	S
Mary Honeywell	4	p/j	S					Vimy Ridge	1	j/i	S
Total = 35								Total = 12			

Deaf and Hard of Hearing (DHH)				Developmental Disability (DD)				Dual Support Program (DSP)			
Location	# of Classes	Gr	Geo Zone	Location	# of Classes	Gr	Geo Zone	Location	# of Classes	Gr	Geo Zone
Vincent Massey	1	p/j/i	E	Adrienne Clarkson	1	p/j	S	D. Roy Kennedy	1	j/i	W
				Bell Intermediate	1	i	W	Terry Fox	1	j/i	FE
				Charles H Hulse	1	p/j/i	E	Vincent Massey	1	j/i	E
				Clifford Bowey	13	k/p/j/i/s	E				
				Connaught	1	p/j	W				
				Crystal Bay	12	k/p/j/i/s	W				
				Maple Ridge	1	p/j/i	FE				
				Pinecrest	1	j	W				
				Queen Elizabeth	1	j/i	E				
				Roberta Bondar	1	j/i	E				
				W.O. Mitchell	2	p/j/i	FW				
Total = 1				Total = 35				Total = 3			

General Learning Program (GLP)				Gifted				Learning Disabilities Specialized Intervention Program (LD SiP)			
Location	# of Classes	Gr	Geo Zone	Location	# of Classes	Gr	Lang Zone	Location	# of Classes	Gr	Geo Zone
Adrienne Clarkson	1	j	S	Bell Intermediate	2	i	EFI W	Alta Vista	2	j/i	E
Bell Intermediate	1	i	W	Broadview	2	i	EFI/ENG W	Broadview	2	j/i	W
Blossom Park	1	i	E	Cedarview	1	i	ENG S	D. Roy Kennedy	2	j/i	W
Fielding Drive	1	j	E	First Avenue	1	j	ENG W	Fallingbrook	2	j/i	FE
Fisher Park	1	i	W	Glashan	1	i	ENG W	Katimavik	2	j/i	FW
Glashan	1	i	W	Goulbourn	1	i	ENG S	Queen Elizabeth	2	j/i	E
Goulbourn	1	i	S	Knoxdale	1	j	EFI W	Vimy Ridge	2	j/i	S
Hilson	1	j	W	OC Virtual	1	i	ENG				
Katimavik	1	j	FW	Roch Carrier	2	p/j	ENG FW				
Queen Mary	1	j	E	Vincent Massey	2	j/i	EFI E				
Trillium	2	j/i	FE								
W.E. Gowling	1	j	W								
Total = 13				Total = 14				Total = 14			

Elementary Specialized Program Class Locations 2020-2021 Cont'd											
Language Learning Disability (LLD)				Primary Special Needs (PSN)				Physical Support Program (PSP)			
Location	# of Classes	Gr	Geo Zone	Location	# of Classes	Gr	Geo Zone	Location	# of Classes	Gr	Geo Zone
Bells Corners	2	p/j	W	Arch Street	1	p	E	Centennial	2	p/j/i	W
Cambridge	1	j	W	Barrhaven	1	p	S				
Carleton Heights	1	p	W	Briargreen	1	p	W				
Castlefrank	1	p	FW	Bridlewood	1	p	FW				
Centennial	1	p	W	Forest Valley	1	p	FE				
Dunlop	1	p	E	General Vanier	1	p	E				
Hilson Ave.	1	j	W	Knoxdale	1	p	W				
Manotick	1	p	S	Lady Evelyn	1	p	W				
Orleans Wood	1	p	FE	Robert Bateman	1	p	E				
Riverview	1	p	E	Queen Mary	1	p	E				
				W.E. Gowling	1	p	W				
Total = 11				Total = 11				Total = 2			

Elementary Total Spec. Ed. Classes = 151

Language of Instruction is English for all specialized program classes except Gifted and the integration portion of the LD SIP that are offered in both English and French Immersion.

