

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, December 9, 2020, 7:00 pm
Zoom Meeting

Pages

1.	Call to Order	
2.	Approval of the Agenda	
3.	Matters for Action	
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	<i>To be distributed</i>	

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8. Committee Reports

8.1. Indigenous Education Advisory Committee

8.2. Advisory Committee on Equity

8.3. Parent Involvement Committee

8.4. Advisory Committee on Extended Day and Child Care Program

8.5. Committee of the Whole

8.6. Board

9. New Business

9.1. Forward Agenda Planning

10. Adjournment



OTTAWA-CARLETON DISTRICT SCHOOL BOARD

BY-LAWS AND STANDING RULES

APPROVED: 17 December 1997
REVISED: 26 May 2004
REVISED: 14 November 2006
REVISED: 09 June 2009
REVISED: 08 February 2011
REVISED: 25 June 2012 (ANNEX 6 ONLY)
REVISED: 28 January 2014
REVISED: November 2018

BY-LAWS AND STANDING RULES

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BY-LAWS AND STANDING RULES

PREAMBLE

The Board of Trustees is elected by constituents to govern the affairs of the Ottawa-Carleton District School Board. The Board recognizes the importance of by-laws and standing rules to govern the conduct of meetings and establishes these rules in support of its governance commitments:

- (a) The Board recognizes that it is bound by all applicable laws.
- (b) The Board is committed to providing leadership and good governance to benefit public education, and is mindful of the impact of its decisions on individual communities and society at large.
- (c) The Board shall focus decision-making on the educational outcomes of student achievement and well-being, and support programs and services that seek to provide equity of access and successful outcomes for all students.
- (d) The Board shall maintain a strategic focus on the work of the District and shall govern with long term vision.
- (e) The Board is committed to transparency, ensuring compliance with legislative requirements and making every reasonable effort to hold all deliberations, debate and decision-making in public.
- (f) The Board is committed to ensuring an effective Board culture of collaboration, respect, trust, candour and open expression of diverse and divergent viewpoints.
- (g) The Board shall render all decisions with integrity, based on available facts, and in the best interests of the entire district without undue influence from individuals or special interest groups.
- (h) The Board shall engage in board professional development to increase the collective capacity of the Board as a whole.
- (i) The Board recognizes that there is a division of responsibility between the Board and the Director of Education as the Chief Executive Officer.

BEING the rules governing the establishment and composition of the Board under the *Education Act of Ontario*, and regulations made thereunder, which rules shall apply to the structure and proceedings of the Board from 1 January 1998, unless or until amended by resolution of the Board.

1.0 INTERPRETATION

In these by-laws and standing rules:

- 1.1. **Appeal for an Improvement to the Physical Environment** means an appeal on a matter raised by a member during a meeting with respect to physical conditions which are interfering with the efficient conduct of the meeting or the member's ability to participate in the meeting, for example seating, hearing, lighting, heating, etc. [ref. K&K p. 214, § 187];
- 1.2. **Board** means the Board of Trustees of the Ottawa-Carleton District School Board;
- 1.3. **Chair** means the Chairperson of the Board;
- 1.4. **Committee Chair** means the Chairperson of a standing, statutory, ad hoc or other special purpose committee;
- 1.5. **Consent Agenda** means the portion of the agenda where items may be approved by the Board without debate;
- 1.6. **Director** means the Director of Education/Secretary of the Board and Chief Executive Officer;
- 1.7. **District** means the Ottawa-Carleton District School Board;
- 1.8. **Member** means an elected or appointed member of the Ottawa-Carleton District School Board including the Chair;
- 1.9. **Minutes** mean a record of proceedings of a meeting of the Board of Trustees, duly confirmed by the Board, and signed by the Chair or presiding member;
- 1.10. **Minute Book** means a collection of records of proceedings of every meeting of the Board of Trustees, duly confirmed by the Board, and signed by the Chair or presiding member;
- 1.11. **Notice** includes Saturday, Sunday, and statutory holidays;
- 1.12. **Point of Order** means a question by a member on any matter then before the Board as to whether the matter is in order;
- 1.13. **Point of Personal Privilege** means an appeal by a member during a meeting with respect to comments made by the previous speaker on the rights and reputation of the Board collectively, or which reflect on the position and conduct of individual members in their representative character;

- 1.14. **Property of the Board** means buildings and sites, moveable property including furniture and equipment, documents, financial assets, and information resources;
- 1.15. **Secretary** means the Secretary of the Board, and may also mean an Assistant Secretary of the Board if the Director delegates part of his or her duties as Secretary to an Assistant Secretary;
- 1.16. **Student Trustee** means a student representative elected by the Student Senate and Students' President Council to represent the interest of students on the Board;
- 1.17. **Treasurer** means the Treasurer of the Board, or the Chief Financial Officer, and may also mean an Assistant Treasurer of the Board if the Director is also Treasurer and delegates part of his or her duties as Treasurer to an Assistant Treasurer;
- 1.18. **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*; and
- 1.19. **Vice-Chair** means the Vice-Chairperson of the Board.

2.0 NAME

- 2.1. The official name of the corporation shall be The Ottawa-Carleton District School Board (as confirmed by Ontario Regulation 185/97 issued under the *Education Act*).

3.0 HEADQUARTERS

- 3.1 The headquarters of the Board shall be located at 133 Greenbank Rd., Ottawa, Ontario.

4.0 SEAL AND SYMBOL

- 4.1 The corporate seal and the official corporate logo shall be in such form as approved by the Board, provided that the seal shall bear the full official name of the corporation.

5.0 BOARD OF TRUSTEES

- 5.1 The affairs of the corporation shall be governed by an elected Board of Trustees consisting of twelve members elected in accordance with the Ontario *Municipal Elections Act* or as may otherwise be prescribed in Ontario Regulations made under the *Education Act*.
- 5.2 The Board shall have two student trustees elected annually by the student body, who shall share in attending Board meetings to represent students in a non-voting capacity in accordance with Board Policy P.017 GOV; Student Trustees.

6.0 DUTIES OF OFFICERS

Officers of the Corporation

6.1 The officers of the corporation shall be:

- (a) The Chair;
- (b) The Vice-Chair;
- (c) The Director/Secretary; and
- (d) The Treasurer;

except that where the Director appoints an Assistant Secretary, the Assistant Secretary shall be an officer; and, where the Director is also Treasurer, the Assistant Treasurer shall be an officer.

Duties of the Chair

6.2 The Chair shall:

- (a) in consultation with the Director, prepare and approve the agenda for all regular, special or extraordinary meetings of the Board and Committee of the Whole;
- (b) call the meetings of the Board to order having established that quorum is present, and preside thereat; and
- (c) sign such corporate documents as require the signature of the Chair.

Duties of the Vice-Chair

6.3 The Vice-Chair shall:

- (a) fulfill the duties of Chair when the Chair is temporarily absent or otherwise unable to perform the duties of office; and
- (b) preside at meetings of the Committee of the Whole and meetings of the Board in camera.

Duties of the Director/Secretary

6.4 The Director/Secretary shall:

- (a) collaborate with the Chair in the preparation of agendas for meetings of the Board and ensure the preparation of timely and accurate staff reports as may be required;
- (b) render such advice and assistance to the Chair and members as may be required during meetings;
- (c) ensure that the decisions and the policies of the Board are implemented;

- (d) be responsible for circulating notices, agendas and reports, and minutes of meetings to the Board and others who are entitled to receive such materials;
- (e) ensure that accurate minutes are prepared of all Board meetings, and that the minutes, when confirmed, are signed by the Chair or presiding member and are safeguarded in a Minute Book provided for that purpose; and
- (f) produce the Minute Book at any reasonable time during normal business hours to anyone entitled to see the Minute Book.

Duties of the Treasurer

6.5 The Treasurer shall:

- (a) receive and account for all money of the Board, and deposit all money received on account of the Board into a bank account or accounts opened in the name of the Board in such place of deposit as may be approved by the Board;
- (b) disburse all money as directed by the Board in accordance with the annual budget plan or by other resolutions or directions;
- (c) prepare and submit to the Board or a Committee or Committees of the Board such financial reports as the Board may direct by policy or by resolution; and
- (d) produce, when required by the Board, the auditors, or other competent authority, all papers and money in the Treasurer's possession, power or control belonging to the Board.

7.0 SIGNING OFFICERS

- 7.1 The Board may, by resolution or in policy, appoint any officer, officers or other persons to sign contracts, documents or instruments in writing generally, or to sign any specific contract, document or instruments, or class thereof; may amend or repeal such signing authority from time to time by resolution; and attach such conditions to signing authority as it deems appropriate.

8.0 MEETINGS OF THE BOARD

Location

- 8.1 The meetings of the Board shall be held at the headquarters of the Board, unless otherwise determined by resolution of the Board, or by the Chair of the Board with the consent in writing, by electronic means or by voice, of a majority of Board members.

Organizational Meeting

- 8.2 (a) Annually, the Board shall hold a meeting in the first week of December which shall be known as the organizational meeting.

- (b) The organizational meeting of the Board shall be held on such date and at such time as agreed by a majority of Board members, as prescribed in legislation or by regulation.
- (c) At the appointed hour, the Director shall call the meeting to order and, in the year following a municipal election, shall read into the record the official returns from the designated municipal election officer, whereupon the elected members shall take their places and subscribe to declarations of office and oaths of allegiance as prescribed in legislation. The Director shall preside until a Chair has been elected.

Election or Appointment of Members

- 8.3
- (a) The Director shall appoint such assistants to conduct the election as necessary, but no fewer than two.
 - (b) The Board shall proceed to elect the following in order and by separate elections:
 - i. Chair of the Board;
 - ii. Vice-Chair of the Board;
 - iii. Chairs of Standing Committees (if required); and
 - iv. Chair of Committee of the Whole Budget.
 - (c) The Board shall then proceed to elect or appoint members or other persons to such standing, statutory, ad hoc, special purpose, or other committees as have been established, and its representatives to other organizations and agencies. Where it has been determined that selection to committee membership or as Board representative is by means of election, the procedure outlined in 8.3 (d) shall be followed.
 - (d) Nominations shall be received from the floor and shall be seconded. A member may move or second his or her own nomination. In the event a member nominated for office is not present, the nominator or nominators shall satisfy the presiding officer that the member's consent to nomination has been obtained. The vote shall take place by closed ballot.
 - (e) Election shall require a majority of valid votes cast. If no member receives a clear majority, a second ballot shall be held. Should no member receive a clear majority on the second ballot, the name of the person receiving the fewest votes shall be dropped from the ballot and the members shall vote anew and so continue until a member receives a majority vote. The Director shall announce the results of the vote for the election of the Chair, but shall not declare the count. The Chair shall announce the results of the votes for all subsequent offices, but shall not declare the count.
 - (f) Where during an election a tie vote occurs, a second ballot shall be held between or amongst the members involved in the tie, to break the tie. If a vote results

again in a tie, the members involved shall draw cards to determine the results, using Bridge Convention to determine ranking of cards.

- (g) To ensure continuity of the work of an ad hoc committee, the trustee membership of any ad hoc committee that has not completed its mandate as of the date of the Board's annual organizational meeting shall remain the same until the mandate of the committee has been completed, with the proviso that trustee members shall be replaced at the time of the annual Board organizational meeting if:
 - i. the basis for their membership in the ad hoc committee changes as a result of the election or appointment of the Chair or Vice-Chair of the Board and Chairs of Standing Committees, thereby creating a vacancy among the non-ex *officio* trustee members, or
 - ii. a member tenders his or her resignation from the ad hoc committee as of the date of the annual Board organizational meeting.

Notwithstanding the principle of continuity noted herein, the appointment of members to an ad hoc committee must be confirmed by the newly elected board at the start of a new term of office.

- (h) By resolution of the Board, all ballots shall be destroyed after the elections have been completed and the results declared.
- (i) If a vacancy should arise in any of the above offices during the course of the term of office, the Board shall elect another member to fulfill the unexpired term in the manner set out above.

Regular Meetings

- 8.4 (a) Unless otherwise directed by resolution of the Board, the regular meetings of the Board shall normally be held on the fourth Tuesday of each month, except for the months of July and August where regular meetings of the Board shall be held at the call of the Chair as required, or as pre-determined by resolution of the Board. Meetings shall regularly be scheduled to commence at 6:30 p.m. for an in camera session, and at 7:30 p.m. for an open public session. Where a meeting would fall on a recognized statutory holiday, it shall normally be held on the closest available date.
- (b) The times and sequencing of Board meetings may be varied in advance of the meeting by the Chair, provided always that each member shall be notified of such change 48 hours in advance of the meeting.
- (c) The Secretary shall notify each member of regular meetings of the Board, by written notice delivered to his or her residence and/or by electronic mail, at least 48 hours in advance of the meeting, together with the agenda for such meeting and, insofar as is practicable, all reports and other written documentation to be considered thereat.

Special Meetings

- 8.5 (a) Special meetings of the Board shall be held at the call of the Chair, or on the written request of at least six members filed with the Secretary, subject to confirmation that a quorum will be present. The printed notice of every special meeting shall state all the business to be transacted or considered thereat, and no other business shall be considered unless all members of the Board are present and consent.
- (b) At least 48 hours' written notice of all special meetings shall be given to each member at his or her residence and/or by electronic mail.

Extraordinary Meetings

- 8.6 (a) Provided a resolution has been previously adopted by the Board authorizing the calling of extraordinary meetings and stating the nature of the business to be transacted thereat, the Chair may call extraordinary meetings without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members.
- (b) Notwithstanding the provision of an enabling resolution, the Chair may convene an Extraordinary meeting of the Board following the minimum six (6) hours' notice as required under 8.6 (a) to cover emergency situations for which no pre-authorization was possible, provided that the first item of business at such meeting will be to confirm a resolution enabling the meeting and stating the business to be transacted, with the approval of a two-thirds majority of all Board members.
- (c) Recognizing that it may not be possible to contact all Board members by telephone, records of all telephone calls shall be kept, including date and time of call, name of caller, and whether or not the caller spoke with the Board member, left a message, or was unable to reach the Board member. Records shall similarly be kept of e-mail or facsimile transmissions, together with Board members' acknowledgement thereof.
- (d) A quorum being present, all business transacted at such meeting which is within the scope of the authorizing Board resolution, shall be binding on the Board, its officers and employees.

Alternate Chair of Board Meetings

- 8.7 Where the Chair is not able to preside over a Board meeting, the Vice-Chair shall preside over the meeting. In the event that neither the Chair nor Vice-Chair is able to preside over a Board meeting, the Chair of the Board may appoint another member to preside over the meeting. The Chair shall select the member for appointment from a schedule of alternate chairs.

Agenda Planning

- 8.8 The Board recognizes the importance and value of the planning the annual agenda cycle with respect to governance priorities, including monitoring the application of Board governance policies, reviewing meeting agendas for compliance, timing and content, reviewing monthly feedback and meeting effectiveness, and responding as necessary to emerging Board issues.

The Board shall annually appoint one trustee elected at large and one alternate who will work with the Chair and the Vice-Chair to discuss agenda planning matters and ensure effective agenda planning.

9.0 COMMITTEES

Committees - General

- 9.1 (a) The Board may establish by resolution such standing, statutory, special purpose and *ad hoc* committees as it deems appropriate or as required under legislation or through contractual obligations, and subject to any relevant legislation or contract:
- i. determine their composition and the manner of selecting Chairs and members;
 - ii. fix their terms of reference, reporting relationships and expected date of completion of mandate;
 - iii. alter their composition, terms of reference, reporting relationships and expected date of completion of mandate, as it may deem appropriate from time to time; and
 - iv. dissolve committees.
- (b) The Director of Education shall assign appropriate staff and other resources to support the work of standing, statutory, special purpose and *ad hoc* committees of the Board in accordance with Board policy where applicable.
- (c) The rules of the Board with respect to the delivery of notices, agendas and supporting documentation shall apply, with necessary changes only (*mutatis mutandis*), to standing, statutory, special purpose and *ad hoc* committees.
- (d) With the Board's approval, standing and special purpose committees may establish sub-committees, determine their composition which may include Board members and non-Board members, and fix their terms of reference.
- (e) Staff resources will not normally be assigned to support sub-committees but may be authorized by the Board.
- (f) Sub-committees shall provide written reports to the committee that established them and shall be stood down at the conclusion of their work.

Committee Structure

9.2 The Board's committee structure consists of the following:

- (a) Standing committees - A standing committee is a regular permanent committee established by the Board to consider and make recommendations to assist the Board in fulfilling its obligations (see Section 9.3);
- (b) Statutory committees - A statutory committee is a committee established in accordance with the Education Act, regulations or other legislation for the purpose specified (Section 9.4);
- (c) Special purpose committees are committees that are established to provide advice in a specific area (Section 9.5); and
- (d) Ad hoc committees are established for a limited time to complete a specific mandate (Section 9.6).

Standing Committees

9.3 (a) The Board shall establish the following standing committee:

i. Committee of the Whole

The Committee of the Whole shall meet to discuss and consider any matters referred to it by the Board including, but not limited to, policy development and evaluation; educational programs and services; facilities and sites; student transportation; demographic planning; capital construction programs; safety and security; budgeting; human resource management; collective bargaining; strategic planning and corporate goal setting.

- (b) The Board, by resolution, may create additional standing committees and may appoint a trustee member other than the Vice-Chair of the Board to fulfill the duties of Chair.
- (c) All members of the Board shall be members of the Committee of the Whole and shall be entitled to attend meetings of the committee, to receive all materials circulated to the committee, and to participate fully in debates including the making of motions and voting.
- (d) Non-voting representatives shall be appointed to the Committee of the Whole in accordance with Policy P.010: GOV Community Involvement in Board Standing Committees. Non-voting representatives shall be entitled to receive materials circulated to the committee, and to participate fully in debates at public meetings. Only Board members may make and vote on motions.
- (e) A quorum for a standing committee is a majority of its voting members.
- (f) The Vice-Chair of the Board shall preside over Committee of the Whole meetings. Where the Vice-Chair is not able to preside over a Committee of the Whole meeting, the Vice-Chair may appoint another member to preside over the Committee of the Whole meeting. The Vice-Chair shall select the member for appointment from a schedule of alternate Committee of the Whole chairs.

- (g) Meetings of Committee of the Whole shall normally be held on the first and third Tuesday of each month except for the months of July and August, commencing at 6:30 p.m. for the in camera session, and at 7:30 p.m. for the open public session.

Statutory Committees

9.4 The Board shall establish the following statutory committees:

- (a) Special Education Advisory Committee (in accordance with Ontario Regulation 464/97, and as per Board Policy P.019.GOV);
- (b) Parent Involvement Committee (PIC) (in accordance with Ontario Regulation 330/10, and as per the By-Laws and Standing Rules of the Parent Involvement Committee);
- (c) Audit Committee (in accordance with Ontario Regulation 361/10, R.R.O. 2010 as per Board Policy P.016.GOV); and
- (d) Supervised Alternative Learning (SAL) (in accordance with Ontario Regulation 374/10, and as per Board Policy P.044.CUR).

Special Purpose Committees

9.5 The Board may establish the following special purpose committees by resolution or policy:

- (a) Committee of the Whole Budget
The Board may establish a special purpose Committee of the Whole Budget for budget deliberations comprised of all twelve trustee voting members and such non-voting representatives in accordance with Policy P.010: GOV Community Involvement in Board Standing Committees. The Board may appoint a trustee member(s), other than the Vice-Chair of the Board, to fulfill the duties of the Committee of the Whole Budget Chair;
- (b) Committee of the Whole (Special Purpose)
For the specific purpose of accommodation reviews or other special purposes, the Committee of the Whole may be constituted as an accommodation review or other special purpose committee and shall be chaired by the Vice-Chair or by another trustee elected by the Committee;
- (c) Advisory Committees to the Board (as per Board policies P.065.GOV for the Advisory Committee on the Arts and the Alternative Schools Advisory Committee; P.008.GOV for the Advisory Committee on Equity; P.111.GOV for Advisory Committee for Extended Day and Child Care Programs; and P.140.GOV for the Indigenous Education Advisory Council);

- (d) Appeals Hearing Panels (in accordance with the *Education Act* and as per Board policy P.022.SCO) to hear appeals of cross boundary transfer decisions, and suspension decisions;
- (e) Expulsion Hearing Panels (in accordance with the *Education Act* and as per Board policy P.023.SCO); and
- (f) Such other special purpose committees as the Board may from time to time determine by resolution or policy.

Ad Hoc Committees

9.6 The Board may, from time to time, establish ad hoc committees.

- (a) An ad hoc committee shall have a specific, defined mandate and be expected to complete its mandate by a date specified by the Board at the time of establishing the ad hoc committee.
- (b) The Chair of the Board shall be, ex officio, a member of all ad hoc committees of the Board with full privileges of committee membership.
- (c) The membership of an ad hoc committee shall include one or more trustees in addition to the Chair of the Board, and may include such members of staff and/or members who are neither trustees nor staff, as determined by the Board at the time of establishing the ad hoc committee.
- (d) An ad hoc committee shall be expected to complete its mandate by a date specified by the Board at the time of establishing the ad hoc committee.
- (e) An ad hoc committee shall automatically be stood down when the Board determines it has completed its assigned task in accordance with its terms of reference.