Grades (Gr)

Kindergarten = K, year 1, year 2

Primary = P, Grades 1 to 3

Junior = J, Grades 4 to 6

Intermediate = I, Grades 7 to 8

Geographic Zones (Geo Zone)

Far West = FW

West = W

South = S

East = E

Far East = FE

Secondary Specialized Program Class Locations 2020-2021								
Autism Spectrum Disorder Secondary Credit Support Program (ASDSCSP)			Autism Spectrum Disorder (ASD)			Behaviour Intervention Program (BIP)		
Location	# of Sections	Geo Zone	Location	# of Sections	Geo Zone	Location	Sections	Geo Zone
Brookfield	16	E	A.Y. Jackson	16	FW	Canterbury	8	E
Hillcrest	16	E	Cairine Wilson	8	FE	Hillcrest HS	8	E
			Gloucester	16	E	Nepean	8	W
			Longfields	32	S	OTSS	16	E
			OTSS	32	E	Sir Guy C.	16	W
			Sir Robert Borden	24	W			
Total = 32 sections			Total = 128 sections			Total = 56 sections		

Deaf and Hard of Hearing (DHH)			Developmental Disability (DD)			Dual Support Program (DSP)		
Location	# of Sections	Geo Zone	Location	# of Sections	Geo Zone	Location	# of Sections	Geo Zone
Woodroffe HS	8	W	Bell HS	16	W	Lisgar	8	W
			Cairine Wilson	16	FE	Osgoode Twp HS	8	S
			Earl of March	16	FW	Sir Wilfrid Laurier	8	FE
			Glebe	8	W	South Carleton	8	FW
			Gloucester	16	E	Woodroffe HS	8	W
			Hillcrest	8	E			
			Ridgemont	16	E			
Total = 8 sections			Total = 96 sections			Total = 40 sections		

General Learning Program (GLP)			Gifted				Learning Disability Program (LDP)		
Location	# of Sections	Geo Zone	Location	# of straight Sections ¹	# of split Sections ²	Lang	Geo Zone	Location	# of Sections
OTSS	40	E	Bell HS	7	56	ENG/FI	W	Brookfield	34
OTSS - Storefront	8	E	Glebe	0	21	FI	W	Gloucester	18
Sir Guy Carleton	48	W	Lisgar	26	8	ENG	W	Sir Robert Borden	22
Woodroffe HS	24	W	Merivale ³	0	3	ENG	W		
Total = 120 sections			Total = 33 sections				Total = 74 sections		

Physical Support Program (PSP)		
Location	# of Sections	Geo Zone
Canterbury	8	E
OTSS	8	E
Sir Guy Carleton	8	W
Total = 24 sections		

Secondary Total special education classes counted by sections = 611 sections (divided by 8 = 76.00). A rough equivalent to classes as they are traditionally understood.

¹Straight Sections - gifted only

²Split Sections - gifted/university

³Merivale High School Gifted Specialized Program Class will be phased out effective June 2021.

Geographic Zones (Geo Zone)

Far West = FW

West = W

South = S

East = E

Far East = FE



MEMORANDUM

Memo No. 20-139

TO: Special Education Advisory Committee

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

DATE: 30 October 2020

RE: **Special Education Plan 2020-2021 – SEAC Revision and Consultation Process**

The purpose of this memorandum is to provide the Ottawa-Carleton District School Board's Special Education Advisory Committee (SEAC) with an overview of the revision and consultation process for the Special Education Plan for 2020-2021. Policy P.019.GOV - Special Education Advisory Committee Section 3.1b states that SEAC shall "participate in the Board's annual review of its Special Education Plan". Over the past three years, a significant review of each section of the plan has been undertaken. Each reviewed section was drafted in consultation with the feedback and information provided by the SEAC.

Moving forward, we propose that each section of the plan continue to be reviewed by all members of the SEAC. In order to meet our review process timelines this year, we began to review and consult on a selection of sections of the plan at the 4 October 2020 SEAC Meeting. The following selection of sections will be discussed at the following meetings:

4 November 2020	Special Education Staff and The Identification , Placement, and Review Committee (IPRC) Process and Appeals.
9 December 2020	The Board's Special Education Advisory Committee, Individual Education Plans (IEPs), Equipment.
6 January 2021	The OCDSB General Model for Special Education and Staff Development.
3 February 2021	Early Identification Procedures / Intervention Strategies and Educational and Other Assessments.

The remaining sections of the plan will be reviewed independently by each member of the SEAC. Feedback or questions on the remaining sections would be requested by **1 March 2021** and should be directed to System Principal of Learning Support Services,

Amy Hannah at amy.hannah@ocdsb.ca . In many of the sections suggested for independent review, the content is status quo or prescribed by the Ministry of Education. There will be an opportunity at the 3 March 2021 SEAC meeting to address any outstanding questions or comments for the Special Education Plan 2020-2021. The sections to be reviewed independently are as follows:

- Specialized Health Support Services in School Setting;
- Provincial and Demonstration Schools in Ontario;
- Accessibility of School Buildings;
- Roles and Responsibilities;
- Categories and Definitions of Exceptionalities;
- The Board's Consultation Process;
- Coordination of Services with Other Ministries or Agencies; and
- Special Education Placements provided by the OCDSB.

The voice, input and expertise of the SEAC is an integral component of the Special Education Plan annual consultation process. We are committed to continuing to ensure that the plan is accessible and effective for our parent / caregivers and community. We look forward to our continued collaboration to refine and update our Special Education Plan for 2020-2021.

If you have any questions or concerns, please contact Peter Symmonds at peter.symmonds@ocdsb.ca

cc Senior Staff
 Manager Board Services
 Corporate Records



Special Education Staff

Purpose of the Standard

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

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





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





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

A. District Level Support

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

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

District Level Staff Roles / Descriptions

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

- Administrative and support personnel
- Brailist





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

Braillist

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

Itinerant Teachers of Assistive Technology

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

Itinerant Teacher Autism

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





Applied Behaviour Analysis (ABA) Coordinator

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

Board Certified Behaviour Analyst (BCBA)

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

Itinerant Teachers of Blind/Low Vision

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





Itinerant Teachers of the Deaf/Hard of Hearing

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

Learning Support Consultants (K to 12)

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

District Level Central Teams

The Assistive Technology Team

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

The Autism Spectrum Disorder Team/ Developmental Disability Support Team

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





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

The Behaviour Support Team / Social-Emotional Learning Teachers

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

The Early Learning Team

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

The Gifted Support Team

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

Itinerant Educational Assistants (IEA)

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





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

Psychology Professional Staff

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

Social Work Professional Staff

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





Speech-Language Pathology

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

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

Tragic Events Response Team

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

Urgent Care Team

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

B. School Level Support

The following supports are available within schools:

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





School Level Staff Roles and Descriptions

School Principal

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

Classroom Teacher

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

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

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





Specialized Program Classroom Teacher

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

Educational Assistant

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

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

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

Early Childhood Educator (ECE)

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

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





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

Purpose of the Standard

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

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

What is an IPRC?

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

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

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

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

The purpose of the IPRC is:

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





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

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

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

Prior to an IPRC Meeting

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

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

What is considered in an IPRC placement decision?

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

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





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

Initial IPRC Meeting and Review IPRC Meeting

Initial IPRC Meeting Overview

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

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

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

Annual Review IPRC Meeting/Process

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





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

Parent / Guardian Request for a Review

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

IPRC Statement of Decision

The IPRC Statement of Decision includes the following information:

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

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

Superintendency Based (SB) IPRC Meeting

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

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

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





For most referrals to specialized program classes:

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

The IPRC Appeal Process

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

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

This request will be directed to:

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

Appeal Board Membership

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

- a) one member selected by the OCDSB





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

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

Role of the Appeal Board

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

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

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

Appeals, Tribunals, Mediations

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





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

School Year	Special Education Appeal Board	Ontario Special Education Tribunal	Mediation Processes
2019-2020	1	0	0
2018-2019	0	0	0
2017-2018	0	0	0





POLICY P.019.GOV
TITLE: SPECIAL EDUCATION ADVISORY COMMITTEE

Date issued: 29 May 2006
Last revised: 23 April 2019
Authorization: Board: 29 May 2006

1.0 OBJECTIVE

To establish a Special Education Advisory Committee (SEAC) as required by the *Education Act* and Ontario Regulation 464/97.

2.0 DEFINITIONS

In this policy,

- 2.1 **Local association** means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults (Ontario Regulation 464/97, Section 1).
- 2.2 **Additional members** means members who are neither representatives of a local association nor members of the board or another committee of the board (Ontario Regulation 464/97, Section 2(5)).