10.0 ORDER OF AGENDA

Agenda for Regular Board Meetings

10.1 The agenda for the regular meetings of the Board shall be in the order set out in Annex 1.

Agenda for Regular Meetings of Committee of the Whole

10.2 The agenda for the regular meetings of the Committee of the Whole shall be in the order set out in Annex 2.

11.0 DELEGATIONS

11.1 Any citizen or group within the area of jurisdiction of the Board may appear as a delegation before the Board or Committee to express their concerns, provide comments

or ask questions on any matter within the mandate of the Board or Committee. The delegation will be allocated time as follows:

- (a) Up to four minutes for a first appearance where the request was made in advance of the meeting and in accordance with these rules; and
- (b) Up to two minutes if the delegation has already appeared before a Committee, or if the request was made after the publication of the agenda and prior to the start of the meeting and in accordance with these rules.

Requests to Appear as a Delegation:

- 11.2 (a) A delegation shall be granted up to four minutes where the delegation has registered with the Secretary and provided a written submission outlining the delegation's concerns or views and any remedies sought from the Board or Committee not later than 4:00 p.m. on the Thursday prior to the meeting for inclusion in the printed agenda for the meeting.
- (b) A delegation shall be granted up to two minutes where the delegation has registered prior to the start of the meeting using a sign-up sheet provided at the meeting to state their topic.
- (c) A delegation which has appeared previously at Committee on a particular topic may be provided with a further opportunity of up to two minutes to address the Board when the matter comes forward for a Board decision. Substantial repetition of the previous presentation will be ruled out of order.
- (d) The Chair of the Board may, in advance of the meeting, direct that a delegation requesting a hearing before the Board be heard instead by an appropriate Committee of the Board.
- (e) Notwithstanding the requirement for notice, a delegation shall be permitted to circulate printed material to the Board or Committee members at a meeting.
- (f) Once the Board has made a decision on a matter raised by a delegation, the Board will not entertain a further delegation on substantially the same issue within the ensuing six-month period unless the Chair is of the opinion there is sufficient new information to warrant a review or unless the Board has agreed to re-open the matter.

Scheduling Delegations at Regular Board or Committee Meetings

- 11.3 (a) At regular Board or Committee meetings, a maximum of 20 minutes will be allotted for delegations. Where the number of requests for delegations exceeds the time available, the Chair may increase the time allotted for delegations.
- (b) To ensure that delegations on various topics, or with different points of view on the same topic, can be heard, the Chair, may limit the number of delegations and/or the time for each delegation.

Appearing as a Delegation

- (a) Delegations may appoint up to two spokespersons to address the Board or Committee. Board or Committee members may ask a maximum of three questions for clarification only and will not enter into debate or discussion.
 - (b) Where appropriate, the Chair may respond immediately, or request a response through the Director, to questions posed by a delegation. Where a response cannot be given at the meeting, the delegation's name and address will be recorded, and a written or verbal response provided as soon as possible, but normally within two weeks. Written responses to questions posed at a committee meeting may be posted to the Board's website and/or attached to a subsequent agenda as supplemental information.
 - (c) Questions or comments concerning the performance or character of identifiable individuals will not be allowed in public meetings. If inappropriate remarks are made about Trustees or staff, the Chair will immediately rule the remarks "out of order" and will request a retraction. If a retraction is not forthcoming and the inappropriate behavior continues, the Chair may expel the speaker(s) from the meeting.
- 11.4 Delegations will be provided with a copy of the rules before the meeting at which they are to appear.

In Camera Delegations

- 11.5 (a) Delegations regarding issues which must be heard in camera will be heard in a closed session. Meetings of the Board and its Committees shall be open to the public except when the subject matter under consideration involves:
- i. the security of the property of the Board;
 - ii. the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
 - iii. the acquisition or disposal of a school site;
 - iv. decisions in respect of negotiations with employees of the Board; or
 - v. litigation affecting the Board.

Special Meetings for Delegations

- 11.6 Special meetings of the Board or Committees may be scheduled from time to time for the purpose of hearing delegations on a particular item, for example, the Board's budget or an accommodation review.

Presentations

- 11.7 Presentations of up to 15 minutes on a matter of interest to the Board may be scheduled with the permission of the Chair or by decision of the Board at the time of approval of the agenda.

12.0 RULES OF ORDER

Interpretation

- 12.1 In any situation for which there is no specific provision in these rules of order, or for matters of interpretation, the Board shall adopt as its parliamentary authority the latest edition of *Procedures for Meetings and Organizations* by M. K. Kerr and H. W. King, Carswell Legal Publications, Toronto. As a secondary source, reference may be made to the latest edition of *Roberts Rules of Order, Newly Revised*.

Call to Order and Presiding Officer

- 12.2 (a) At the appointed hour, the Chair shall call the meeting to order, a quorum of a majority of Board members being present, and shall preside at the meeting. In the absence of the Chair, the Vice-Chair shall preside. In the absence of both the Chair and Vice-Chair, the Director or Acting Director shall call the meeting to order and the Board shall, by resolution, appoint another member to preside at the meeting.
- (b) If a quorum is not present after one-half hour beyond the appointed time for the meeting, the Chair shall order the Secretary to record the names of those members present, and may determine a time at which to convene the meeting again.
- (c) A Board member who participates in a meeting by electronic means is considered to be present at the meeting and will be recorded in the attendance for the meeting.

Approval of Agenda

- 12.3 (a) The Chair may alter the regular pattern of business as circumstances warrant, subject to confirmation by the Board under the item "Approval of Agenda". Any Board member may request changes to the proposed order of business prior to the vote to approve the agenda.
- (b) A majority vote of the members present shall be required to add a non-substantive item, including the addition of a delegation, to the agenda provided that the item does not require a decision of the Board.
- (c) To safeguard the rights of members who may be absent from a meeting, a three-quarters majority vote of the elected or appointed members shall be required to add any item(s) of a substantive nature to the agenda prior to approval of the agenda. The addition of a substantive item(s) to the agenda is debatable.
- (d) A three-quarters majority vote of the elected or appointed members shall be required to add an urgent substantive item to the approved agenda during the course of a meeting because a matter of extreme urgency has arisen. The addition of a substantive item(s) to the agenda is debatable.

- (e) Such a proposed addition to an agenda during the course of a Special Meeting of the Board is not permitted unless all members of the Board are present and consent (see 8.5 (a), By-laws and Standing Rules).
- (f) Notwithstanding the above, any member may bring forward a motion that was defeated at a committee meeting when the committee report comes forward to the Board. At the Approval of the Agenda, the member shall indicate his or her intent to bring forward a motion that was defeated at a committee meeting. The motion shall be added to the agenda as a non-consent item.
- (g) Substantive items, including motions and staff reports that are urgent or time sensitive, as determined by the Chair of the Board in consultation with the Director, may be dealt with at Board meetings. For the purpose of this by-law, urgent or time sensitive is defined as a matter which cannot be completed if not dealt with at a Board meeting prior to the next scheduled meeting of the appropriate committee. If a motion or staff report comes directly to Board, without first going to committee, the rules of committee, on the topic of the motion or staff report will apply, as outlined in section 12.15.

Consent Agenda

- 12.4 (a) The Board may utilize a consent agenda to approve recommendations from a committee report without debate.
- (b) The Chair shall ask for a motion to receive a report from committee and call for errors or omissions. Upon the adoption of a motion to receive the committee report, the Chair shall ask whether any of the listed recommendations are non-consent and require debate. Any item that requires debate shall be moved to the non-consent section of the agenda. The Chair shall call the question on the remaining items with a single motion.
- (c) Any member may request an item be debated and moved to the non-consent section of the agenda.
- (d) The consent agenda items shall be separately recorded in the minutes as items carried by consent.

Adjournment

- 12.5 (a) At 10:30 p.m., the Chair shall interrupt any item under discussion to call a vote on whether to continue the meeting. The vote is subject to limited debate on whether to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless two-thirds of those Board members present for the vote cast a vote in favour of continuing the meeting.
- (b) At 11:00 p.m., the Chair shall interrupt any item under discussion for Board members to vote on whether to continue the meeting past 11:00 p.m. Board

members will vote to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless there is unanimous consent from those Board members present to continue.

- (c) The Chair shall declare a meeting adjourned when:
 - i. there is no other business to be transacted;
 - ii. the Chair observes lack of quorum; or
 - iii. a motion to adjourn has been adopted by the Board.
- (d) During the course of a meeting, the Chair may declare one or more recesses of up to fifteen minutes, as circumstances warrant, which shall not be construed as adjourning the meeting.

Moving In Camera

- 12.6 (a) The Board shall meet *in camera* to deal with the following matters in accordance with the *Education Act*:
- i. the security of the property of the Board;
 - ii. the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
 - iii. the acquisition or disposal of a school site;
 - iv. decisions in respect of negotiations with employees of the Board; or
 - v. litigation affecting the Board.
- (b) At any time during a meeting a member may move a motion "That the Board move in camera". The motion shall be put without debate. If resolved in the affirmative, the Board shall immediately move in camera, with the Vice-Chair presiding. The rules of committee shall be applied once a motion to move in camera has been carried (Section 12.15 below).
- (c) At the conclusion of debate, the committee shall rise and report with the proviso that, with the consent of the majority of members present, a recommendation from the in camera session may be withheld for presentation to the Board at either of its next two meetings.

Adopting the Rules of Committee

- 12.7 (a) At any time during a Board meeting a member may move a motion "to adopt the rules of committee" in order to allow more discussion on an item. The motion shall be put without debate. If resolved in the affirmative, the rules of committee shall be immediately applied (Section 12.15 below) and the Chair will continue to preside.
- (b) At any time during discussion or at the conclusion of debate, a member may move to "end the rules of committee". When the Board meeting resumes, the Chair shall summarize the discussion and clarify the status of the item. If a vote

was taken, the Chair may ask the mover to summarize the action taken. Any motion carried during the rules of committee shall require ratification by the Board.

Substantive Motions

- 12.8 (a) Substantive or main motions include propositions to act upon proposals, policies, statements of opinion, recommendations and modifications to previous decisions. Examples of a substantive motion include the following:
- i. To approve the minutes of a previous meeting;
 - ii. To approve, accept or adopt a stated action, opinion or policy;
 - iii. To approve in principle;
 - iv. To establish an ad hoc committee;
 - v. To receive or accept a report;
 - vi. To concur with decisions made in the committee of the whole;
 - vii. To renew a previously rejected substantive motion;
 - viii. To amend a previously approved substantive motion;
 - ix. To rescind a previously approved substantive motion; and
 - x. To set the date, time and place of the next meeting.
- (b) Every substantive issue shall be decided by motion, moved and seconded by members of the Board.
- (c) A substantive motion, once read to the meeting by the Chair and then recorded in the minutes as duly moved and seconded, belongs to the meeting, and its movers can only withdraw it by making a procedural motion to withdraw (see 12.11 (h) iii below).
- (d) Substantive issues may only be moved at a meeting arising from reports circulated with the agenda as action items, or by way of notice from individual Board members duly filed with the Secretary, or by approval of the Board in accordance with Section 12.3.

Notices of Motion

- 12.9 (a) A Board member may provide notice of motion on any topic at least one full working day before the agenda is posted electronically, or by notice of motion filed by a member at a previous meeting.
- (b) Notices of Motions from Trustees and staff reports will normally be considered at the appropriate Committee meeting prior to consideration by the Board.

Debate

- 12.10 (a) A member wishing to speak shall raise his or her hand to be acknowledged by the Chair. Those members participating by electronic means shall indicate their wish to speak by voice. Members shall normally be called on in the order of their requests to speak.

- (b) A member must wait until he or she is assigned the floor to begin debate, and shall not be interrupted except on a point of order, a point of personal privilege, or an appeal for an improvement to the physical environment.
- (c) At Board meetings, members shall be entitled to speak once on each debatable motion, amendment or sub-amendment. Members may speak for up to five minutes to each main motion, three minutes to an amendment and two minutes to each sub-amendment. The Board, may, by resolution, establish rules for an extended debate on an issue. The mover of the motion shall, additionally have the right to speak a second time to conclude debate.
- (d) If a motion or staff report comes directly to Board, without going to committee, then the rules of committee with respect to speaking times will apply, as outlined in section 12.15.

Sequence of Debate on Substantive Motions

- (e) The Board shall debate and vote upon motions in the reverse order of their movement, as follows:
 - i. Motion to sub-amend;
 - ii. Motion to amend; and
 - iii. Main motion.
- i. Motion to Amend or Sub-Amend
 - 1. An amendment must be germane to the motion it seeks to amend. Such an amendment may be contrary to the intention of the main movers, that is, provide an alternative to part of the substantive motion before the meeting, but it must not convert this motion into its direct negative, that is, be directly hostile to the main motion. An amendment that is the direct negative of the main motion is not in order because this intention can be achieved directly by defeating the motion as it stands.
 - 2. If the proposed alternative alters the intention of the movers' motion to the extent that they wish to withdraw it, unanimous consent of the meeting is required to do so (see 12.10 (h) below), as the motion belongs to the meeting not the movers, and all members have the right to propose changes to make it more generally acceptable before proceeding to a vote. [ref. K&K p. 115 § 95].
 - 3. A sub-amendment shall likewise be germane to an amendment. Only one amendment and one sub-amendment may be on the floor at the same time.
 - 4. An amendment may be accepted as friendly when it meets all of the following conditions:

- it clarifies the main motion but does not change its substance or intent;
- the mover and seconder of the main motion accept the amendment as friendly; and
- no other member objects to the amendment being accepted as friendly.

Otherwise, the amendment should be moved, seconded, debated and voted on as a formal amendment.

(f) Procedural Motions

A Board member may move a procedural motion at any time during the debate or decision on a substantive motion to modify the conditions for debate or decision, or the conditions for the conduct of a vote on a motion or election.

Procedural motions include the following:

- i. To close or limit debate;
- ii. To divide a compound motion;
- iii. To consider a complex motion clause by clause;
- iv. To request that a named person be heard;
- v. To defer to another stated time;
- vi. To postpone indefinitely;
- vii. To postpone temporarily;
- viii. To withdraw a substantive motion;
- ix. To refer to a committee;
- x. To require an open quantitative vote;
- xi. To require a written vote;
- xii. To reveal a vote count after a quantitative vote;
- xiii. To require a particular multiple choice voting method;
- xiv. To require approval by other than a majority of votes cast; and
- xv. To make a previously decided vote unanimous.

(g) Regulatory Motions

A Board member may move a regulatory motion to control the agenda of the meeting, the form of the meeting, and the adjournment of the meeting.

Regulatory motions include the following:

- i. To approve the agenda;
- ii. To amend the agenda;
- iii. To resume consideration of a temporarily postponed motion;
- iv. To reconsider a motion previously approved during the meeting;
- v. To consider a matter in a closed, informal or committee session;
- vi. To rise from a special session;
- vii. To take a recess;
- viii. To set or change the time of adjournment;
- ix. To adjourn the meeting to another day and time; and
- x. To adjourn.

Order of Precedence for Procedural and Regulatory Motions

- (h) A procedural or regulatory motion shall take precedence over the main motion and any pending amendments, and shall be decided before the debate on the main motion and amendments resumes.

When a motion is on the floor, no other motion shall be in order except, in reverse order of precedence

- i. Postpone indefinitely;
- ii. Amend;
- iii. Sub-amend;
- iv. Refer to Committee;
- v. Postpone to a certain time;
- vi. Limit or extend debate;
- vii. Lay on the table (temporary postponement);
- viii. Withdraw;
- ix. Adjourn; and
- x. Fix the time to which to adjourn.

i. Postpone Indefinitely

A motion to postpone indefinitely is a procedural motion that is debatable, but not amendable. If carried, the motion to which it applies and any pending related motions shall be laid aside, and may only be reintroduced by way of notice of motion at some future meeting.

ii. Refer or Postpone

A motion to refer or to postpone to a certain time is a procedural motion that shall be debatable and amendable only with respect to the place and conditions of referral, or the time and conditions of postponement. Remarks about the substance of the motion to be referred or postponed will be ruled out of order.

iii. Limit or Extend Debate

A motion to limit or extend debate is a procedural motion. Since any limitation of the time of the debate on a particular motion may prevent some members from speaking, this motion requires a two-thirds majority vote which may be amended only with respect to the stated time or numbers of speakers, and is not debatable. [K&K §152]

iv. Lay on the Table (temporary postponement)

A motion to lay on the table is a procedural motion that is not debatable or amendable. This motion requires a two-thirds majority and, if carried, the motion to which it applies and all pending related motions shall be laid aside immediately, and may be taken up again only by motion "To take from the Table" after some other business shall have intervened.

v. Withdraw

A motion to withdraw a substantive motion is a procedural motion that is not debatable or amendable, can only be moved by the original movers, and requires the unanimous consent of the meeting. [ref. K&K p.194, § 159 and p. 103, § 86 d)].

vi. Adjourn

A motion to adjourn is a regulatory motion that shall be in order at any time and shall be put without debate. If rejected, no second motion to adjourn may be made until another item of business on the agenda has been reached.

vii. Fix the time to which to adjourn

A motion to adjourn the meeting to another time and/or date is a regulatory motion that suspends the meeting to another stated day or to a later time on the same day. The proposed day must be such that there is no time to give notice for another regular meeting. If this motion is approved, the meeting takes an extended recess. No new items can be added to the agenda upon resumption because there was not time to give proper notice. Debate is restricted to amendments as to stated time and dates; approval is by majority of votes cast. [ref. K&K p. 209, §178]

viii. Raise a question under point of order, privilege or question

A Board member may make an appeal to the Chair on a point of order or privilege, or the admissibility or inadmissibility of motions, or the conduct of a member or members, without debate, having first stated the applicable rule or rules. The Chair shall provide a rationale and rule immediately on an appeal.

The member who raised the point of order has the right to appeal the ruling of the Chair. The Chair shall ask the members “is the ruling of the Chair upheld?” and shall call the vote immediately and without debate. The Chair does not vote on the appeal. The decision of the Chair is upheld on a tie or majority of votes cast.

- (i) Debate on motions, including amendments and sub-amendments to substantive motions, shall address the issue or issues under debate and no individual shall make speeches or comments which reflect on the character, reputation or integrity of other members, or of staff. If inappropriate remarks are made, the Chair will immediately rule the remarks "out of order" and will request a retraction.
- (j) A member has the right to request that a motion be read clearly and completely before a vote is taken, but not so as to interrupt a speaker.
- (k) A member has the right, for the purpose of voting, to have a multi-part motion divided into parts where the various parts of the motion can stand alone.

- (l) Once a question has been put by the Chair, members may not speak to the motion or make another motion until the result is declared.
- (m) Once a question has been decided by the Board, members shall not speak again to the issue or reflect on the decision of the Board, except to file a motion of reconsideration or rescission as provided in Section 12.13 below.

Voting

- 12.11 (a) All motions shall be decided by majority vote, by show of hands of those members present and/or by voice of those members participating by electronic means and voting. A motion on which there is a tie vote is defeated, with the exception of the vote regarding an appeal against a ruling of the Chair.
- In limited circumstances, where a Board member is participating by electronic means, he or she may communicate his or her vote to a voting proxy as appointed by the Director/Secretary or designate.
- (b) The Chair or presiding member of the Board may vote with the other members, but shall not have a casting or deciding vote after the other members have voted.
 - (c) When in doubt as to the outcome of a vote, the Chair or presiding member may immediately call for a second vote, without debate.
 - (d) Votes on all substantive motions at board meetings shall be recorded.
 - (e) Notwithstanding section (d) votes on the following motions shall be recorded only at the request of a member made before voting commences:
 - i. substantive motions presented in the form of:
 - amendments;
 - sub-amendments;
 - approval of minutes;
 - receipt of reports; and
 - ii. procedural motions and regulatory motions.
 - (f) During a recorded vote, members shall vote at the same time when the chair calls for those in favour, those opposed and those abstaining. Members present in the room shall keep their hands raised, and members participating by electronic means shall vote by voice, until their names have been read by the Director/Secretary or designate, who shall record them as being in support of or against the motion, or abstaining.

Reconsider

- 12.12 (a) A motion to reconsider a previous vote, duly moved and seconded, may be made:
- i. during the meeting at which the previous vote was taken;

- ii. at a subsequent meeting with due notice in writing. Such notice must include the rationale(s) for moving the motion to reconsider.
- (b) A motion to reconsider can be made with respect to a motion which was either adopted or defeated in the previous vote.

The purpose of a motion to reconsider is to allow second thoughts on a vote when a decision on an issue has been made in haste, or some further relevant information comes to light later in the same meeting. However, staff work towards implementation of an adopted motion will not be suspended by the Notice of Motion to reconsider. The procedural motion to reconsider is open to limited debate, in order to give its movers a chance to explain why they wish the meeting to re-examine the substantive issue. The motion is not amendable. A motion that has been reconsidered once during a meeting cannot be reconsidered again. [K&K p. 205 § 172]

- (c) This rule does not prevent a motion to reconsider a previously defeated motion at a subsequent meeting [ref. K&K p. 205 § 172]. However, such a subsequent motion to reconsider is not in order when the results of the previous vote have already been substantially put into effect.
- (d) Any member may introduce a motion to reconsider, regardless of which way he or she voted on the original motion.
- (e) If adopted, a motion to reconsider returns the original motion to the status it held immediately prior to the previous vote.
- (f) A motion to reconsider may only be made once in any six-month period.

Rescind

- 12.13 (a) A motion to rescind something previously adopted may be made only with due notice in writing, which should set out new information or reasons in support of the motion. Such a motion enables repeal of a previously approved substantive motion if it has outworn its usefulness or is demonstrated not to achieve its intended purpose. [K&K p. 181 § 145]
- (b) A motion to rescind something previously adopted may not breach a contractual or other legal obligation entered into by or on behalf of the Board on the strength of the previous motion.

Amend Something Previously Adopted

- 12.14 (a) A motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion. A motion which does not accomplish precisely what was intended by its movers and supporters, to correct its weaknesses, may be moved at a subsequent meeting provided proper notice has been given. A motion to

amend a previously adopted motion cannot be made at the same meeting, because in this instance the correct procedure would be to move a motion for reconsideration (see 12.12 above) [K&K p. 181, § 144].

- (b) A motion to amend something previously adopted may not breach a contractual or other legal obligation entered into by or on behalf of the Board on the strength of the previous motion.

Rules of Committee

- 12.15 (a) These rules shall be observed in meetings of Committees of the Board, insofar as they are applicable, except that:
- i. no motion made in committee shall require a seconder;
 - ii. members may speak more than once to an issue and for up to five minutes each time, subject to such reasonable limitations as the Chair of the committee may determine in the interest of expediency and with due and fair consideration to the rights and privileges of all members;
 - iii. Where the Board adopts the rules of committee, a member may, upon request, seek clarification or ask a question of a non-voting representative where the representative is in attendance;
 - iv. votes shall not be recorded in committee except by request of a trustee at Committee of the Whole Budget; and
 - v. at Audit Committee in the event of a tie vote, the chair is entitled to cast a second and deciding vote.
- (b) Except as provided in the By-laws or by Board resolution, the members of a Committee shall elect one of their members as Chair of the Committee.
 - (c) The Special Education Advisory Committee and the Board's other Advisory Committees are exempted from the requirement to provide prior notice to move substantive issues arising from reports circulated with the agenda as action items, or by way of notice from individual Committee members filed with the Secretary at least one full working day before the agenda is to be circulated to members, or by notice of motion filed by a member at a previous meeting.

13.0 AMENDMENTS TO BY-LAWS AND STANDING RULES

- 13.1 These By-laws and Standing Rules may be amended only by approval of two-thirds of all members present and voting, at a regular or special meeting of the Board, provided that at least two weeks' notice in writing has been given to all Board members.

14.0 RELATED POLICIES

P.008.GOV: Advisory Committee on Equity

P.010.GOV: Community Involvement on Board Standing Committees
P.012.GOV: Board Governance
P.016.GOV: Audit Committee
P.017.GOV: Student Trustees
P.018.GOV: Electronic Meetings of the Board and Committees
P.019.GOV: Special Education Advisory Committee
P.025.GOV: Board Member Conflict of Interest
P.048.GOV: Board Guiding Principles
P.050.GOV: Board Member Removal/Resignation from Office
P.065.GOV: Advisory Committees to the Board
P.073.GOV: Board Member Code of Ethics
P.110.GOV: Consultation by the Board, Schools and School Councils with Constituent Groups
and the Wider Community
P.130.GOV: Evaluation Process for the Board of Trustees
Parent Involvement Committee: By-Laws and Standing Rules

APPROVED BY THE BOARD: 17 December 1997
LAST REVISED: 20 November 2018

ANNEX 1

Agenda for Regular Board Meetings

The agenda for the regular meetings of the Board shall be in the order set out below.

In-Camera Agenda Items:

1. Call to Order – Chair of the Board
2. Resolve into In Camera Session – (Vice-Chair assumes the Chair)
3. Approval of In Camera Agenda
4. Briefing from the Chair
5. Briefing from the Director
6. Confirmation of In Camera Minutes
7. Business Arising from In Camera Minutes
8. Matters for Action
 - a. Receipt of Committee of the Whole In Camera Minutes
 - i. Approval of Resolutions (by consent)
 - b. Non-Consent Items
 - c. Other Reports
9. Matters for Discussion
10. New Business – Information and Inquiries
11. Motion to Rise and Report

Public Agenda Items:

1. Call to Order – Chair of the Board
2. Report from In Camera Session
3. Approval of Agenda
4. Briefing from the Chair
5. Briefing from the Director
6. Delegations
 - a. Registered in Advance of the Meeting – Four Minutes
 - b. Registered in Advance of the Meeting – Two Minutes (for delegations who previously appeared at committee on the same topic)
 - c. Registered at the Meeting - Two Minutes
7. Confirmation of Board Minutes
8. Business Arising from Board Minutes
9. Unfinished Business from Previous Meetings
10. Matters for Action
 - a. Receipt of Committee of the Whole Minutes
 - i. Approval of Resolutions (by consent)
 - b. Non-Consent Items
 - c. Other Reports
11. Strategic Priorities Discussion
12. New Business – Information and Inquiries
13. Adjournment

ANNEX 2

Agenda for Regular Meetings of Committee of the Whole

The agenda for the regular meetings of the Committee of the Whole shall be in the order set out below.

In-Camera Agenda Items:

1. Call to Order – Vice-Chair of the Board
2. Approval of In Camera Agenda
3. Briefing from the Chair
4. Briefing from the Director
5. Matters for Action
6. Reports from Statutory Committees
7. Matters for Discussion
8. Long Range In Camera Agenda (second monthly meeting only)
9. New Business – Information and Inquiries
10. Adjournment

Public Agenda Items:

1. Call to Order – Vice-Chair of the Board
2. Approval of Agenda
3. Briefing from the Chair
4. Briefing from the Director
5. Delegations
 - a. Registered in Advance of the Meeting – Four Minutes
 - b. Registered at the Meeting - Two Minutes
6. Matters for Action
7. Reports from Statutory Committees
8. Matters for Discussion
9. Information Items
10. Long Range Agenda (second monthly meeting only)
11. New Business - Information and Inquiries
12. Adjournment



By-Laws and Standing Rules Parent Involvement Committee

BEING the rules governing the establishment and composition of the Ottawa-Carleton District School Board (OCDSB) Parent Involvement Committee under *Ontario Regulation 612/00 School Councils and Parent Involvement Committees* of the *Education Act* of Ontario, which rules shall apply to the structure and proceedings of the Parent Involvement Committee (PIC), henceforth known as the Committee, from 1 October 2011, unless or until amended by resolution of the Committee.

Interpretation

In these By-Laws and standing rules:

Board means the Board of Trustees.

Community Member means an individual or a local association with an interest in supporting public education, and who has been appointed to the Committee;

Director means the Director of Education/Secretary of the Board;

District means the Ottawa-Carleton District School Board;

Parent means a parent/guardian of a pupil who is enrolled in a school of the OCDSB; and

Parent Member means a parent who is appointed to serve on the Committee for a specified term.

Mandate

- 1.0 The mandate of the Committee is to support, encourage and enhance parent engagement at the District level in order to improve student achievement and well-being.

Purpose

- 2.0 The Committee will achieve its purpose by:
- a) providing information, advice and recommendations on parent engagement to the Board of Trustees;
 - b) communicating with and supporting school councils; and

- c) undertaking activities and working with partners and agencies to help parents of pupils of the OCDSB to support their children's learning at home and at school.

2.1 The Committee shall:

- a) develop strategies and initiatives that the Board of Trustees and the Director of Education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
- b) advise the Board of Trustees and the Director of Education on the use of strategies and initiatives, as referred to above, that could support engaging parents and improve student achievement and well-being;
- c) communicate information from the Ontario Ministry of Education to school councils and parents of pupils of the District;
- d) work with school councils and parents of students of the OCDSB and may work with partner agencies and, through the Director of Education, with employees of the District to:
 - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning;
 - (ii) identify and reduce barriers to parent engagement;
 - (iii) help ensure that OCDSB schools create a welcoming environment for parents of its pupils; and
 - (iv) develop skills and acquire knowledge that will assist the Committee and school councils of the District with their work.
- e) determine, in consultation with the Director of Education and in keeping with the OCDSB's policies, how funding, if any, provided under the *Education Act* for parent involvement, is to be used.

2.2 The Committee may solicit and take into consideration the advice of parents of pupils enrolled in schools of the District with regard to matters under consideration by the Committee.

Membership

- 3.0 The Committee shall be comprised of up to 18 members, a majority of whom shall be Parent Members, including:
- a) thirteen (13) voting members appointed by the Committee; and
 - b) up to five (5) non-voting members appointed by the District.

- 3.1 Voting members shall include:
 - a) ten (10) Parent Members; and
 - b) three (3) Community Members.
- 3.2 Non-voting members shall include:
 - a) the Director of Education or designate; and
 - b) One (1) trustee appointed by the Board of Trustees.
- 3.3 Non-voting members may include:
 - a) One (1) elementary or secondary principal or vice-principal;
 - b) One (1) elementary or secondary teacher; and
 - c) One (1) employee of the District, other than a principal, vice principal or teacher.
- 3.4 The Director of Education of the OCDSB may:
 - a) delegate any of their powers or duties as a member of the Committee to a supervisory officer employed by the District, and
 - b) designate a supervisory officer of the board to attend a meeting of the Committee in their place.
- 3.5 The Trustee member may:
 - a) delegate any of their powers or duties as a member of the Committee to the alternate trustee member appointed by the Board of Trustees; and
 - b) if unable to attend a meeting, have the alternate trustee attend that meeting of the Committee in their place; and
 - c) delegate their powers or duties to another member of the Board of Trustees where the alternate trustee member is not able to attend.
- 3.6 Employees of the OCDSB are eligible for appointment to the position of Parent Member but not to the position of Community Member. Where an employee is appointed as a Parent Member they shall, at their first Committee meeting, inform the Committee of their employment with the OCDSB.
- 3.7 Members of the Board of Trustees are not eligible to be a Community Member or a Parent Member of the Committee.

Membership Criteria

- 4.0 All members are expected to have a strong interest in and commitment to public education, student achievement and well-being and be able to represent the views of a wide variety of parents.
- a) Eight (8) Parent Members shall be selected based on their knowledge, skills, and experiences in one or more of the following areas:
 - (i) public education;
 - (ii) community engagement;
 - (iii) equity and inclusion strategies; and
 - (iv) public policy and/or communications.
 - b) Two (2) Parent Members shall be appointed as representatives from the following groups/organizations:
 - (i) two (2) Parent Members named by the Ottawa-Carleton Assembly of School Council (OCASC); one (1) of who may be the Chair or Vice-Chair of the OCASC.
 - c) Three (3) Community Members shall be selected based on their ability to provide a broad community based perspective and should meet one or more of the following criteria:
 - (i) demonstrated connection to and/or knowledge of the OCDSB;
 - (ii) active participation in a community group, organization or business that has as part of its mandate an interest in education, community development or social service;
 - (iii) interest in and/or ability to link the OCDSB school community with external community groups or organizations;
 - (iv) ability to represent broad societal or community perspectives; and
 - (v) experience or demonstrated interest in educational issues.
- 4.1 The Committee may invite representatives of District committees, including but not limited to: Standing Committees (i.e., COW and COW Budget), Statutory Committees (e.g., SEAC, Audit and SALEP) or Advisory Committees (e.g., Arts Advisory) to attend meetings (as necessary) to provide expertise on those particular topics or issues related to the work of the Statutory, Standing or Advisory Committee.

Term of Office

- 5.0 The members of the Committee shall be appointed before November 15 of each school year for a term of office beginning December 01 and ending November 30.

- 5.1 The eight (8) Parent Members of the Committee shall be appointed to serve a term of office of either one (1) or two (2) years and, wherever possible, members shall be appointed for a two-year term.
- 5.2 The two (2) Parent Members appointed by OCASC shall be appointed for a term of office of one (1) year.
- 5.3 The term of office for Community Members shall be two (2) years.
- 5.4 The term of office for the Board member and alternate Board member shall be one (1) year unless otherwise determined by the Board.
- 5.5 A member of the Committee may be re-appointed to the Committee for more than one term subject to the Committee's appointment process.

Appointments of Members

- 6.0 Annually the Committee shall review its membership needs and, when required, create a Membership Sub-Committee.
- 6.1 The Membership Sub-Committee shall include the Chair, Vice Chair, the Director of Education or designate, a Parent Member, and may include a Community Member.

Appointment of Parent Members

- 6.2 The Membership Sub-Committee shall post a notice inviting applications for appointment to the position of Parent Member, as required.
- 6.3 The posting of notice shall be done through a variety of methods to ensure awareness of the application process by the entire jurisdiction of the District. The notice shall include:
 - a) a summary of the position, including the term of office of the appointment;
 - b) the process for making an application;
 - c) the deadline for the application; and
 - d) the name and contact information of the person(s) responsible for managing the process.
- 6.4 All applicants will be required to provide:
 - a) a written expression of interest outlining their interest in public education as well as their knowledge and skills in one or more of the areas noted in s. 4.0 (a) of these by-laws; and

- b) a written confirmation that he or she is a parent of a pupil enrolled in an OCDSB school;
- 6.5 The Membership Sub-Committee may choose to interview prospective candidates and/or request and check references.
- 6.6 Upon the close of the application period, the Membership Sub-Committee shall review the applications and provide the names of the recommended candidate(s) to the Committee for ratification.
- 6.7 In making the recommendation(s) the Membership Sub-Committee shall take into consideration:
 - a) the knowledge, skills and experience of the current Committee membership;
 - b) the knowledge, skills and experience of the applicants;
 - c) the balance of elementary and secondary perspectives on the Committee;
 - d) the geographic representation of urban, suburban and rural perspectives from across the District;
 - e) the unique needs to parents of special education students; and
 - f) the knowledge and ability to add the perspective of diverse communities as referenced in Policy P.098.CUR Equity and Inclusive Education.
- 6.8 Where practicable, the Membership Sub-Committee may create a waiting list of recommended candidates for the Committee to use when vacancies arise during the year.

Appointment of OCASC Representatives

- 6.9 For the two (2) Parent Members who are representatives of OCASC, the Committee shall seek the names of appointees from the Chair of OCASC.
- 6.10 The names of the Parent Member representatives of OCASC shall be provided to the Committee for ratification.

Appointment of Community Members

- 6.11 As required, the Committee shall discuss possible candidates/candidate associations who could serve as Community Members in accordance with section 4.0 (c).

- 6.12 Staff shall send letters to those candidates exploring their interest to sit on PIC and appoint a representative to the Committee.
- 6.13 Where the number of the interested candidates/candidate associations exceeds the number of vacancies in the Community Member position; the Membership Sub-Committee shall make a recommendation to the Committee to select Community Members who best meet its needs.
- 6.14 Wherever possible, individual Community Members should also be parents of a pupil enrolled in a school of the OCDSB.
- 6.15 Where a Community Member is an association, the Member may appoint an alternate to replace the named representative if the representative is unable to attend a meeting. Temporary substitution of a representative by a duly authorized alternate during the course of a meeting shall be allowed.
- 6.16 The names of the Community Members, and the alternates if applicable, shall be provided to the Committee for ratification.
- 6.17 An appointment to the Committee is of no effect unless the person agrees to the appointment.

Election of Chairs and Vice Chairs

- 6.18 The Chair and Vice Chair of the Committee must be parent members and shall be elected for a two-year term by the Parent Members of the Committee.
- 6.19 Where a nominee to the office of Chair or Vice Chair is a member serving a one-year term, their term may be extended for a second year and on appointment he or she shall be deemed to be a member with a two (2) year term.
- 6.20 A member may not serve more than two (2) consecutive terms as Chair.
- 6.21 An individual who has served two (2) consecutive terms as Chair of the Committee may be re-elected as Chair provided at least one two-year term has elapsed since their last term as Chair.

Vacancies

- 7.0 A vacancy in the membership of the Committee does not prevent the Committee from exercising its authority.
- 7.1 A member shall lose their seat if absent from three consecutive regular meetings of the Committee without notice.
- 7.2 In the event that a Parent Member or an individual Community Representative appointed to the Committee vacates their position during the appointed term, the

Committee may appoint another individual to the position for the remainder of the term.

- 7.3 In the event that a representative of a local association that was appointed to the Committee is no longer able to attend PIC meetings, the association may appoint another representative to fill their seat for the remainder of the term.
- 7.5 Vacancies in positions may be filled from the waiting list, if applicable, or be advertised. Methods of advertising may include, but are not limited to:
- a) advertisements in newsletters of District schools or school councils;
 - b) advertisements in newspapers with general circulation in the geographic jurisdiction of the District;
 - c) advertisements on radio or television stations that broadcast in the geographic jurisdiction of the District;
 - d) notices in schools of the District; and
 - e) notices on the OCDSB's website and where possible on District schools websites.
- 7.6 Individuals appointed as a result of a vacancy shall hold the position until the original term for that position expires.

Roles and Responsibilities of Members

- 8.0 All members of the Committee shall:
- a) promote and encourage parent engagement and the work of the Committee in the OCDSB;
 - b) review all relevant material prior to the Committee meetings;
 - c) attend and participate in the Committee meetings;
 - d) participate in Committee and Sub-Committee initiatives as required; and
 - e) act as a liaison between the Committee and their community .
- 8.2 The Chair shall:
- a) plan the agenda in collaboration with the Director or designate;
 - b) chair the Committee meetings;

- c) act as a spokesperson for the Committee in communicating with the Director of Education, the Board and the public; and
 - d) ensure that notice of each meeting is provided to all members of the Committee.
- 8.3 The Vice-Chair shall assume the duties of the Chair in the event the Chair is unavailable.

Meetings

- 9.0 The Committee shall meet at least six (6) times in each school year.
- 9.1 All meetings of the Committee will be open to the public, except in accordance with s. 207 of the *Education Act*, and be held at a location that is accessible to the public.
- 9.2 The first Committee meeting of the term shall not be held until after the appointments for the term have been made.
- 9.3 Notice of each meeting shall be provided to all members of the Committee at least five (5) days before the meeting. Notice may be provided to each member by e-mail or regular mail; by telephone call; and by posting to the District website. Notice by regular mail is deemed to be provided five (5) days before the meeting if it is mailed five (5) days before the meeting.
- 9.4 A meeting of the Committee cannot be held unless:
- a) a majority of voting members present at the meeting are Parent Members; and
 - b) the Director of Education, or designate, is present; and
 - c) the Trustee, or designate, is present.
- 9.5 Committee members are expected to attend all Committee meetings. A member who participates in the meeting through electronic means shall be deemed to be present.
- 9.6 Additional employees of the District, as determined on an as needed basis, may be invited to attend, participate, and act as a resource to the Committee in a non-voting capacity.
- 9.7 The rules of order for the conduct of meetings of the Committee shall follow these by-laws. In any situation for which there is no specific provision in these by-laws, the OCDSB By-Laws and Standing Rules shall apply for matters of interpretation, the Committee shall adopt as its parliamentary authority the latest

edition of *Procedures for Meetings and Organizations* by M. K. Kerr and H. W. King, Carswell Legal Publications, Toronto.

- 9.8 Wherever possible, the Committee shall conduct its business through a collaborative decision making process.
- 9.9 When the Committee votes on a matter, only Parent Members and Community Members are entitled to vote.
- 9.10 In the event of a tie, the motion is defeated.

Sub-Committees

- 10.0 The Committee may, as it deems necessary, create sub-committees to make recommendations to the Committee. The sub-committees must include at least one (1) Parent Member of the Committee, and may include non-members.

Professional Conduct

- 11.0 Members of the Committee have a duty to make decisions consistent with Ministry and District policies and procedures in the best interests of students in compliance with the requirements of relevant legislation and regulations.
- 11.1 Members will not act in order to gain financial or other material benefit personally.
- 11.2 Where a PIC member, has any direct, indirect or a deemed pecuniary interest in any matter that is subject to consideration by the Committee, they shall disclose such interest and exclude themselves from the respective item on the agenda.
- 11.2 Members will respect the privacy of individuals in accordance with the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*. When meeting, members shall not discuss personal information relating to parents, students, school boards/trustees, or other personnel or council members.
- 11.3 In the event of a conflict between members, the Chair or designate will make every effort to resolve the dispute by mediation.

Minutes and Financial Records

- 12.0 The Committee will keep minutes of all of its meetings and records of all of its financial transactions, if any, in accordance with the policies and procedures of the District.
- 12.1 The minutes of the Committee's meetings and the records of its financial transactions will be available for examination at the Administration Building by any person in accordance with the records retention schedule.

- 12.2 The minutes of the Committee will be posted on the OCDSB website and will be sent electronically to the chair of each school council. The minutes posted on the website will remain on the website for four years.
- 12.3 A person shall not receive any remuneration for serving as a member of the Committee with the exception of an honorarium for a member of the Board of Trustees as stipulated in section 191 of the *Education Act*.
- 12.4 Committee members may be reimbursed for incidental expenses incurred as a result of their work on the Committee. Invoices for expenses related to their role shall be submitted and reimbursed in accordance with the financial policies of the OCDSB.

Summary of Activities

- 13.0 The Committee will annually submit a written summary of the Committee's activities to the Board of Trustees and to the Director of Education.
- 13.1 The summary of activities shall include a report on how funding, if any, provided under the *Education Act* for parent involvement was spent.
- 13.2 The Director of Education will provide the summary of activities to the school councils and post the summary of activities on the District website.

Amendments to By-Laws and Standing Rules

- 14.0 These By-Laws and Standing Rules may be amended only by approval of two-thirds (2/3) of all voting members present, at a regular or special meeting of the Committee, provided that advance notice in writing has been given to all Committee members.

Approved by the Parent Involvement Committee: 19 February 2020.



POLICY P.008.GOV
TITLE: ADVISORY COMMITTEE ON EQUITY
Date issued: 30 January 1998
Revised: 24 April 2018
Authorization: Board 19 January 1998

1.0 OBJECTIVE

- 1.1 To establish an Advisory Committee on Equity (ACE) to advise the Board of Trustees in fulfilling its commitment to provide an equitable and inclusive educational and work environment which supports student achievement and well-being.

2.0 DEFINITIONS

- 2.1 **Board** means Board of Trustees.
- 2.2 **Community Agencies or organizations** mean entities focused on serving youth and families with a diversity, equity, low income or inclusion lens.
- 2.3 **Community groups or associations** mean groups representative of communities that experience systemic barriers and marginalization.
- 2.4 **Creed** means a religious or non-religious belief system that influences a person's identity, worldview and way of life. A creed:
- (a) is sincerely, freely and deeply held;
 - (b) integrally linked to a person's identity, self-definition and fulfillment;
 - (c) is a particular and comprehensive, overarching system of belief that governs one's conduct and practices;
 - (d) addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and/or a higher or different order of existence; and
 - (e) has some "nexus" or connection to an organization that professes a shared system of belief.

According to the Human Rights Code, creed includes the spiritual beliefs and practices of indigenous cultures.

- 2.5 **Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, creed, sex, sexual orientation, and socio-economic status.
- 2.6 **District** means the Ottawa-Carleton District School Board (OCDSB).
- 2.7 **Equity** goes beyond treating people the same and takes into account their individual needs and differences.
- 2.8 **Inclusive Education** refers to education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.
- 2.9 **LGBTQ2S+** means Lesbian, Gay, Bisexual, Transgender, Queer and Questioning, Two-Spirit, and additional sexual and gender identities.
- 2.10 **School Community** refers to students, parents/guardians, trustees, staff, contractors and service providers, volunteers and community members.
- 2.11 **Systemic barriers** are policies, practices or procedures that result in some people or groups of people receiving unequal access and/or outcomes or being excluded.

3.0 POLICY

Terms of Reference

- 3.1 The Advisory Committee on Equity shall:
 - (a) provide strategic policy and program advice and/or recommendations on matters of diversity which support equitable education access and outcomes, student learning and well-being, and the development of citizenship;
 - (b) advise the Board of Trustees on the review, development, implementation, and monitoring of all policies and its equity strategy and programs;
 - (c) advise the Board of Trustees on the identification and elimination of systemic barriers to providing bias-aware education, including power dynamics, discrimination and marginalization that may impact the lived experience of members of the school community;
 - (d) liaise with community stakeholders by actively engaging parents and community partners to help create and sustain a safe and inclusive learning environment; and
 - (e) advise the Board on potential budget implications that may help or hinder its commitment to foster equitable and inclusive education.

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 The Committee shall be comprised of up to 19 members, including eleven (11) voting members and up to eight (8) non-voting members.
- 4.2 The eleven (11) voting members shall include:
- (a) four (4) individual members; and
 - (b) seven (7) community members representative of community organizations, agencies, groups and/or associations.
- 4.3 The non-voting members shall include:
- (a) up to two (2) Trustees as appointed by the Board of Trustees;
 - (b) one (1) Superintendent of Instruction or designate;
 - (c) one (1) Diversity & Equity Coordinator;
- and may include:
- (d) one (1) representative appointed by the Student Senate;
 - (e) one (1) representative appointed by Ottawa-Carleton Elementary Teachers' Federation;
 - (f) one (1) representative appointed by Ontario Secondary School Teachers' Federation; and
 - (g) one (1) representative of a local post-secondary institution.
- 4.4 Additional employees of the District may be invited to attend, participate, and act as a resource to the Committee in a non-voting and non-membership capacity, as determined on an as needed basis.

Membership Criteria

- 4.5 All applicants to the Committee shall have a strong interest in and commitment to student achievement and well-being and have:
- (a) knowledge and understanding of the link between equity and inclusive education;
 - (b) the ability to work effectively and collaboratively with representatives from various communities who may have diverse opinions and perspectives;
 - (c) tact, diplomacy and a respect for others;
 - (d) an enthusiastic approach and ability to motivate and support others; and

- (e) the ability and willingness to attend meetings during the school year.
- 4.6 Every effort shall be made to ensure that the four (4) individual members are:
- (a) parents/guardians with children enrolled in the OCDSB who represent the diverse demographic composition of the District; and/or
 - (b) members of the following identities:
 - (i) Creed-based;
 - (ii) Disability (e.g., physical, mental, and learning disabilities);
 - (iii) First Nations, Métis or Inuit;
 - (iv) Immigrants and newcomers to Canada;
 - (v) LGBTQ2S+ ; and/or
 - (vi) Racialized Groups.
- 4.7 Community organizations, agencies, groups and/or associations seeking membership on ACE shall be representative of communities experiencing systemic barriers and marginalization, and have diversity, equity and inclusion-centered mandate. These may include, but are not limited to the following:
- (a) Association of Community Organizations for Reform Now (ACORN);
 - (b) Children's Aid Society;
 - (c) Coalition of Community Health and Resource Centers of Ottawa;
 - (d) Family Services Ottawa;
 - (e) Lebanese and Arab Social Services Agency;
 - (f) Ottawa Chinese Community Service Center;
 - (g) Ottawa Community Immigrant Services Organization (OCISO);
 - (h) Ottawa Local Immigration Partnership (OLIP);
 - (i) Ottawa Police Service;
 - (j) Pathways to Education;
 - (k) Rainbow Alliance arc-en-ciel;
 - (l) Somali Center For Family Services;

- (m) Wabano Centre for Aboriginal Health ; and/or
- (n) Youth Services Bureau.

This list may be changed or expanded to reflect the District's demographic composition and its equity and inclusive education priorities.

Term of Office

- 4.8 The term of office for a voting member of the Committee shall be two (2) years beginning December 1.
- 4.9 Individual members may serve for no more than two (2) consecutive terms of office.
- 4.10 Community organizations or agencies may serve multiple consecutive terms but an individual representative of the organization or agency may serve for no more than two (2) consecutive terms of office.
- 4.11 Non-voting members are determined annually.

Appointment of Members

- 4.12 The Committee shall elect a Chair and a Vice Chair from amongst its eleven (11) voting members.
- 4.13 ACE shall review its membership needs and as required create a Membership Sub-Committee that includes the Chair and Vice-Chair, plus up to three (3) members, as nominated by the Committee.
- 4.14 The Membership Sub-Committee shall ensure that the voting members are selected using a fair and equitable process.
- 4.15 The Membership Sub-Committee shall,
 - (a) post a notice inviting applications for appointment of individual members;
 - (b) identify community agencies, organizations, groups or associations that meet the criteria stipulated in section 4.7 of this policy and best meet the needs of the Committee;
 - (c) invite identified community agencies, organizations, groups or associations to put forward the names of a representative and an alternate; and
 - (d) submit a recommendation to the Committee for the appointment of new members.

Vacancies

- 4.16 A vacancy in the membership of the Committee does not prevent the Committee from delivering on its mandate.
- 4.17 A member shall lose their seat if absent from three consecutive regular meetings of the Committee without notice.
- 4.18 In the event that a voting-member vacates their position during the appointed term, the Committee may fill the position for the remainder of the term.
- 4.19 To replace a non-voting member, the Board, Student Senate or the District shall appoint another individual to the position. Where the non-voting member is a Trustee, the Board of Trustees shall make the appointment.

Roles and Responsibilities of Members

- 4.20 All members of the Committee shall:
 - (a) demonstrate a commitment to diversity, equity and inclusive education in the work of the Committee and the District;
 - (b) attend and productively participate in Committee meetings;
 - (c) review all relevant material prior to the Committee meetings;
 - (d) participate in Committee and sub-committees work (as required);
 - (e) provide equity-focused input/feedback when they represent ACE at special meetings of the Board, Ad-Hoc or Advisory Committees; and
 - (f) bring to the attention of the Committee any issues related to its mission as stipulated in provision 3.1 of this policy.
- 4.21 In addition to the above, community agencies, organizations, groups and/or associations, and the student senator shall act as a liaison between ACE and their respective community groups or organizations.
- 4.22 Community agencies, organizations, groups and/or associations with membership on the Committee shall appoint a representative and an alternate to replace the named representative if the representative is unable to attend a meeting. Temporary substitution of a representative by a duly authorized alternate during the course of a meeting shall be allowed.
- 4.23 The Chair shall:
 - (a) plan the agenda in consultation with the Superintendent;
 - (b) preside over the Committee meetings;

- (c) act as a spokesperson and representative for the Committee in communicating with the Director of Education, Board of Trustees and the public;
 - (d) review the minutes before they are circulated to members; and
 - (e) share information and reports received from various stakeholders with the District, e.g., community organizations, individuals representing affected groups, etc.
- 4.24 The Vice Chair shall assume the roles and responsibilities of the Chair in the event of their absence.
- 4.25 The Secretary shall:
- (a) keep and maintain all records and property of the Committee including but not limited to records of minutes and reports of the Committee;
 - (b) distribute Agendas and Minutes of all meetings to Board Services and committee members at least five (5) business days prior to the next meeting; and
 - (c) ensure the minutes are provided to Board Services for distribution to the Board of Trustees and for posting on the District website.

Meetings

- 4.26 The Committee shall meet at least six (6) times in each school year.
- 4.27 All meetings of the Committee will be open to the public and be held at a location that is accessible to the public.
- 4.28 The Committee shall welcome and encourage the participation of the public at the discretion of the Chair.
- 4.29 The rules of order for the conduct of meetings shall be consistent with the OCDSB By-Laws and Standing Rules.
- 4.30 A notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting.
- 4.31 A member who participates in a meeting by electronic means is considered to be present at the meeting and will be recorded in the attendance for the meeting.

Quorum

- 4.32 A meeting of the Committee achieves quorum when a majority of voting members are present. Majority is defined as fifty (50) percent plus one (1).

Voting

- 4.33 Each voting member is entitled to one (1) vote.
- 4.34 Non-voting members of the Committee shall have all the rights and obligations of voting members except for moving, seconding and voting on a motion, and counting for quorum.

Sub-committees

- 4.35 The Committee may establish sub-committees as it deems appropriate to the achievement of its mandate. Sub-committees may include voting and non-voting members and non-members.

Reporting

- 4.36 The Committee shall provide an annual report to the Board of Trustees which summarizes its activities and achievements during the past year and its plans for the upcoming year.
- 4.37 The Director of Education shall have the authority to establish procedures that are consistent with this policy.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, section 8.1 (29.1)

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015

Ontario's Equity Action Plan , 2017

Policy/Program Memorandum No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools", June 24, 2009

Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009

OCDSB By-Laws and Standing Rules

Board Policy: P.001.GOV: Policy Development and Management

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

Board Policy P.018.GOV: Electronic Meetings of the Board and Committees

Board Policy P.048.GOV: Board Guiding Principles

Board Policy P.065: Advisory Committees to the Board

Board Policy P.086.CUR Religious Accommodation

Board Policy P.098.CUR: Equity and Inclusive Education



POLICY P.140.GOV
TITLE: INDIGENOUS EDUCATION ADVISORY COUNCIL
Date issued: 25 June 2018
Last revised:
Authorization: 25 June 2018

1.0 OBJECTIVE

To establish an Indigenous Education Advisory Council (IEAC) with the goal of providing guidance to the Board as it pertains to Indigenous education, well-being and achievement, and providing support to its Indigenous students, families and educators.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** refers to the Board of Trustees.
- 2.2 **Community organizations or agencies** mean organizations or associations which represent the interests of Indigenous communities.
- 2.3 **District** means the Ottawa-Carleton District School Board.
- 2.4 **Elder** means someone who has attained a high degree of understanding of First Nation, Métis, or Inuit history, traditional teachings, ceremonies, and healing practices. Elders have earned the right to pass this knowledge on to others and to give advice and guidance on personal issues, as well as on issues affecting their communities and nations. Being an Elder is not age-specific, and very few people are accorded this title by their communities.
- 2.5 **Inclusive Education** means education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.
- 2.6 **Indigenous** is a term that includes First Nations, Métis and Inuit communities.
- 2.7 **First Nations** people are the descendants of the original inhabitants of Canada who lived here for many thousands of years before explorers arrived from Europe. First Nations people identify themselves by the Nation to which they belong, for example, Algonquin, Cree, Mohawk, Oneida and so on. There are over 630 First Nations communities in Canada.

- 2.8 **Métis** means a person of Historic Métis Nation ancestry who resided in west central North America, and is accepted by the Métis Nation which is now comprised of all Métis Nation citizens and is one of the "aboriginal peoples of Canada" within the meaning of s.35 of the Constitution Act 1982.
- 2.9 **Inuit** are the Indigenous peoples of the Arctic. The word Inuit means "the people" in the Inuit language of Inuktitut. The singular of Inuit is Inuk.
- 2.10 **Senators** have a special place in Métis culture, the Métis Nation of Ontario and in its governance structure. They are elected and highly respected for their knowledge, values, and experience. Senators provide presence at community events and meetings, and they help to keep Métis culture alive by sharing Métis traditions and ways of life.
- 2.11 **Traditional Knowledge Keeper** means a member of the community who has learned a specific area(s) of history, traditional teachings, ceremonies, and/or healing practices, and are supported by their community in their sharing of that knowledge.

3.0 POLICY

Mandate

- 3.1 The Indigenous Education Advisory Council (IEAC) shall:
- a) collaborate with the District on the development of the Indigenous Education Board Action Plan;
 - b) provide strategic advice on implementing the Truth and Reconciliation Calls to Action, specifically Calls to Action pertaining to education (62-63);
 - c) assist the Board of Trustees in its commitment to provide an equitable and inclusive education and work environment for First Nations, Métis and Inuit students and staff;
 - d) advise the Board of Trustees on any issue affecting First Nations, Métis and Inuit students' learning and well-being;
 - e) act as a resource to provide authentic and current knowledge of First Nations, Métis and Inuit perspective to support informed decision making; and
 - f) liaise with community stakeholders as needed by actively engaging parents and community partners to help provide an equitable and inclusive education and work environment for Indigenous students and staff.

4.0 SPECIFIC DIRECTIVES

- 4.1 Participation in the Council shall be voluntary and open to individual members of the District community and to stakeholder organizations with an interest in Indigenous education.

Composition

- 4.2 The IEAC shall be comprised of up to seventeen (17) members; nine (9) voting members and up to eight (8) non-voting members.

- 4.3 The nine (9) voting members shall include:
- a) three (3) members representing Elders, Senators and Traditional Knowledge Keepers; one from each of the respective communities;
 - b) two (2) members of the First Nations community; one of whom is Algonquin;
 - c) two (2) members of the Métis community; and
 - d) two (2) members of the Inuit community.
- 4.4 The non-voting members shall include:
- a) one (1) trustee;
 - b) one (1) Indigenous education lead;
 - c) one (1) superintendent or designate;
 - d) at least two (2) and not more than three (3) grade 7-12 students; where possible each of First Nations, Métis and Inuit communities would be represented; and
 - e) up to two (2) school based staff volunteers (one teacher and one education support worker) who identify as First Nations, Métis or Inuit.

Membership Criteria

- 4.5 When appointing new voting members to IEAC, under s. 4.3 (b), (c) and (d), every effort shall be made to ensure that they are:
- a) parents/guardians of students enrolled in the District; and/or
 - b) representatives of community organizations or agencies.

Term of Office

- 4.6 Voting members of the IEAC shall have a two year term of office, beginning December 01 and ending November 30. To ensure continuity, term appointments may be done on alternate years.

Appointment of Members

- 4.7 The IEAC shall elect a Chair and a Vice-Chair from among its nine (9) voting members.
- 4.8 The IEAC shall review annually its membership needs and, where there are vacancies, create a Membership Sub-Committee comprised of the Chair, Vice-Chair and one voting member of the Council, plus the superintendent and the Indigenous education lead.

Roles and Responsibilities of Members

- 4.9 The Chair of IEAC shall:
- a) plan the agenda in consultation with the superintendent or designate;
 - b) Chair the Council meetings;
 - c) act as spokesperson and representative of the Council in communicating with the Director of Education, Board of Trustees and the public; and

- d) review the minutes before circulating them to members.
- 4.10 The Vice-Chair shall assume the duties of the Chair when the Chair is absent.
- 4.11 Members of the IEAC shall:
- a) demonstrate a commitment to an equitable and inclusive education and work environment for First Nations, Métis and Inuit students;
 - b) act as a liaison between members of the IEAC and their respective communities;
 - c) attend and productively participate in the IEAC meetings; and
 - d) review all relevant material prior to meetings.

Meetings

- 4.12 The IEAC shall meet at least six times per school year.
- 4.13 All meetings of the Council shall be open to the public and held in a location that is accessible.
- 4.14 Members of the public may provide comments or ask questions on any matter within the mandate of the Council.
- 4.15 Notice of each regular meeting shall be provided to all members of the Council at least five days before the meeting. Notice may be by email, by telephone, and/or by posting to the District website.
- 4.16 A meeting of the IEAC cannot be held unless quorum is reached; IEAC reaches quorum when a majority of voting members are present.
- 4.17 Wherever possible, the Council shall conduct its business through a collaborative decision-making process to ensure all voices are heard. In the event that consensus cannot be reached, the rules of order for the conduct of meetings shall be consistent with the OCDSB By-Laws and Standing Rules.

Vacancies

- 4.18 A vacancy in the membership of the Council does not prevent the Council from delivering on its mandate.
- 4.19 In the event that a voting member vacates his or her position during the appointed term, the Council may appoint another individual to the position for the remainder of the term.
- 4.20 To replace a non-voting member, the Council shall appoint another individual to the position for the remainder of the term.

Annual Report

- 4.21 The IEAC shall submit annually a written summary of the Council's activities to the Board of Trustees.
- 4.22 The Director of Education/Secretary of the Board is authorized to issue such procedures, guidelines and other materials as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

The Ontario First Nations, Métis and Inuit Education Policy Framework (2007)

Board Policy P.065.GOV Advisory Committees to the Board

OCDSB By-Laws and Standing Rules



POLICY P.111.GOV

TITLE: **ADVISORY COMMITTEE FOR EXTENDED DAY AND CHILD CARE PROGRAMS**

Date issued: 28 January 2014

Last revised:

Authorization: Board: 28 January 2014

1.0 OBJECTIVE

To establish an advisory committee for extended day and child care programs to assist the Board of Trustees to meet its commitment to the provision of quality programming in extended day and child care programs.

2.0 DEFINITIONS

In this policy,

- 2.1 **Day Care Programs** means programs which cater to children who are not yet of school-age (toddler, preschool) for whom care will be provided during the day, during the school year, and in the summer.
- 2.2 **Extended Day Program** means the program delivered to school-age children between the ages of 4 and 12 before school, after school, over the Christmas holidays, during March Break, and over the summer.
- 2.3 **Child Care Council** means the formal council of representative child care providers from across the city.
- 2.4 **Community Partners (Child Care Agencies)** means child care agencies who have entered in agreements with the District to deliver extended day or day care programs on behalf of the District.
- 2.5 **District** means the Ottawa-Carleton District School Board.

3.0 POLICY

- 3.1 The Advisory Committee for Extended Day and Day Care Programs shall:
 - a) Provide ongoing advice to the Board on the management, delivery and implementation of the extended day child care programs;
 - b) Advise with respect to the development of policy with regard to extended day programming and child care to ensure successful delivery of programming for early learners;

- c) Establish a forum for stakeholders to collaborate and share experience across related sectors;
- d) To be an advocacy voice for excellence in extended day initiatives across the District; and
- e) Ensure that the members and representatives have current public information about extended day, child care and full-day kindergarten to communicate to their communities in Ottawa.

4.0 SPECIFIC DIRECTIVES

- 4.1 Participation in the Committee shall be voluntary and open to individual members of the District community and to stakeholder organizations with an interest in early learning programs.
- 4.2 The Committee shall be comprised of 16 members.
- 4.3 Voting members shall include:
 - a) Five parents of elementary school-age children enrolled in schools across the District to the extent possible to be broadly reflective of a diversity of school communities and a diversity of experiences with the extended day and child care programs offered in District schools;
 - b) One representative from the Parent Involvement Committee (PIC);
 - c) One representative from the Ottawa-Carleton Assembly of School Councils (OCASC);
 - d) One representative from the Special Education Advisory Committee (SEAC); and
 - e) One representative from the Advisory Committee on Equity (ACE).
- 4.4 Non-voting members shall include:
 - a) One trustee as appointed by the Board of Trustees;
 - b) One Superintendent of Instruction or designate appointed by the Director;
 - c) One representative from the Child Care Council;
 - d) Three community partners (child care agencies); and
 - e) One representative from Ontario Secondary School Teachers Federation Student Support Professionals Bargaining Unit.
- 4.5 Support staff to the Committee shall be assigned by the Director or designate and may include:
 - a) One elementary school principal;
 - b) System Principal of Early Learning; and
 - c) Manager of Early Learning.

Roles and Responsibilities of Members

- 4.6 All members of the committee shall:
- a) Demonstrate a commitment to the delivery of excellence in early learning and child care programs in the District through the work of the Committee;
 - b) Attend committee meetings;
 - c) Review all relevant material(s) prior to the meetings;
 - d) Participate in Committee and sub-committee work as required; and
 - e) Provide input and/or feedback and raise issues as is the duty of a representative of a Board Special Purpose, ad-hoc or advisory committee.
- 4.7 The Chair of the Committee shall:
- a) plan the agenda in consultation with the Superintendent of Instruction or designate;
 - b) chair the committee meetings;
 - c) act as the spokesperson and representative of the committee in communicating with the Director of Education, Board of Trustees and the public; and
 - d) review the minutes with the secretary before circulating them to members.

Term of Office

- 4.8 The term of office of a voting member shall be two years. The term of office will begin on December 01 and end November 30. Members may serve no more than two consecutive terms of office.

Elections and Appointments

- 4.9 Members of the committee shall be elected or appointed before the first committee meeting of the school year which shall be held no later than October 31 of each year.
- 4.10 The Committee shall:
- a) elect a Chair and Vice-Chair for one year from the voting community members for a one year term; and
 - b) subject to the election or appointment process, allow a member of the Committee to be re-elected or re-appointed to the position of Chair or Vice-Chair for more than one term.
- 4.11 The Committee shall review its membership annually. A membership sub-committee of three to five members that must include two members of the executive shall post a notice to initiate an "invitation of interest" for voting members and an application process for community and non-voting members.

Sub-Committee

- 4.12 The Committee shall establish a sub-committee to review its membership annually. The sub-committee shall include three to five members, including Chair and/or Vice-Chair.
- 4.13 The sub-committee shall establish a process for the appointment of new members which includes:

- a) expressions of interest from persons interested in being parent/guardian members;
 - b) expressions of interest from community partners (child care agencies);
 - c) requests for nominees to represent PIC, OCASC, SEAC and ACE and the Child Care Council; and
 - d) requests to the Director of Education or designate for the names of staff representatives on the Committee.
- 4.14 All notices, requests and invitations for expressions of interest shall include:
- a) a summary of the position, including the term of office of the appointment;
 - b) describe the process for making an application;
 - c) note the deadline for application;
 - d) provide the name and contact information of the person(s) responsible for managing the process; and
 - e) be posted through a variety of methods to ensure awareness of the application process throughout the jurisdiction of the District. Such methods may include, but are not restricted to, advertisements in District newsletters, advertisements in newspapers, notices in schools, notices on the District's website, and on school websites.
- 4.15 The sub-committee shall review all applications and shall make a recommendation to the Committee for appointments.
- 4.16 The Committee shall have final approval of the appointment of all voting members, and non-voting members, unless otherwise specified.

Vacancies

- 4.17 A vacancy in the membership of the Committee does not prevent the Committee from delivering on its mandate.
- 4.18 In the event that a voting member vacates his or her position during the appointed term, the Committee may appoint another individual to the position for the remainder of the term.
- 4.19 To replace a non-voting member, the Board or District shall appoint another individual to the position for the remainder of the term.

Meetings

- 4.20 The Committee shall meet at least six times per school year.
- 4.21 All meetings of the Committee shall be open to the public and be held in a location that is accessible.
- 4.22 Notice of each regular meeting shall be provided to all members of the Committee at least five days before the meeting. Notice may be by email, by telephone and/or by posting to the District website.

- 4.23 A meeting cannot achieve quorum unless a majority of voting members are present. Majority is 50 percent plus one.
- 4.24 Non-voting members of the Committee shall have all the rights and obligations of voting members except that they may not move, second, or vote on a motion and they are not part of the count for quorum.
- 4.25 The rules of order for the conduct of meetings shall be consistent with the OCDSB By-laws and Standing Rules.

Reporting Requirements

- 4.26 The Committee shall provide an annual report to the Board of Trustees in June of each year. This report shall summarize the activities and achievements of the Committee over the year and outline its plans for the upcoming year.

5.0 REFERENCE DOCUMENTS

Education Act and Regulations

OCDSB By-laws and Standing Orders

Board Policy P.001.GOV: Policy Development and Management

Board Policy P.048.GOV: Board Guiding Principles

Board Policy P.065.GOV: Advisory Committees to the Board



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 20-085

10 November 2020

Annual Report on Student Suspensions (2019-2020)

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310
 Mary Jane Farrish, Superintendent of Instruction, ext. 8821
 Dorothy Baker, Superintendent of Instruction, ext. 8886
 Peter Symmonds, Superintendent of Learning Support Services, ext. 8254

PURPOSE:

1. To present the annual report on student suspensions, including findings from analyses undertaken on 2019-2020 OCDSB student suspension data in conjunction with *Valuing Voices – Identity Matters! Student Survey* data to identify:
 - groups of students who may be over/underrepresented in the suspension data based on their Indigenous identity, race, gender identity, and disability; and
 - differences in student suspension rates across groups of students (disparity) based on these same demographic characteristics.

STRATEGIC LINKS:

2. The review of suspension and expulsion data is an essential step in the District's commitment to creating a culture of caring and a culture of social responsibility. Our safe schools strategy is built on promoting positive student behavior by building relationships, establishing a code of conduct, ensuring bullying prevention initiatives are in place and employing a progressive discipline approach. Analyzing suspension data informs our safe schools practice, allows an opportunity to assess progressive discipline practices and helps to identify strategies to ensure our practice is bias free. This allows for the establishment of quantifiable estimates of inequities in the education system as it relates to student discipline.

CONTEXT:

3. The OCDSB annually reports on student suspension data in accordance with Policy P.026.SCO Student Suspension and Expulsion. This is the first year that the suspension data has been analysed using identity-based data which was

collected last year. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for deeper analysis of additional groups of students based on Indigenous identity, race, gender identity, and disability as reported in the *Valuing Voices – Identity Matters! Student Survey*. For the benefit of the reader, there are a number of references to and appendices explaining some of the more detailed technical/methodological elements of analysis that are requirements under the provincial Data Standards.

A total of 2,374 suspensions were issued in OCDSB schools in 2019-2020

- 1,305 at the elementary level, and
- 1,069 at the secondary level –

This is almost the same from the previous year. The overall suspension rate based on a student population of 74,854 was 2.2% (similar to the previous two years). Provincial data for last year is not yet available, but the provincial average for the year prior was 2.85%.

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities are disproportionately represented in the suspension data and often face increased risk of disciplinary action compared to other students. The data supports these concerns and indicates that some student populations are suspended at a disproportionate rate. This information will support the District's work to review current practices related to progressive discipline through the lens of equity and inclusive education and human rights principles and to implement practices that support positive behaviour and bias-free progressive discipline, taking mitigating and other factors into account not only in response to inappropriate behaviour but in all interactions with students along the "continuum of progressive discipline".

KEY CONSIDERATIONS:

Analysis & Reporting of Suspension Data

4. The Ministry of Education collects suspension data for all publicly funded school districts in Ontario. Suspension rates are calculated as a percentage of the October 31 enrolment and include suspensions issued over the full course of the year (i.e., between the first day of school in September and the last day of school in June). At the provincial level, suspension data is disaggregated by panel (elementary, secondary), gender (male, female), and students with special education needs as a whole, not by exceptionality.

Due to school closures commencing mid-March as a result of the pandemic, data for 2019-2020 is not directly comparable to previous years. In an effort to ensure comparability, the overall, historical suspension data was reanalyzed to use figures for September to March.

Collection and Reporting of Identity Based Data

5. The collection of identity-based data serves the following purposes:
 - (i) to gather demographic information about the unique and diverse characteristics of the OCDSB's student population;
 - (ii) to identify and respond to barriers to student learning and well-being;
 - (iii) to enhance the District's capacity to serve its increasingly diverse student population and client communities.

This is the first in a series of reports that begins to look at barriers to student learning and well-being with a view to effecting change that will result in greater support and more equitable outcomes for students who have been minoritized.

6. Data collection, analysis and reporting of identity data is governed by the *Ontario Anti-Racism Act* (2017), and the [*Data Standards for the Identification and Monitoring of System Racism*](#) (2018).

The Data Standards, which apply to public sector institutions in Ontario, establish "consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity. The Standards set out requirements, rationale, and guidance at every stage from planning and preparation to analysis and reporting. This includes, collecting, using, disclosing, de-identifying, and managing information, including personal information."

An initial report, which presented the story of identity in the OCDSB, was released in June 2020. Background information, including the process for data collection, survey content, and reporting is available on the District [website](#).

7. The availability of this type of data allows for and generates interest in a range of additional reports. As we consider our path forward, we are guided by these principles:
 - i. the collection of race-based data must lead to reliable and high-quality race-based statistics which contribute to informed strategies and evidence-based decision-making; and
 - ii. information collected may only be used for the purpose of eliminating systemic racism and advancing racial equity as defined in subsection 7(2) of the Data Standards.

Bringing Together the Data Sets

8. The *Valuing Voices – Identity Matters! Student Survey* yielded an overall response rate of 46.5% (34,888 of 74,975; JK to grade 12). Of the 1,674 students who received a suspension during the 2019-2020 school year, 657 (39.2%) participated in the survey. Comparing characteristics of suspended students who DID vs. DID NOT answer the IDB survey using available Trillium data indicates there are some differences between the groups, though these have not been analysed statistically. For example, there was higher representation from:

- students from grades 7 to 9 in the survey sample (9-10% higher as compared to those who did not participate);
- students with Permanent Resident status (+4%);
- English Language Learners (+8%); and
- students who reside in lower income neighbourhoods (+4%).

Conversely, there was less representation from:

- elementary students (-6%); and
- students born in Canada (-5%).

The distributions for Gender and IEP status were similar for suspended students who DID and DID NOT respond to the survey (<1% difference).

9. A QuantCrit framework (Gillborn, Warmington & Demack, 2018) has continued to guide the approach to analysis and reporting of this data. Despite the multidimensional nature of identity, this initial phase of reporting focuses only on single aspects of identity – Indigenous, race, gender, and disability – and does not yet take into account intersectionality (e.g., race x gender).

Calculating Disproportionality and/or Disparity Indices

10. This phase of reporting requires the calculation of disproportionality and/or disparity indices for each unit of analysis (Standard 29). In the case of suspensions, both have been calculated where suppression thresholds have been met. Meaningful interpretation of disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32) to support monitoring of progress over time.

Calculations for this report have been based on mutually exclusive groups of students (i.e., a student is only counted in one category) for Indigenous identity, race, and gender identity; and inclusive groups (i.e., a student may be counted in more than one category) for disability. For disparity calculations, groups have been compared to “all other” students (race, gender identity) or to a group of students who do not identify as Indigenous or as having a disability. More details about these technical specifications and decisions can be found in the full suspension report (Appendix A).

Summary of Suspension Data Analysis and Findings

11. **Overall Results.** Results for 2019-2020 are comparable to those for the past few years, even for the partial year reporting. Specifically:
 - Approximately 2% of OCDSB students were issued a suspension during the 2019-2020 school year, a rate that is consistent with the previous two years for the same time period (September to March);
 - Suspensions rates continue to be higher in the secondary panel than they are in elementary;

- Approximately two-thirds of suspensions issued were single-day suspensions; and
- Close to three-quarters of students who were suspended last year received only one suspension.

For the first time, mandatory and discretionary suspensions were examined separately. Mandatory suspensions involve more significant safety concerns, including reasons such as: weapons related offenses, trafficking drugs, physical assaults that cause bodily harm requiring treatment by a medical practitioner, robbery, extortion, sexual assault, repeated bullying, and discretionary suspension reasons that are motivated by bias, prejudice, or hate. Results of this analysis yielded the following:

- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature;
- Suspensions of a mandatory nature were predominantly issued to students in intermediate and senior grades; and
- The majority of suspensions lasting for six days or more were of a mandatory nature.

Measuring Equity: Overview of Findings

12. Looking at the data in the context of disproportional representation indicates that students who self-identify as Indigenous, boys, students with special education needs (excluding gifted), English language learners, and students residing in lower income neighbourhoods are more likely to be suspended. Within the subset of students who participated in the *Valuing Voices* survey, students who identified as First Nations, Métis, Black Middle Eastern, Indigenous (Race), boy or man, gender diverse, or with a disability (i.e., Autism, Learning, Developmental, Mental Health, and/or Addiction) were disproportionately represented in the suspension data. Appendix A includes a more fulsome analysis of these groups, including tables and charts for the full student population¹, but some key highlights of the findings include:

- In the context of race, disparities were greatest for Indigenous students (3.5), followed by Middle Eastern students (2.3) and Black students (1.9), with likelihood of suspension between 2 and 3.5 times higher than other students who responded to the *Valuing Voices* survey.
- The suspension rate for students with special education needs was 2.5 times higher than the overall student population, and these students were 4 times as likely to receive a suspension compared to all other students.
- Students who self-identified as having a disability(ies) on the *Valuing Voices* survey had a suspension rate 2.5 times higher than the overall survey

¹ An infographic-style companion document is being prepared to showcase the results of analysis on four dimensions of identity (Indigenous identity, race, gender identity, and disability) for the subset of students who participated in the *Valuing Voices* Survey conducted in 2019-2020.

- population, and were 4 times as likely to receive a suspension as compared to students who self-identified as not having disability. The largest disparities were recorded for students reporting Addiction(s) (10.5), followed by Mental Health (6.1), Another disability not listed (5.4) and Developmental (5.4).
- Students who self-identified as Gender Diverse (i.e., a gender other than Boy/Man or Girl/Woman) on the *Valuing Voices* survey were twice as likely to be suspended, both compared to all students (1.91) and all other students (1.94).
 - English language learners are 1.9 times more likely to receive a suspension as compared to all other students.
13. Findings from this report shine a light on some of the inequities that exist in our system in relation to disciplinary policies and practices. They reinforce our call to action as a system to eliminate the systemic barriers and biases that prevent all students from reaching their full potential, particularly students who identify as Indigenous, Black, and who have been minoritized (a term which includes racialized, religious, 2SLGBTQ+ and people with a disability).
14. The rate at which discretionary suspensions are issued, particularly those that last for only one day, point to larger issues, including lack of student engagement and threats to feelings of safety and sense of belonging. Behaviour that is deemed to be inappropriate should be viewed as an opportunity to understand the underlying needs of the student. Rather than using suspensions to manage student behaviour, the focus of our work must shift towards creating learning environments for students where they: are comfortable expressing themselves without fear of retribution; are truly engaged in their learning; and see themselves reflected in the curriculum and in the staff who are responsible for supporting their learning and well-being while in school. It is through these actions and the use of a progressive discipline approach that we teach children the skills necessary to self-regulate and facilitate their understanding of the consequences of their actions.

Next Steps

Creating Safe Spaces and Conditions for Learning

15. Recognizing the importance of the early years in setting the foundation for positive learning experiences, the Ontario Ministry of Education recently introduced a new regulation (O. Reg.440/20) which removes the principal's discretion to suspend students enrolled in junior kindergarten to grade 3 for activities listed in subsection 306(1) of the Education Act.
16. Funding has been allocated to school districts to help support the implementation of these changes. In the OCDSB, this work includes collaboration across multiple

departments, including Learning Support Services, Program and Learning, and Safe Schools. For example, the Early Learning Team in LSS is continuing to provide coaching and mentoring support to Kindergarten teachers, ECEs and EAs to promote positive student behaviour. Examples include professional learning sessions focused on the factors that impact behaviour (e.g., implicit bias, traumatic experiences); specific programming (e.g., Mindmasters 2); and implementing the Third Path framework to further promote sense of belonging, physical and emotional safety, and self-regulation amongst students.

17. In addition, both the *OCDSB Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key work being undertaken by the District to promote more safe and inclusive learning spaces for students including:
- a review of the Safe Schools Policy, including policies and practices associated with police involvement in schools);
 - the establishment of foundational mandatory professional learning for school and District staff in Indigenous knowledge, Diversity and Inclusion Fundamentals, Unconscious Bias, anti-racism/anti-oppression and human rights;
 - implementation of a staff census to better understand the representativeness of the OCDSB workforce and identifying strategies to increase representation of minoritized groups in leadership roles and those directly impacting student learning and well-being;
 - redesigning course content (e.g., Social Studies, History and Geography; Grade 9-12 English) to include and represent Indigenous, Black and minoritized histories perspectives and ways of knowing;
 - introduction of Indigenous and Black Graduation coaches at specific sites to promote and support student success and pathways to graduation;
 - expansion of leadership and networking opportunities for Indigenous, Black and minoritized youth.
 - Staff will continue to work with the community and system to identify additional strategies and supports to help address these issues of inequity.

Next Steps in Identity Based Data Analysis and Reporting

18. Dialogue with communities will be critical in the development of data sharing protocols/agreements (e.g., the rights of First Nations communities to have ownership, control, access, and possession of their data). This will form part of the governance work to be undertaken, along with the development of a District policy and/or procedure that establishes parameters for access to public use data sets (i.e., Open Data) more broadly.

19. Recognizing the complexity of the data and the significant interest in using the data to effect change, we must be very thoughtful about our expectations and approach to reporting. A phased approach to analysis and reporting which ensures timely and useable information, and informs decision-making will be critical. For the 2020-2021 school year, the following additional reports are being planned, all of which will focus on Indigenous identity, race, gender identity, and disability:
 - Grade 10 credit accumulation (proxy for graduation) – January 2021
 - Elementary and secondary achievement and streaming – March 2021
 - Sense of belonging – June 2021
20. Future reports will need to examine other demographic variables not incorporated into the reports being generated during the 2020-2021 school year (i.e., language, ethnicity, sexual orientation, religion, socioeconomic status), intersectionality across different dimensions of identity, and the integration of perceptual data (e.g., sense of belonging, student well-being, school safety, etc.).

RESOURCE IMPLICATIONS:

21. Over the past two years, the District has received \$153,000 in one-time funding through Transfer Payment Agreements to support this work up to August 2020. These funds were used to hire research staff and consultant services for the facilitation of focus groups and community partner meetings. Approximately \$200,000 was allocated through the annual budget process for the 2020-2021 school year to support the governance work (e.g., establishment of data sharing agreements with First Nations communities, development of an open data policy) and extension of contract staff in the *Research, Evaluation and Analytics Division*.

COMMUNICATION/CONSULTATION ISSUES:

22. Our collaboration with community organizations has been critical to informing our practice. Following the release of the June 2020 report, a meeting was held with community partners to share the results and discuss next steps. Based on feedback from participants, a timeline for a series of initial reports to be released during the 2020-2021 school year was developed. Work with community organizations will continue and reports such as this are shared so that we have a collective understanding of the data, opportunities to discuss findings, and most importantly opportunities to discuss next steps.
23. A Technical Advisory Group (TAG) has been established to support ongoing work on reporting with identity based data to ensure alignment with the Data Standards. This Group will ensure there is a forum which engages community organizations in ongoing input/dialogue regarding research methodology and

statistical analysis of identity based data. Terms of Reference for the TAG can be found in Appendix B. The first meeting is scheduled for November 6.

24. Ongoing communication about the use of the survey data to the community, particularly to participants, is a vital part of the process. Sharing the process and results – in report format, infographic and through an open data set for public use – increases credibility, usability and impact. It is important for participants to see how the data is treated, how their responses are being used, and the impact that their participation has on the future work of the organization.

DISCUSSION QUESTIONS:

The following questions are provided for discussion purposes:

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

Michèle Giroux
Executive Officer, Corporate Services

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

Appendix A-2019-2020 Suspension Report
Appendix B-OCDSB Technical Advisory Group: Anti-Racism Data Standards

2019-2020 Student Suspension Report

Background

The OCDSB reports annually on student suspension data. This year's suspension report marks the first opportunity to report on District-level identity-based data, collected during the 2019-2020 year, linked to a student outcome measure. This connection affords us the opportunity for deeper analysis of students' experiences based on other aspects of identity such as self-identified Indigenous identity, race, gender identity, and disability. In so doing, it allows us to focus our examination of suspension data through an equity lens, assisting in the identification of patterns and trends that may indicate racial inequity, and serving as a basis for discussions with the broader community to develop strategies to eliminate the barriers and biases that may be contributing to these outcomes. The reporting approach taken here reflects this focus and provides a foundation for conversations with stakeholders on equity by examining suspension data in a new light, and showcases some of the key work that has been underway to begin incorporating identity based data into regular reporting cycles.

What we are talking about

Schools use a progressive discipline approach in an effort to promote positive student behaviour. Despite varied efforts to promote a positive learning environment, there are occasions in which student behaviour is considered to be unacceptable or unsafe. In these cases, a range of options – including suspension or expulsion – are considered that take into account both the situation and individual circumstances that will allow the school to determine the most appropriate course of action and help students to learn from their choices. Given the extremely small number of expulsions issued in the OCDSB annually, the focus of this report is on suspensions only.

Board Policy P.020.SCO Student Suspensions requires that a summary report of student suspensions be submitted to the Board annually. This report provides an overview of student suspensions for the period 3 September 2019 to 13 March 2020 in an effort to help identify emerging trends in unacceptable or unsafe behaviour. Where there are fewer than 10 students, data has been suppressed in order to protect the privacy of individuals; this practice is consistent with EQAO reporting guidelines. It is important to note that while the information presented describes the general trends in suspensions over time, conclusions cannot be drawn as to what specifically is contributing to them. For example, while it is reasonable to believe that a reduction in suspensions suggests that there are fewer incidents or that schools are more effective in their use of prevention and early intervention strategies, this conclusion cannot be drawn based on the information available in this report alone.

What we know

Research has raised several concerns around the existence of unintended negative consequences of suspension policies, and questioned the effectiveness of suspensions as an agent for behavioural change. Students who receive a suspension in early years are more likely to be suspended again in later grades, and are less likely to complete high school as compared to students who never receive a suspension. In addition, suspensions that come as a consequence of violent behaviour do not appear to reduce students' likelihood to engage in similar behaviour in the future ([Huang & Cornell, 2018](#)).

Racial, socioeconomic, and gender disparities in disciplinary practices within the education system (i.e., suspensions and expulsions) have been well-documented in research literature, especially in the United States (e.g., [GAO, 2018](#)). While less research is available on suspensions in a Canadian context, the Ontario Human Rights Commission ([July 2003](#)) reported:

"In the Greater Toronto Area (GTA) and other parts of Ontario there is a strong perception, which is supported by some independent evidence, that the Act and school board policies are having a disproportionate impact on racial minority students, particularly Black students, and students with disabilities."

A report published by York University in collaboration with the Toronto District School Board and other community partners, acknowledges there are racial disparities in disciplinary actions within the greater Toronto area, particularly for Black, Indigenous, Mixed, and Middle Eastern youth ([York University, April 2017](#)). Several recommendations were put forward in the report, including the establishment of a mandate from the Ministry for all Ontario school boards to be collecting this kind of data and publishing on an annual basis. This work began in earnest in 2017 through the Equity Secretariat following release of the Anti-Racism Act (2017) and accompanying Data Standards (2018).

An understanding of the impact of suspensions on students is crucial to ensuring caring and safe schools, and reducing unintended negative consequences of suspensions on students – especially those already experiencing academic or social barriers which place them at higher levels of risk. Within the OCDSB, higher suspension rates have been reported for specific groups of students based on demographic characteristics available through Trillium (ELL, special education needs excluding gifted, low-SES, male, Indigenous self-identification). Through the lens of the Anti-Racism Act (2017) and accompanying Data Standards, we are transitioning the way in which we examine issues of equity in educational outcomes for students in our District and are now able to shine a light on aspects of identity that have not been available to us before. The use of self-reported Identity Based data, collected for the first time through the *Valuing Voices – Identity Matters! Student Survey* in 2019-2020, also affords us a richer, more multi-dimensional investigation of some similar (previously explored) identity constructs than is currently offered through the Student Information System (Trillium).

What we have heard

Community partner organizations, parents, and students who have experienced barriers and biases in the school system have long voiced their concerns about disciplinary actions in the OCDSB, and the impact they are having on students. The following quotes were captured through the parent and student focus groups held in the Spring of 2019 as part of the work associated with the *Valuing Voices – Identity Matters! Student Survey (Valuing Voices)*:

“Black/Muslim community are being patrolled and suspended more-targeting these groups, the rules/policies need to be changed. Student suspended from being absent for two days because of a previous involvement in something at the school, even though they did nothing wrong.”

“Important for child now identity fits into systemic barriers, racialized child suspended for standing up against white admin.”

“Son suspended by white VP-need race-based data to understand who is being suspended or leaving schools. Leaving because they don’t feel supported in OCDSB. Need to collect data on who is leaving OCDSB.”

Key Findings: Suspension Data (2019-2020)

Overall Suspension Results

Results for 2019-2020 are comparable to those for the past few years, even for the partial year reporting. Specifically:

- Approximately 2% of OCDSB students were issued a suspension during the 2019-2020 school year, a rate that is consistent with the previous two years for the same time period (September to March);
- Suspensions rates continue to be higher in the secondary panel than they are in elementary;
- Nearly two-thirds of suspensions issued were single-day suspensions; and
- Close to three-quarters of students who were suspended last year received only one suspension.

For the first time, mandatory and discretionary suspensions were examined separately, yielding the following findings:

- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature;
- Suspensions of a mandatory nature were predominantly issued to students in intermediate and senior grades; and
- The majority of suspensions lasting for six days or more were of a mandatory nature.

Measuring Equity: Overview of Findings

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities are disproportionately represented in the suspension data and often face increased risk of disciplinary action compared to other students. The data supports these concerns and indicates that some student populations are suspended at a disproportionate rate. The illustration on the following page provides an overview of the relative risk of being suspended for different groups of students based on their representation in the full student population, and on the subset of students who participated in *Valuing Voices* Survey¹. Values above 1.0 indicate overrepresentation in suspension data, and thus reflect higher risk of suspension. Note that while trends are similar across data sources, and *Valuing Voices* results tend to mirror those of the overall student population, values do vary.

¹ An infographic-style companion document is being prepared to showcase the results of analysis on four dimensions of identity (Indigenous identity, race, gender identity, and disability) for the subset of students who participated in the *Valuing Voices* Survey conducted in 2019-2020.

Overview of Disproportionality Indices for Suspensions by Reporting Group and Data Source

Compared to the overall population, how likely is it a student from THIS group will receive a suspension?

Legend:	< 1.0 Underrepresentation (Less risk of suspension)				1.0 Parity (Equal risk)				1.0 < Overrepresentation (Greater risk of Suspension)															
All Students (Trillium)	Indigenous Status	2.2	Elementary	0.8	Primary (K-3)	0.5	Junior (4-6)	0.9	Intermediate (7-8)	1.3	Secondary Senior (9-12)	1.5	Female	0.4	Male	1.6	Spec. Ed. Excluding Gifted	2.5	Low-SES	1.8	English Language Learners	1.7		
	Indigenous Self-ID		Race			Gender Identity			Disability															
	Does not identify as Indigenous	1.0	Métis	2.1	East Asian	0.2	South Asian	0.3	White	0.9	Girl or Woman	0.4	Boy or Man	1.6	Gender Diverse	1.9	Does not identify as having a disability	0.6	Autism Spectrum Disorder	2.7	Learning	2.7	Another	3.4
	First Nation	2.3			Black	1.8	Middle Eastern	2.0	Indigenous Race	3.5							Developmental	3.4	Mental Health	3.8	Addiction(s)	6.6		
Valuing Voices (Subset)	No Data Available (Suppressed due to less than 10 student suspensions in each group)		Inuit		Latino/Latina/Latinx		Southeast Asian		Another		Gender Fluid		Gender Non-Conforming		Non-Binary		Blind or Low Vision		Chronic Pain		Deaf or Hard of Hearing		Mobility	
											Questioning		Trans Boy or Man		Trans Girl or Woman		Physical		Speech Impairment		Undisclosed			
											Two-Spirit		Another		Not Sure									

Overall Student Suspensions Results

The Ministry of Education collects suspension data for all publicly funded school districts in Ontario through the 30 June OnSIS submission. Suspension rates are calculated as a percentage of the October 31 enrolment and include suspensions issued over the full course of the year (i.e., between the first day of school in September and the last day of school in June). Due to the COVID-19 disruption in the 2019-2020 school year, suspensions were only reported from the beginning of September until March break. In an effort to ensure comparability, the overall, historical suspension data was reanalyzed to use figures for September to March.

Historical Trends

Table 1 provides the adjusted five-year historical overview of enrolment and suspension data, disaggregated for the elementary and secondary panels, using extracts from Trillium. For the 2019-2020 school year, the student suspension rate for the OCDSB was 2.2% (1,674), covering the period from beginning of September to March break.

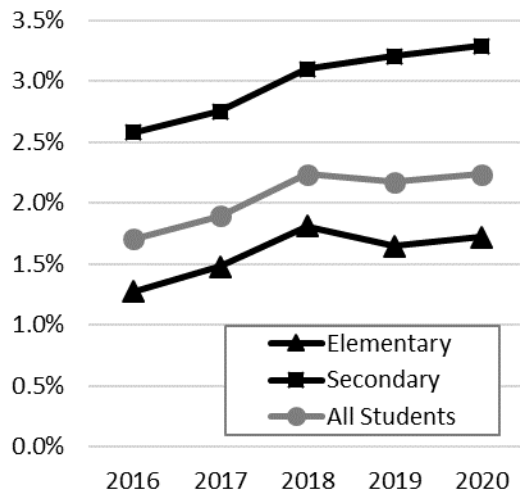
Table 1: Historical Overview of Enrolment and Suspension Data (September to March Break)

Student Enrolment	2016	2017	2018	2019	2020
<i>Elementary</i>	47,685	48,702	49,106	49,532	50,295
<i>Secondary</i>	23,886	23,790	24,465	25,440	24,559
Total	71,571	72,492	73,571	74,972	74,854
Number of Suspensions Issued by Panel					
<i>Elementary</i>	899	1,167	1,426	1,274	1,305
<i>Secondary</i>	854	917	935	1,102	1,069
Total	1,753	2,084	2,361	2,376	2,374
Number of Students Suspended by Panel					
<i>Elementary</i>	606	719	888	815	866
<i>Secondary</i>	616	655	759	815	808
Total	1,222	1,374	1,647	1,630	1,674

What we are seeing:

A total of 2,374 suspensions were issued in 2019-2020 – 1,305 at the elementary level, and 1,069 at the secondary level – which is almost the same from the previous year. The overall suspension rate based on a student population of 74,854 was 2.2% (similar to the previous two years).

Figure 1. Suspension Rates: 5-Year Trend by Panel



What we are seeing: Suspension rates in the secondary panel have been increasing over time, although their representation in the overall student population has remained stable (33-34% of all students). Despite representing only about one-third of the student population, suspensions at the secondary level accounted for 46% of all suspensions in the last two years. In 2019-2020, secondary students were 1.5 times more likely to receive a suspension than elementary students.

Discretionary vs. Mandatory Suspensions

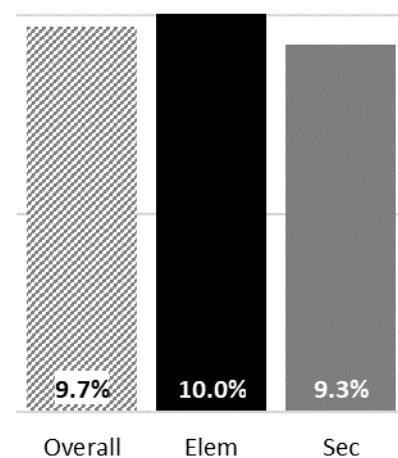
Why it matters: Suspensions are classified as either discretionary or mandatory based on the nature of the incident/grounds for suspension. Section 306 of the Education Act outlines circumstances where principals must consider suspension (i.e. discretionary suspensions), while Section 310 outlines the circumstances where principals must suspend and consider expulsion (i.e. mandatory suspensions). Mandatory suspensions are ones of more significant safety concerns, including reasons such as: weapons related offenses, trafficking drugs, physical assaults that cause bodily harm requiring treatment by a medical practitioner, robbery, extortion, sexual assault, repeated bullying, and discretionary suspension reasons that are motivated by bias, prejudice, or hate. Examining the frequency with which discretionary and mandatory suspensions are issued can provide insight into where there is room for system-level change.

What we are seeing: Only 10% of suspensions issued in 2019-2020 were mandatory in nature (230 of 2,374). Further breakdown by Panel shows a slightly higher rate of mandatory suspensions in elementary (JK-8) as compared to secondary (grades 9-12) (see Table 2).

Table 2: Number of Suspensions by Type, 2019-2020

Number of Suspensions by Type	Elem	Sec	All
Mandatory	131	99	230
Discretionary	1,174	970	2,144
All Suspensions	1,305	1,069	2,374
Rate of mandatory suspensions	10.0%	9.3%	9.7%

Figure 2. Suspension Rates by Panel (September 2019 – March 2020)



Suspension Duration and Frequency

Why it matters: Absences have been shown to be detrimental to student outcomes. Suffering a prolonged or repeated absence from the classroom as a result of a suspension can contribute to even greater challenges for students who are already at a disadvantage due to other risk factors. Therefore, gaining insight into both the length of time and the frequency with which a student is removed from the learning environment is important. The information below pertains to 2019-2020 suspensions only.

Figure 3. Number of Suspensions by Duration and Type

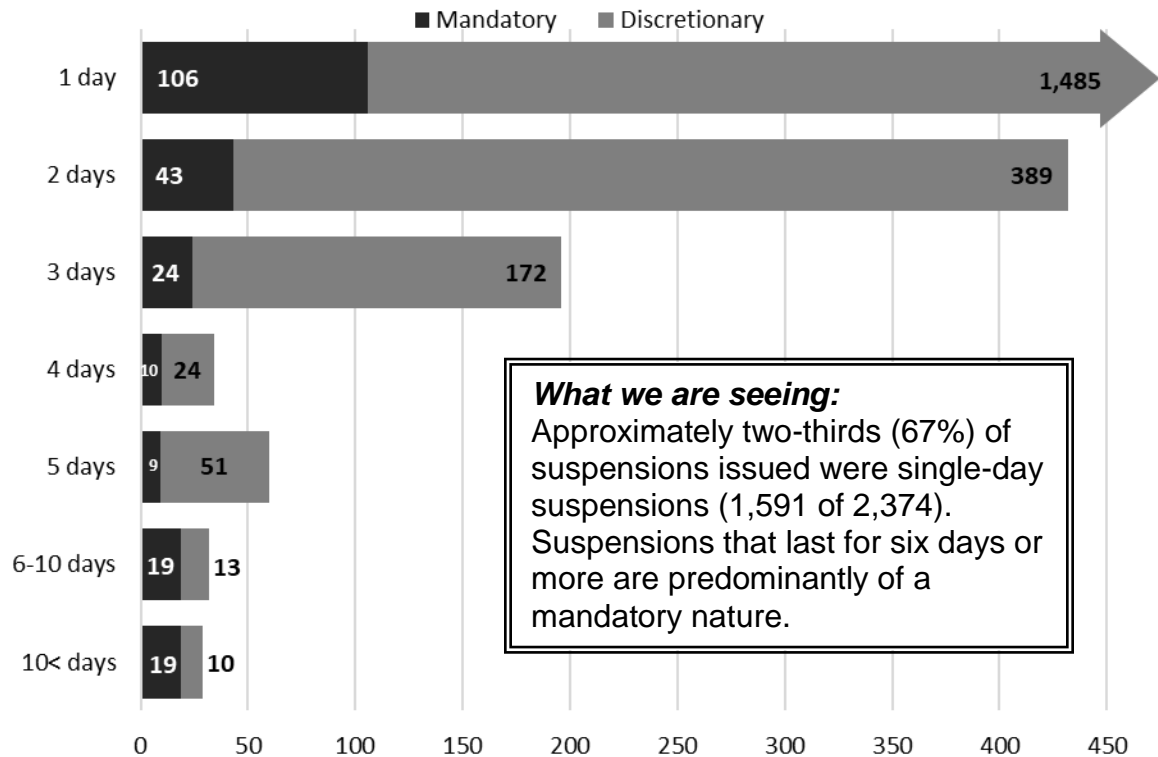
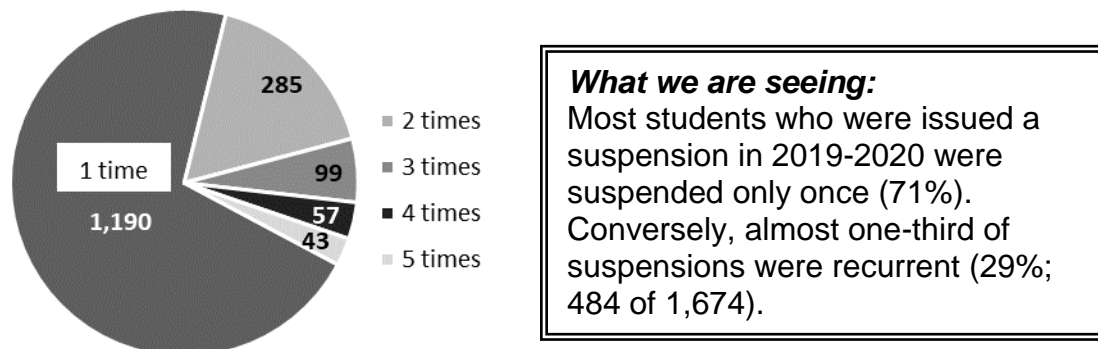


Figure 4. Number of Times a Student was Issued a Suspension During the School Year



Appendix A to Report No. 20-085

Digging Deeper: 'Divison' in 2019-2020 Suspension Data

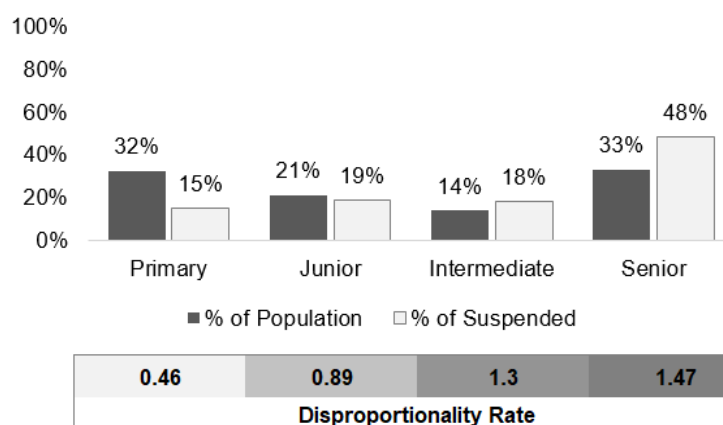
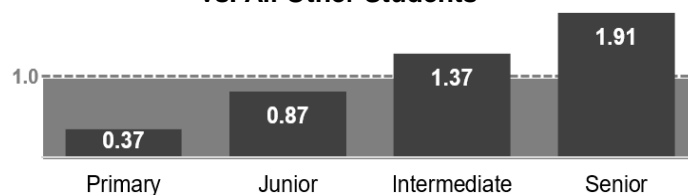
Why it matters: Given suspension data is reported at a District-level, there remain a lot of questions around which students might be most at risk. Providing this level of detail is important when considering school-level conversations. Given school structures vary throughout the District, exploring Suspension data at a Division-level may help in identifying where we can look to make changes that will have the greatest impact on students with the highest risk. The following analyses reflect the full student population.

Table 3: Student Suspensions by Division (All Students) in 2019-2020

	Primary (K-Gr.3)	Junior (Gr.4-6)	Intermediate (Gr.7-8)	Senior (Gr.9-12)	All
Student Enrolment	24,257	15,724	10,314	24,559	74,854
Number of Students Suspended	251	314	301	808	1,674
Suspension Rate	1.0%	2.0%	2.9%	3.3%	2.2%

What we are seeing:

An analysis of suspensions at a Division-level shows a pattern of increasing risk of suspension as students progress into higher grades. *Intermediate* students show a similar pattern of overrepresentation as *Senior* students. Despite being a substantially smaller population, Intermediate students (Grades 7 & 8) show similar disproportionate rates of suspension to Senior students (Grades 9-12), and were almost equally as likely to be suspended (disproportionality 1.30 and 1.47, respectively).

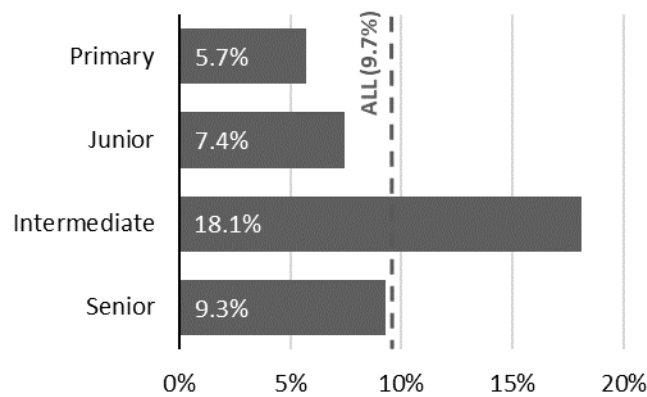
Figure 5. Distribution of Students by Panel**Figure 6. Disparity Ratio: Relative Risk of Suspension vs. All Other Students**

To think about: Grade 7 & 8 marks a transition between Elementary to Secondary. How might experiencing this transition contribute to students' risk for suspension, either directly or indirectly?

Appendix A to Report No. 20-085

Table 4: Type and Number of Suspensions Issued by Division (All Students) in 2019-2020

	Primary (K-Gr.3)	Junior (Gr.4-6)	Intermediate (Gr.7-8)	Senior (Gr.9-12)	All
Number of Suspensions Issued by Type					
<i>Mandatory</i>	26	34	71	99	230
<i>Discretionary</i>	429	424	321	970	2,144
Total	455	458	392	1,069	2,374
Suspension Rate by Type					
<i>Mandatory</i>	5.7%	7.4%	18.1%	9.3%	9.7%
<i>Discretionary</i>	94.3%	92.6%	81.9%	90.7%	90.3%

Figure 7. Rates of Mandatory Suspension by Division (2019-2020)

What we are seeing: While the previous overall analysis indicated mandatory suspensions occurred at a higher rate in the Elementary as compared to Secondary Panel, a closer look by Division revealed that the Intermediate rate is exceptionally high, and as a result the Elementary rate was overinflated.

Through a New Lens: Measuring Equity

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities are disproportionately represented in the suspension data and often face increased risk of disciplinary action compared to other students. The data supports these concerns and indicates that some student populations are suspended at a disproportionate rate.

Through the lens of the Anti-Racism Act (2017) and accompanying Data Standards, we are transitioning the way in which we examine issues of equity in educational outcomes for students in our District and are now able to shine a light on aspects of identity that have not been available to us before. Together, *disproportionality* and *disparity* indices help us to quantify the risk that students within each of these groups will experience a suspension.

- **Disproportionality** answers the question: *Compared to the all students, how likely is it that a student from this group will be issued a suspension?*
- **Disparity** answers the question: *Compared to other students, how likely is it that a student from this group will be issued a suspension?*²

With different points of reference, these two indices each offer unique insight in measuring equity. Therefore, they have both been reported where there are a minimum of ten students on which to report (i.e., suppression threshold has been met).

The analyses that follow provides an examination of the relative risk of being suspended for different groups of students based on various characteristics captured in Trillium, and on four dimensions of identity (Indigenous identity, race, gender identity, and disability) for the subset of students who participated in the *Valuing Voices* Survey conducted in 2019-2020.

Calculations based on information collected in the *Valuing Voices* survey reflect mutually exclusive groups of students (i.e., a student is only counted in one category) for Indigenous identity, race, and gender identity; and inclusive groups (i.e., a student may be counted in more than one category) for disability. For disparity calculations, groups have been compared to “all other” students (race, gender identity) or to a group of students who do not identify as Indigenous or as having a disability. As a result, while trends are similar across data sources, index values do vary. For the benefit of the reader, further details can be found in the Technical Considerations portion of this report.

² Depending on the nature of the analysis, another specific group serves as a benchmark group against which comparisons are made and disparity is measured.

Suspensions by Student Demographics

English Language Learners

In 2019-2020, approximately 16% of the OCDSB student population was identified as an English language learner (11,946 of 74,854), yet accounted for 27% (449) of students who were suspended. The suspension rate for English language learners was 1.7 times higher than expected given their representation in the overall student population, and were nearly two times as likely to receive a suspension as compared to all other students.

Figure 8. Distribution of English Language Learners (2019-2020)

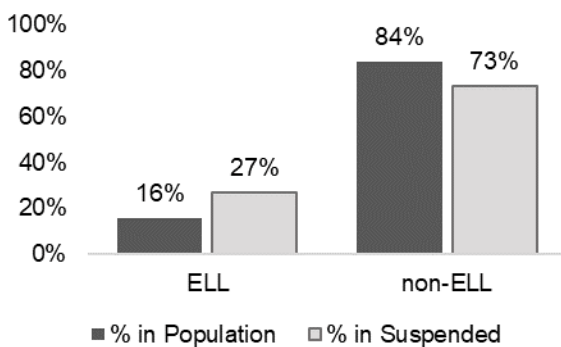
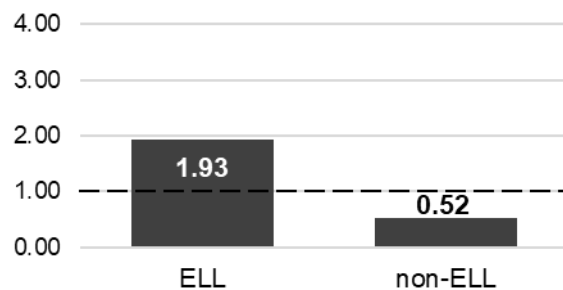


Figure 9. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Students Residing in Lower-income Neighbourhoods (LowSES)

In 2019-2020, 26% of the OCDSB student population lived in lower-income neighbourhoods (19,503 of 74,854), yet accounted for 46% (777) of students who were suspended. The suspension rate for these students was 1.8 times higher than expected given their representation in the overall student population, and they were 2.5 times more likely to receive a suspension compared to all other students.

Figure 10. Distribution of Students Residing in Lower-income Neighbourhoods (2019-2020)

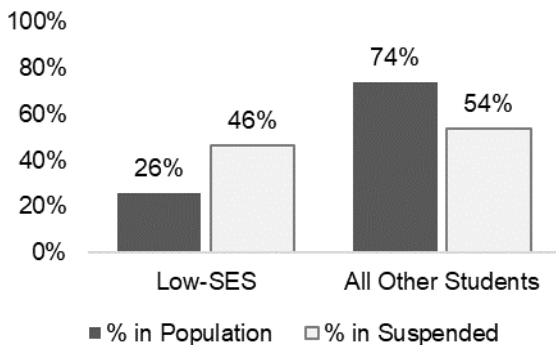
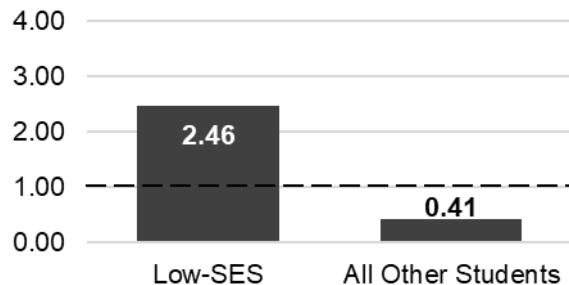


Figure 11. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Gender Identity

In 2019-2020, the OCDSB student population was relatively equally split across male (38,419) and female (36,435), yet males accounted for 81% (1,361) of students who were suspended compared to only 19% of females (313). This over-representation of boys by nearly 1.6 times, and the likelihood of suspension being 4 times higher than that for girls, has been a relatively stable trend over the past few years.

Figure 12. Distribution of Students by Gender (2019-2020)

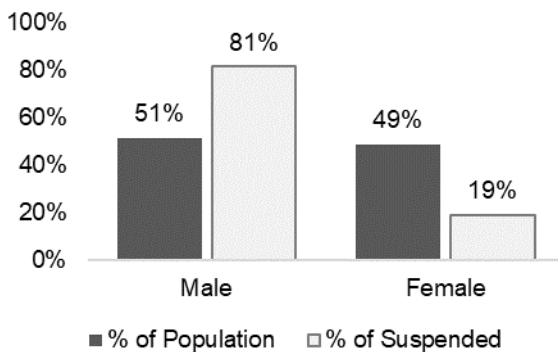
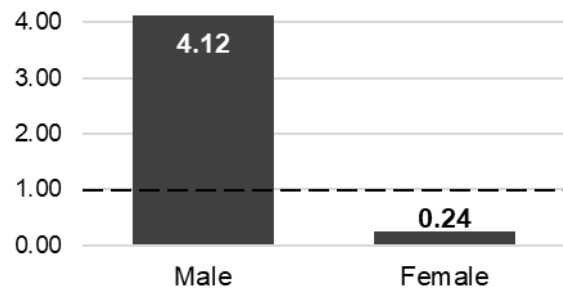


Figure 13. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Spotlight on Valuing Voices: Gender

Gender differences similar to those witnessed in the overall suspension report were also evident in the subset of suspended students who participated in the *Valuing Voices* survey.

Highlights include:

- Despite representation in the overall population being similar, Boys/Men and Girls/Women showed opposing trends;
- Boy/Men accounted for 76% of all suspensions issued, and were 3.4 times as likely to be suspended compared to their peers, whereas Girls/Women accounted for 18% of all suspensions and were 4 times less likely to be suspended.
- Additional response options for gender identity accounted for 1.9% of the overall student population, however additional reporting was suppressed due to the small number of suspensions witnessed within each of these groups. To provide some indication of overall trends in suspension data for remaining gender identities, a *Gender Diverse* group was fashioned for reporting purposes (including Another/Not Listed, excluding 'Not Sure'). This combined Gender Diverse group accounted for 3.7% of All Suspensions, and students therein were twice as likely to be suspended (both compared to All Students, 1.91, and All Others, 1.94, respectively)

Indigenous Identity

In 2019-2020, approximately 2% of the OCDSB student population self-identified as Indigenous (1,419 of 74,854), yet accounted for 4% (70) of students who were suspended. The suspension rate for Indigenous students was twice as high as would be expected based on the size of this group in the overall student population. Indigenous students were approximately 2.3 times as likely to receive a suspension as compared to all other students, while non-indigenous students were less than half as likely.

Figure 14. Distribution of Self-Identified Indigenous Students (2019-2020)

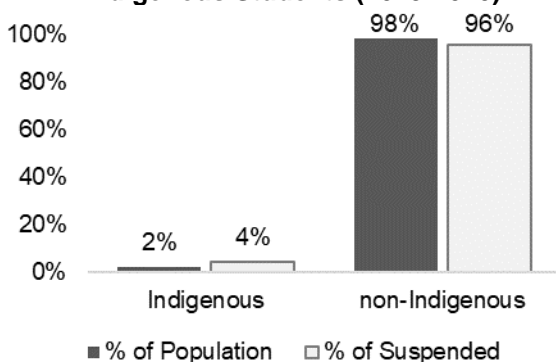
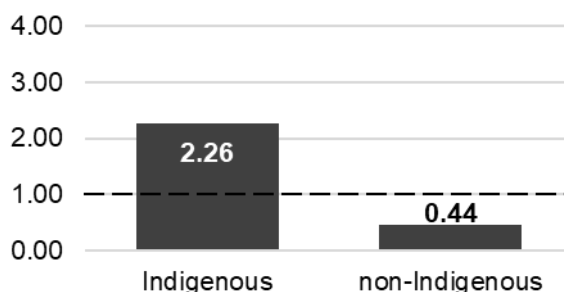






Figure 15. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Spotlight on Valuing Voices: Indigenous Self-Identification

For the subset of suspended students who self-identified as Indigenous on the *Valuing Voices* survey, the same patterns of disproportionate representation found in the full District level results was observed.

Specifically:

-  Students self-identifying as Indigenous represented 3.3% of all survey respondents, but accounted for 7.3% of suspensions;
-  The suspension rate for all students who self-identified as Indigenous was 4.2%, reflecting an overrepresentation by 2.3 times as compared to full population of students who responded to the *Valuing Voices* survey (suspension rate=1.9%).
-  When compared to students who self-identified as non-Indigenous, Indigenous students were likewise 2.3 times as likely to experience a suspension.
-  When disaggregated by Indigenous community, First Nation and Métis reflected disproportionality and disparity indices that were above 2.0; reliable estimates could not be calculated for the Inuit community due to small numbers.



Spotlight on Valuing Voices: Race

The following racial disproportionalities were evident in the subset of suspended students who responded to *Valuing Voices* survey:

- ✎ Both Middle Eastern and Black students had suspension rates almost 2 times higher than expected given their representation in the *Valuing Voices* subset, while Indigenous students were by far the most overrepresented group with rates almost 3.5 times that of the *Valuing Voices* population. Disparities were greatest for Indigenous students (3.5), followed by Middle Eastern students (2.3) and Black students (1.9), with likelihood of suspension between 2 and 3.5 times higher than other students.
- ✎ South Asian and East Asian students had the lowest suspension rates. South Asians were 3 times less likely to be suspended compared to other students, while East Asians were almost 4 times less likely to be suspended.
- ✎ White students were slightly underrepresented in suspension data but showed a similar pattern and suspension rate to the overall student population

Students with Special Education Needs

In 2019-2020, approximately 19% of the OCDSB student population was identified with special education needs (excluding gifted) (14,498 of 74,854), yet accounted for 49% (825) of students who were suspended. The suspension rate for students with special education needs was 2.5 times higher than expected given their representation in the overall student population, and were 4 times as likely to receive a suspension compared to all other students.

Figure 16. Distribution of Students with Special Education Needs (2019-2020)

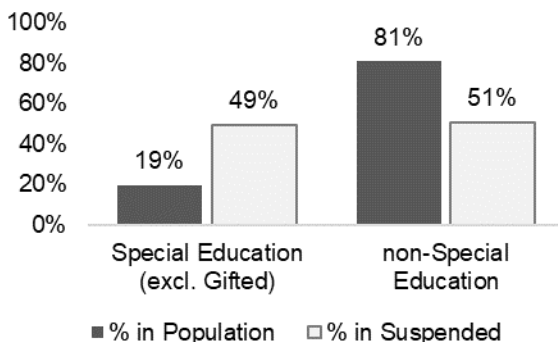
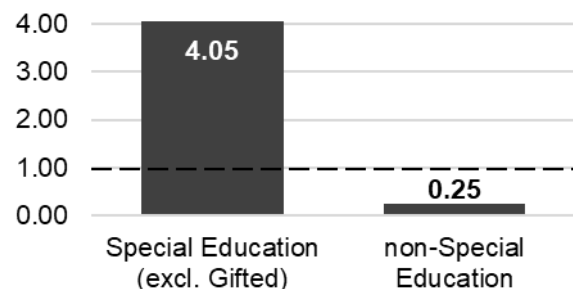


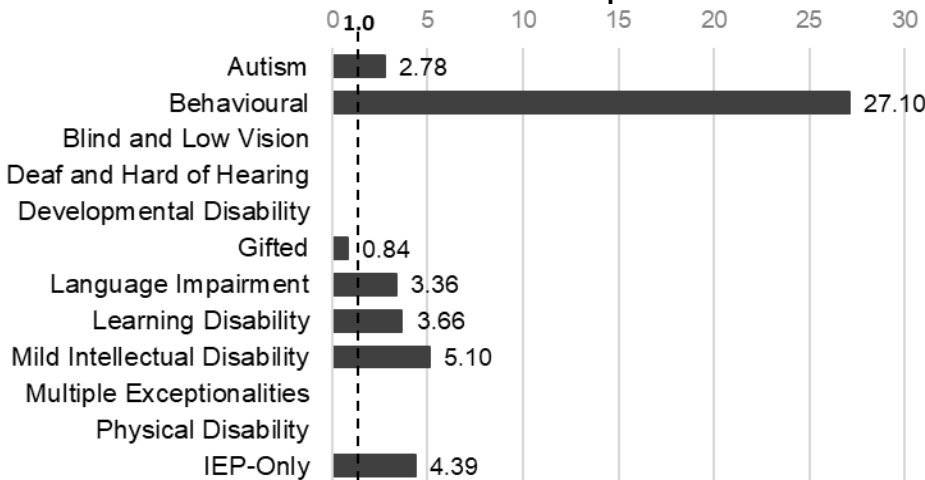
Figure 17. Disparity Ratio: Relative Risk of Suspension vs. All Other Students



Students who have not met or been formally identified with an exceptionality, but who have an IEP, make up about 13% of the overall student population (9,423 of 74,854). The remaining 6% of students with special education needs are distributed across eleven (11) exceptionalities with rates ranging from less than 1% to no more than 2% of the overall student population. Closer examination of suspension data shows suspension rates range from a low of 1.2% for students identified as Gifted to 38.1% for students with a behavioral exceptionality, and that the relative risk of suspension for students with specific exceptionalities compared to their peers without special education

needs are quite remarkable. For example, students identified with a behavioural exceptionality are 27 times as likely to receive a suspension compared to students who have not been identified with special education needs.




Figure 18. Disparity Ratio: Relative Risk of Suspension vs. Students Without Special Education Needs



Spotlight on Valuing Voices: Disability

Students who self-identified as having a disability(ies) in the *Valuing Voices* survey showed a strikingly similar pattern to the larger District-level group of students with special education needs (excluding gifted).

Findings include:

-  Student who self-identified as having a disability(ies) only represented approximately 7% of all students suspended at the District-level, but accounted for 50% of suspended students who responded to the survey.
-  Student who self-identified as having a disability(ies) had a suspension rate 2.5 times higher than the overall survey population, and were 4 times more likely to be suspended than students who self-identified as not having a disability(ies) on the survey.
-  The largest disparities were recorded for students reporting Addiction(s) (10.5), followed by Mental Health (6.1), Another disability not listed (5.4) and Developmental (5.4).

Summary and Next Steps

The findings from this report shine a light on some of the inequities that exist in our system in relation to disciplinary policies and practices. This reinforces our call to action as a system to eliminate the systemic barriers and biases that prevent all students from reaching their full potential, particularly students who identify as Indigenous, Black, and who have been minoritized (a term which includes racialized, religious, 2SLGBTQ+ and people with a disability).

Creating Safe Spaces and Conditions for Learning

The rate at which discretionary suspensions are issued, particularly those that last for only one day, point to larger issues within the system, including lack of student engagement and threats to feelings of safety and sense of belonging (e.g., Duke University, 2010). Behaviour that is deemed to be inappropriate should be viewed as an opportunity to understand the underlying needs of the student. Rather than using suspensions to manage student behaviour, the focus of our work must shift towards creating learning environments for students where they: are comfortable expressing themselves without fear of retribution; are truly engaged in their learning; and see themselves reflected in the curriculum and in the staff who are responsible for supporting their learning and well-being while in school. It is through these actions and the use of a progressive discipline approach that we teach children the skills necessary to self-regulate and facilitate their understanding of the consequences of their actions.

Recognizing the importance of the early years in setting the foundation for positive learning experiences, the Ontario Ministry of Education recently introduced a new regulation (O. Reg.440/20) which removes the principal's discretion to suspend students enrolled in junior kindergarten to grade 3 for activities listed in subsection 306(1) of the Education Act. Funding has been allocated to school districts to help support the implementation of these changes. In the OCDSB, this work involves collaboration across multiple departments, including Learning Support Services (LSS), Program and Learning, and Safe Schools. As one example, the Early Learning Team in LSS is continuing to provide coaching and mentoring support to Kindergarten teachers, ECEs and EAs with the goal of promoting positive student behaviour. Professional learning sessions focused on factors that impact behaviour (e.g., implicit bias, traumatic experiences); specific programming (e.g., Mindmasters 2); and implementing the Third Path framework all provide opportunities to further promote sense of belonging, physical and emotional safety, and self-regulation amongst students.

In addition to targeted programming and professional learning, the *OCDSB Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* outline some of the key work being undertaken at a District-level to promote more safe and inclusive learning spaces for students. Some of these include:

- a review of the Safe Schools Policy, including policies and practices associated with police involvement in schools;
- the establishment of foundational mandatory professional learning for school and District staff in Indigenous knowledge, Diversity and Inclusion Fundamentals, Unconscious Bias, anti-racism/anti-oppression and human rights;
- implementation of a staff census to better understand the representativeness of the OCDSB workforce and identifying strategies to increase representation of minoritized groups in leadership roles and those directly impacting student learning and well-being;

- redesigning course content (e.g., Social Studies, History and Geography; Grade 9-12 English) to include and represent Indigenous, Black and minoritized histories perspectives and ways of knowing;
- introduction of Indigenous and Black Graduation coaches at specific sites to promote and support student success and pathways to graduation;
- expansion of leadership and networking opportunities for Indigenous, Black and minoritized youth.

Staff will also continue to work with the community and system to identify additional strategies and supports to help address issues of inequity.

Data Analysis and Reporting

As this was the first opportunity to collect and explore reporting of identity-based data using the Ministry's Data Standards, we still have a lot to learn and a long way to go. While the restricted subset of self-identifying constructs that were reported-on here in isolation may appear on the surface as a cursory glance, the various angles and viewpoints under which they can be explored remain under discussion as we look to reconcile our understanding of identity constructs, set meaningful District goals, as well as meet Ministry reporting requirements.

Additional analyses will need to be undertaken to explore suspension data for other dimensions of identity collected through the *Valuing Voices* survey (i.e., language, ethnicity, religion, sexual orientation, and status in Canada). Intersectionality across different aspects of identity also require further investigation, as there are clearly meaningful connections that exist and remain to be explored (e.g., Gender Identity and Sexual Orientation; Ethnicity and Race). Deeper analyses that incorporate student perceptions as they relate to issues of school safety, engagement, and sense of belonging will also be an important consideration. Such analyses not only contribute to a more holistic understanding of our students' self-perceptions and experiences, but also help tease apart the unique contributions of various underlying factors linked to outcomes, as well as distinguish pathways and underlying root-causes. It is also important to recognize limitations to our understanding, as the *Valuing Voices* survey collected information on students but failed to capture the larger context/environment in which they exist/live (i.e., within circles of family, school, community). The complexity of this work, and our District's positioning as one of the first to pursue it with the IDB data/ leads in Ontario, along with our interest in continuing a dialogue/responding to the interests/needs of our various voices/ stakeholders/ community partners, makes this work ongoing.

While Disproportionality and Disparity offer us two ways of *measuring* relative group differences (versus All and versus Another group, respectively), these indices do not indicate whether observed differences are *meaningful*, nor do they tell us what *movement* might be reasonable to expect over time. To better contextualize these indices and make them useful, cut-points referred to as *thresholds* must first be established. As we continue to investigate identity-based data, District-level thresholds will need to be determined in consultation with community partners and other stakeholders in order to identify reasonable targets and monitor progress towards addressing existing inequities. This will form part of the core work in 2019-2020 for the recently established OCDSB Technical Advisory Group: Anti-Racism Data Standards. Once thresholds have been established, monitoring progress towards some of the goals cited in the [Indigenous, Equity and Human Rights Roadmap](#) (2020) will be easier.

Technical Considerations

This phase of reporting requires the calculation of a racial disproportionality and/or racial disparity index for each unit of analysis (Standard 29). In the case of suspensions, both have been calculated where suppression thresholds have been met. Meaningful interpretation of disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32) to support monitoring of progress over time. The following sections provide an overview of the considerations that were taken into account.

Units of Analysis. Most survey questions allowed for the selection of multiple responses, honouring the multidimensionality of identity. From an analysis and reporting perspective, this adds complexity. Analysis must be sensitive to commonalities and differences in experience and treatment among persons reporting multiple responses. For example, Standard 27 (Primary Unit of Analysis) of the Data Standards describes the following considerations in terms of multiple race categories:

“In some cases, it may make sense to count persons who report White and some other race according to the other race category selected. In other circumstances, it may be necessary and appropriate to aggregate or construct socially meaningful mixed-race categories. For example, a generic mixed-race category may be appropriate if there are insufficient or small numbers of individuals (fewer than 15) who select multiple race categories. If a generic mixed-race category might obscure significant differences, and sample sizes are sufficient, consider using specific combinations of race categories.”

As a result, three different approaches to assigning respondents to groups were examined to better understand the influence on disparity and disproportionality calculations:

- **exclusive groups** – no overlap across response categories; respondents selecting more than one response option were combined into a “mixed group” option
- **additive groups** – includes exclusive groups for those respondents who selected one response option only, but an additional group was created for each exclusive category that included respondents who selected that category and at least one other response option (e.g., black + white)
- **inclusive groups** – all groups overlap with one another (e.g., the black category includes respondents who selected black either as a single response or in combination with at least one other race category).

Given results did not yield substantive differences in the calculations, results are being reported based on exclusive groups. Not only should it facilitate greater clarity in understanding the results, but it will offer advantages for future analyses exploring intersectionality. The exception to this is disability, where inclusive groups were deemed to more accurately reflect the data due to the comorbid nature of disabilities.

Benchmarks and Reference Groups. For purposes of this report, calculations of disproportionality use the population of students who participated in the *Valuing Voices – Identity Matters! Student Survey* as a benchmark. After careful consideration, the most appropriate reference group for disparity calculations was deemed to be “all other” respondents (i.e., any respondent not included in the target group) yielding more stable comparisons over time.

Calculating Disproportionality and Disparity. Disproportionality is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population. A disproportionality index (or rate) reflects the likelihood/risk that someone from a specific group will experience a certain outcome, relative to the risk in the entire population. A value of 1.0 reflects no disproportionality. A value greater than 1.0 reflects overrepresentation. A value less than 1.0 reflects underrepresentation. Similar to Suspension Rate, scaled shading is used to indicate relative size.

Disparity is a measure of group differences that compares an outcome for a specific group against that of another (BENCHMARK) group. There are many ways of measuring disparities, however, the Data Standards describe calculating a disparity index (ratio) which compares the relative risk/rate in a specific group to the risk/rate in a BENCHMARK group. It measures whether a particular outcome is lower, similar, or higher in a specific group relative to a comparison group. A value of 1.0 reflects no disparity between the risk for the specific group and the benchmark group (same risk). A value greater than 1.0 reflects a higher risk for the specific group. A value less than 1.0 reflects a lower risk for the specific group.

Calculations of disproportionality and disparity are significantly impacted by small numbers. A general rule-of-thumb is to have minimum sample size of 10 and a population size of 30, otherwise estimates are not reliable. This rule has been applied to the reporting of suspension data and indicated with "NA" in the corresponding graphs.

Interpreting Disproportionality and Disparity. Meaningful interpretation of disproportionality rates and disparity ratios require the establishment of a threshold, which is an established cut-point used to identify meaningful disproportionality and disparity values. District-level thresholds will need to be determined in consultation with community partners and other stakeholders in order to identify targets and monitor progress towards addressing existing inequities/inequalities. This will be a key outcome for the OCDSB Technical Advisory Group: Anti-Racism Data by the end of June 2021.

Key Terms

Definition	What does it mean in <i>this</i> report?
SUSPENSION RATES reflect the prevalence of suspensions within a specific group, by comparing the number of students within the group to receive a suspension to the total number of students in the group.	Higher suspension rates indicate a higher occurrence of suspensions over the course of the year within a specific group.
OUTCOMES can be programs, services, or functions.	In this report, our examination focuses on students who experienced a suspension at least once throughout the 2019-2020 school year.
<p>DISPROPORTIONALITY is a measure of a specific group's overrepresentation or underrepresentation in an outcome relative to their representation in the overall population.</p> <p>A DISPROPORTIONALITY RATE reflects the likelihood/risk that someone from a specific group will experience a certain outcome, relative to the risk in the entire population.</p>	<p>Disproportionality answers the question: <i>Compared to the overall student population, how likely is it that a student from this group will be issued a suspension?</i></p> <p>A value of 1.0 reflects equal risk of suspension (parity) relative to All Students. A value greater than 1.0 reflects greater risk (overrepresentation), while a value less than 1.0 reflects lower risk (underrepresentation).</p>
<p>DISPARITY is a measure of group differences that compares an outcome for a specific group against that of <u>another</u> group, which serves as a BENCHMARK. There are many ways of measuring disparities.</p> <p>A DISPARITY RATIO is a proportion comparing the relative risk/rate in a specific group to the risk/rate in a BENCHMARK group. It measures whether a particular outcome is lower, similar, or higher in a specific group relative to a comparison group.</p>	<p>Disparity answers the question: <i>Compared to other students, how likely is it that a student from this group will be issued a suspension?</i></p> <p>A value of 1.0 reflects equal likelihood of suspension (no disparity) compared to the "all other" or a benchmark group. A value greater than 1.0 reflects a higher likelihood of suspension, while a value less than 1.0 reflects a lower likelihood of suspension.</p>
A BENCHMARK is a group used as a common reference point against which to measure disparities. Using the same point of reference for all specific group comparisons means the resulting disparities are comparable to each other.	Disparity calculations for the full student population make use of "all other students" as the benchmark group. When reporting on information collected from the subset of students who participated in the <i>Valuing Voices</i> survey, "all other students" was used for calculations on race and gender identity, while "does not identify as Indigenous" was used to report on Indigenous identity and "does not identify as having a disability" was used to report on disability.
A THRESHOLD is an established cut-point used to identify meaningful disproportionality and disparity values.	District-level thresholds will need to be determined in consultation with community partners and other stakeholders in order to identify targets and monitor progress towards addressing existing inequities.

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2020 OCDSB Technical Advisory Group: Anti-Racism Data Standards

Terms of Reference

Description of Mandate

The mandate of the TAG is to provide guidance and feedback to support the analysis and reporting of demographic data collected under the Anti-Racism Act (2017), and in accordance with the Data Standards for the Identification and Monitoring of System Racism (2018), as they relate to identified outcomes (e.g., suspensions, achievement, streaming, etc.). Specifically:

- [units of analysis](#) (standard 27);
- [analysis of outcomes](#) (standard 28);
- [minimum requirements for analysis](#) (standard 29);
- [benchmarks and reference groups](#) (standards 30 and 31);
- [interpreting analyses](#) (standard 32).

The District will be responsible for undertaking the analyses and reporting of data, as necessary. When it comes to the examination of disproportionality and disparity of outcomes, however, the way in which the standards are interpreted and applied have implications for decision-making and actionable next steps. As a result, having a formal and ongoing relationship with a broad range of community partners and cross-departmental representatives will be important in helping to identify concerns from their respective community(ies) with respect to the analytic approaches being taken or considered and help guide the narrative of what the data is telling us.

Membership

The TAG will be comprised of up to 10 community representatives who can share perspectives of individuals who have experienced anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities. Members should have experience and knowledge of research and statistical methods and a keen interest in the interrogation of quantitative data.

Participation on the TAG would be of particular interest to individuals with experience in the collection, analysis and reporting of identity based data, an understanding of the Anti-Racism Data Standards, and/or the application of OCAP principles.

The Manager of the Research, Evaluation & Analytics Division will chair the meetings, and will be supported by staff, as required.

Scope and Schedule

It is anticipated that the TAG will meet 3 to 4 times per school year. This year, the first meeting will be scheduled for late October with subsequent meetings tentatively planned for November, February and May. Meeting dates are expected to align with planned reporting on identity based data.

2020 OCDSB Technical Advisory Group: Anti-Racism Data Standards

Meetings will be conducted via Zoom and will be scheduled for 1.5 hours during the regular business day. Meetings will be recorded to support note-taking. Meeting notes will be distributed to committee members for review and to verify accuracy.

Deliverables for 2020-2021

By the end of June 2021, TAG will have played an instrumental role in reviewing and applying the data standards to inform the analysis and reporting of identity based data, including:

- determining appropriate reference groups and benchmarks for comparison purposes;
- establishing thresholds against which progress towards the elimination of systemic barriers and biases can be measured; and
- discussing strategies to ensure that the data and reporting is accessible and meaningful to the community.



SPECIAL EDUCATION ADVISORY COMMITTEE COMMITTEE OF THE WHOLE

9 December 2020
21 January 2021

Report No. 20-110

Updates on Supports for Students with Giftedness (Elementary) in the OCDSB

Key Contact: Peter Symmonds, Superintendent, Learning Support Services, 613-596-8254.

Nadia Towaij, Superintendent, Program and Learning, 613-596-8211 ext. 8573.

Amy Hannah, System Principal, Learning Support Services, 613-596-8211 ext. 8111.

Jennifer Offord, System Principal, Program and Learning, 613-596-8211 ext. 8515.

PURPOSE:

1. To provide an update to the Board on the pilot projects for learners with giftedness at the elementary level.

CONTEXT:

2. At the Board meeting on 30 October 2018, Trustees passed a motion that included the following element:

THAT staff be directed to implement a pilot program which utilizes both the OCSB Guide for Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy: A vehicle for accessing the curriculum through inquiry-based learning. A Guide for Educator Teams as soon as may be practical.

The pilots commenced in Spring 2019 with initial orientation and training for staff from the three schools who were invited to participate. Each school received a copy of the *OCDSB Guide to Supporting Gifted Students in the Regular Classroom*. Included with the guide was specific information related to the second pilot, the *OCDSB Interest Academy*. As school teams reviewed the information in the guide and were familiarized with the scope of the two pilots, team members from Learning Support Services (LSS) received anecdotal feedback from school staff about both resources.

KEY CONSIDERATIONS:

3. The implementation of the two pilot projects proved challenging over the past year. Key challenges included: identifying sufficient learners with giftedness at the appropriate grade level (e.g., grade 4 to 6) and access to staff for ongoing training and program monitoring. While staff had identified classrooms to participate in the project in the Spring 2019, movement of students between schools resulted in the need to identify new classes and schools with an openness to participate in the work. These challenges were further impacted by teacher replacement shortages to offer professional development, labour action limiting staff involvement in professional learning and school closures as a result of the Covid-19 pandemic.

During initial professional learning sessions, LSS received anecdotal feedback on the usefulness and effectiveness of the guide. The intention and purpose of the guide was to be a comprehensive resource allowing educators the flexibility to select appropriate strategies and resources to support their learners. It was clear in the initial sessions that school teams felt that the guide had some limitations as it related to content and format.

In addition, staff received feedback regarding the inquiry, project-based approach outlined in the *OCDSB Interest Academy*. Feedback included that school staff felt there were several connections to a variety of curriculum areas and they acknowledged potential opportunities for students to connect with peers across classes and/or grades as well as the larger community. This pilot was set to begin following March Break 2020 and was not completed due to the impact of the school closures due to Covid-19 pandemic. Due to the changes associated with the return to school in September 2020 (e.g., in person and virtual learning), LSS recommends changes to the structure of this pilot to capitalize on new opportunities and mitigate barriers with respect to student movement.

The learning conditions in September 2020 are vastly different than they were in the previous school year. These learning conditions have provided new ways to engage with learners and the types of learning experiences that are possible. Furthermore, the creation of the Ottawa-Carleton Virtual (OCV) campuses have presented an opportunity to connect with a variety of learners from different in person schools in a virtual environment. This enables us to reframe the two pilot projects and explore opportunities to increase the equity of access and to recognize student talents amongst all learners.

LSS believes this opportunity to reframe the work related to the two pilots is timely and is linked to key work that is currently underway in the department. LSS is focusing on the development of quality programming indicators with the purpose to set a District standard of practice of high expectations for student programming, services, and instructional delivery for all special education learners in the OCDSB.

4. **OCDSB Guide to Supporting Gifted Students in the Regular Classroom Pilot**

The *OCDSB Guide to Supporting Gifted Students in the Regular Classroom* was developed as a comprehensive tool to assist educators with programming and planning for their identified students with giftedness. Anecdotal feedback from the pilot schools highlighted limitations with accessibility and usability. Furthermore, the format of the resource, which is a binder of resources, has limitations as it relates to the updating and release of the document more broadly in the current Covid-19 working conditions (i.e. use and distribution of paper and sharing resources amongst educators, etc.).

During the Learn at Home phase of the school closure in the Spring 2020, LSS continued the update of the Quality Program Indicators (QPI) document. The original QPI document, released in 2012, was designed to provide administrators, educators, and staff with a comprehensive overview of quality programming to meet the individual learning needs of special education students in a variety of specialized program classes.

Previous work and use of this document since 2012 has highlighted the need to expand the scope of this resource to include students with specialized education needs in the regular program as well as those in specialized program classes. The current revision and refinement process of the content of the QPI is pivotal. The update resource will set a standard of practice for the District in supporting all special education learners. The intention is to ensure school teams understand the high expectations for academic programming instructional strategies, learning environments, assessment and evaluation and the Individual Education Plan (IEP). These standards will enable school teams to hone their skills, improve instruction and differentiation for all learners. Furthermore, the document will assist educators in setting direction for their own areas of professional learning in order to meet the needs of students. It is anticipated that a consistent and shared understanding of the standards required for an effective IEP will help administrators and educators to ensure they are effectively implemented and monitored District-wide.

The format for this resource will be a Google site and selected components of this resource will be shared with the District beginning in early 2021. At this time, LSS recommends that moving forward, the *OCDSB Guide to Supporting Gifted Students in the Regular Classroom* pilot be discontinued and be replaced with the launch of the newly revised QPI. Currently a project management plan is being developed to guide the phased in launch of this work.

5. **OCDSB Interest Academy Pilot**

The OCDSB *Interest Academy* is an inquiry project-based approach that was well received in all of the pilot training sessions. Anecdotally, educators immediately connected with it and could see several curriculum connections to this project. The creation of the OCV campuses present a unique opportunity to pilot this Inquiry-Based Learning Project with a variety of students, who have joined the OCV campus from several different schools. Also, the mode of

learning in the OCV is conducive to student-led inquiry projects in areas of student interest.

In collaboration with Program and Learning (PAL), the pilot plan will be reviewed and/or updated to include the opportunity presented as a result of the creation of OCV. Moving forward, staff recommended that the OCV campuses pilot this rich cross-curricular project in a variety of its classes; both in the regular English or Early French Immersion program and expand the age range for students, to include grades 4 to grades 8.

Similar to the previous pilot evaluation plan, the evaluation will be exploratory in nature and will include mainly formative evaluation activities. Specifically, qualitative and quantitative data collection tools examining implementation issues from the perspective of staff, students and parents/guardians will be administered.

The cross-departmental collaborative team will work with the administrative teams at the OCV campuses to identify appropriate staff, classes, and/or students to participate in this pilot. Staff training sessions will be offered in January 2021. Throughout the pilot, both teams from PAL and LSS will be available to support staff at participating OCV campuses. In addition, the LSS Program Evaluator will be facilitating staff, student, and parent/guardian focus groups and/or feedback sessions to capture the effectiveness of this pilot in expanding options to improve effective programming for student talent development and students with giftedness.

6. **Universal Screening Tool Exploration**

A screening tool is an assessment which provides information about the academic and/or cognitive profile of a student. A screening tool can be administered to a cohort of students, or administered on an individual basis. The use of a screening tool provides information that can inform decision-making about student learning. The District has offered universal screening in the past and currently makes a screening tool available based on teacher and/or parent nomination. While a universal screening tool may highlight students, who should be provided with a more in-depth assessment to fully understand their cognitive profile and potential enrichment needs, it is generally not used as a single tool for formal identification.

In order to further explore the elimination of barriers of access for all students and support underrepresented populations, LSS has begun to investigate the possibility of the use of a universal screening tool. The exploratory exercises currently include: literature reviews, an environmental scan of other school districts in the province, and, the review of possible screening tool options.

Exploration of Universal Screening Tool Review Activities

Timeline	Review Activity
30 November	<ul style="list-style-type: none"> Complete literature reviews; and

2020	<ul style="list-style-type: none"> Complete environmental scan within the province.
31 December 2020	<ul style="list-style-type: none"> Meet with different researchers and publishers to review possible universal screening tools and technical manuals.
12 March 2021	<ul style="list-style-type: none"> Provide an update and report to Special Education Advisory Committee (SEAC) and Board of the findings and recommendations for discussion.

RESOURCE IMPLICATIONS:

- The work undertaken on the three initiatives will be substantive over the course of the 2020-2021 school year.

Quality Program Indicators Resource

LSS estimates approximately 40 days of work will be required to refine the content of the resource, build the Google site to house the content and to support field testing.

OCV Inquiry-based Learning Project Pilot

LSS estimates that approximately 20 days of work will be invested by LSS and PAL staff to support the implementation and evaluation of this pilot. In addition to staff time, release time will be required for the participating educators from the OCV. LSS anticipates that these costs for release time to engage in professional learning would be approximately \$5000 which will be assumed under the existing LSS departmental budget.

Universal Screening Tool Exploratory Research

LSS estimates that approximately 25 days of work will be invested by LSS to complete the exploratory review activities and to develop plans for the next stage of work.

COMMUNICATION/CONSULTATION ISSUES:

- The three initiatives discussed will require differentiated communication and consultations within the District and the community. By January 2021, LSS will develop a project plan summarizing the targeted phases of content release for the OCDSB Quality Programming Indicators Resource. The phased approach of launching different sections will enable the team in LSS to field test different aspects of the resource and provide required changes which will be informed by feedback.

Inherent to the pilot evaluation plan, is a communication plan to share results and data from the pilot. As previously mentioned, this information is targeted to be shared in June 2021.

In February 2021, a report will be provided outlining research information, key considerations, and information related to the possible introduction of a universal screening tool to the OCDSB.

Regular updates will be shared with the SEAC and regular communication will be established with the Association for Bright Children (ABC) representative.

STRATEGIC LINKS:

9. The initiatives discussed have several links to the District Strategic Plan with a focus on reducing barriers to learning and providing individualized personalized support and resources to meet the needs of every learner. All of these initiatives have at the core capacity building for all OCDSB staff in the areas of equity and inclusive practices as well as fostering student engagement in their learning.

GUIDING QUESTIONS:

- What factors should be considered as part of a QPI online resource to foster a standard for instruction and differentiation for all learners with giftedness?
- How would an inquiry-based learning project amongst students from a variety of backgrounds and schools impact student and community connections?
- How might a universal screening tool ensure equity for racialized and minoritized students?

Peter Symmonds, Superintendent of
Learning Support Services

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



SPECIAL EDUCATION ADVISORY COMMITTEE COMMITTEE OF THE WHOLE (PUBLIC)

**9 December 2020
12 January 2021**

Report No. 20-115

Specialized Program Class Referral Information 2020-2021

Key Contact: Peter Symmonds, Superintendent of Learning Support Services, 613-596-8254

PURPOSE:

1. To provide information regarding the specialized program class referral and placement process for the 2020-2021 school year.

CONTEXT:

2. In October 2019, Report 19-091, Specialized Program Class Referral Information 2019-2020 was provided. At that time, the decision was made to delay the reporting of this information until December in order to allow for a more accurate reflection of the number of referrals, placements and students waiting for placement.

KEY CONSIDERATIONS:

3. The data provided in this report reflects information available to Learning Support Services (LSS) as of 30 October 2020. It is important to note that this data changes over the course of the school year as new referrals to specialized programs are received and as students enter and exit specialized program classes.

A total of 633 referrals for specialized program classes were reviewed by referral review committees as part of the spring process in order to provide recommendations for the 2020-2021 school year. This represents an increase of 53 referrals over the 2019-2020 school year.

Table 1 provides a summary of elementary specialized program class referral information available for the 2020-2021 school year. In any given school year, specialized program class referrals received after March inform placement recommendations for the following school year. While referrals are reviewed throughout the school year, operationally, this represents a much smaller number than those reviewed each spring. The Elementary table from Report No. 19-091, Specialized Program Referral Information 2019-2020 is included as Appendix A for reference.

Table 1: Elementary Specialized Program Class Referrals

Specialized Program Class	Specialized Program Class Capacity (Total pupil capacity across the District)	Total Number of Referrals Spring 2020	Total Number of Recommendations	Transferred to other committees ¹	Total Number of Students Placed in Specialized Program Classes by IPRC ²	Total Number on Waitlist
Autism Spectrum Disorder ³	210	72	38	<5	208	27
Behaviour Intervention Program	96	28	26	0	92	0
Developmental Disability Program	300	43	36	<5	281	<5
Deaf/Hard of Hearing	10	0	0	0	<5	0
Dual Support Program	30	7	6	<5	16	0
General Learning Program	208	66	60	<5	193	<5
Gifted	373	70	67	0	233	0
Language Learning Disability Program Primary	80	27	22	0	62	0
Language Learning Disability Program Junior	36	18	17	0	35	0
Learning Disability Specialized Intervention Program	112	91	62	0	105	18
Primary Special Needs Program	110	45	37	<5	86	0
Physical Support Program	24	<5	<5	0	16	0

Note:

n<5 were suppressed so that individual students cannot be identified from the data.

Table 2 provides a summary of secondary specialized program class referral information available for the 2020-2021 school year. In any given school year, specialized program class referrals received after March inform placement recommendations for the following school year. While referrals are reviewed throughout the school year, operationally, this represents a much smaller number than those reviewed each spring. The Secondary table from Report No. 19-091,

¹ In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

² This figure represents all students IPRC'd to a specific specialized program class for the 2020-2021 school year by 30 October 2020 and includes new placements and students returning for a subsequent placement in a specialized program class.

³ This specialized program class has vacancies while carrying a wait list due to unused spaces in an intermediate only class.

Specialized Program Class Referral Information 2019-2020 is included as Appendix B for reference.

Table 2: Secondary Specialized Program Class Referrals

Specialized Program Class	Specialized Program Class Capacity (Total pupil capacity across the District)	Total Number of Referrals Spring 2020	Total Number of Recommendations	Transferred to other committees ⁴	Total Number of Students Placed in Specialized Program Classes by IPRC ⁵	Total Number on Waitlist
Autism Spectrum Disorder (ASD)	102	5	<5	0	94	0
ASD Secondary Credit Support Program	40	19	8	0	39	<5
Behaviour Intervention Program	56	12	9	<5	50	0
Developmental Disability Program	