3.0 POLICY
Terms of Reference

- 3.1 The Special Education Advisory Committee shall:
- a) make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional pupils of the Board;
 - b) participate in the Board's annual review of its Special Education Plan;
 - c) participate in the Board's annual budget process as it relates to Special Education; and
 - d) review the Board's financial statements related to Special Education.

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 The Board shall appoint three trustees to the Special Education Advisory Committee.
- 4.2 A representative and alternate member nominated by each of the following associations and organizations shall be appointed by the Board for the duration of the term of the Board:
- a) the following local associations (a maximum of 12 may be selected under Ontario Regulation 464/97 in accordance with Section 2 (1) and (2)):
 - (i) Association for Bright Children, Ottawa Region Chapter (ABC)
 - (ii) Down Syndrome Association, National Capital Region (DSA)
 - (iii) Learning Disabilities Association of Ottawa-Carleton (LDAO-C)
 - (iv) Ontario Association for Families of Children with Communication Disorders (OAFCCD)
 - (v) Autism Ontario, Ottawa Chapter
 - (vi) Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD)
 - (vii) VOICE for Hearing Impaired Children (VOICE)
 - (viii) Easter Seals Ontario
 - (ix) VIEWS for the Visually Impaired
 - b) the following additional association (that is, under Ontario Regulation 464/97 Section 2 (5), "one or more additional members who are neither representatives of a local association nor members of the Board or another Committee of the Board"):
 - (i) Ottawa-Carleton Assembly of School Councils (OCASC)
- 4.3 Upon the recommendation of a committee consisting of trustees, the Board shall appoint up to three community representatives for the duration of the term of the Board.
- 4.4 All members and alternates of the Committee must be eligible to vote for the members of the Board, be resident to the jurisdiction of the Board, and not be employees of the Board.
- 4.5 If a member is absent for three consecutive regular meetings without prior authorization by resolution, the member relinquishes his/her seat.
- 4.6 If a member association is without representation for six months, the association will lose its membership on the Committee. An association which has relinquished its membership in this manner may reapply at a later date, if there is renewed interest.
- 4.7 Vacancies on the Committee shall be filled upon approval by the Board of an eligible candidate nominated by the association.
- 4.8 In the event of a community representative vacancy during the four year term, the Board shall reconsider a community representative application(s) who interviewed during the most recent selection process for community representatives.

- 4.9 If both the representative and the alternate of a member organization are present, only the representative may participate in the meeting and vote.
- 4.10 In addition to the membership appointed under paragraphs 4.1 to 4.3, the Committee shall include a non-voting representative from each of the following groups:
- a) Council for Exceptional Children
 - b) Ottawa-Carleton Elementary Teachers' Federation
 - c) Ontario Secondary School Teachers' Federation
 - d) Professional Student Services Personnel
 - e) Ottawa-Carleton Secondary School Administrators' Network
 - f) Ottawa-Carleton Elementary Operations Committee
 - g) Ontario Secondary School Teachers' Federation -Educational Assistants

Non-voting representatives may participate in the discussion, but may not make or vote on motions.

Quorum

- 4.11 Quorum shall be the majority of the appointed members.

Reporting Procedure

- 4.12 The Special Education Advisory Committee shall normally report to the Board through the Committee of the Whole. Notwithstanding this reporting structure, the Committee of the Whole may review and comment on the reports and/or any recommendations from the Special Education Advisory Committee, but cannot alter the recommendations or reports.

In addition, the Special Education Advisory Committee may send a report with recommendations directly to the Board or to the Committee of the Whole Budget where the normal reporting procedures would not allow for timely consideration of the recommendations by the Board.

- 4.13 The Special Education Advisory Committee shall have the right to appoint a non-voting representative to the Committee of the Whole and the Committee of the Whole, Budget.

Meetings

- 4.14 Where SEAC has an appointed representative on a committee, it is expected that SEAC will participate in discussion on an issue through their representative during deliberation on the item and shall not appear before the committee as a delegation or as a public questioner.
- 4.15 The Special Education Advisory Committee shall meet at least ten times during the school year.

- 4.16 A notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting.

5.0 REFERENCE DOCUMENTS

Education Act, 1998, § 57

Ontario Regulation 464/97

Board By-laws and Standing Rules: Standing, Special Purpose and Ad Hoc Committees

Policy P.010.GOV: Community Involvement on Board Standing Committees

PR 538 GOV: Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee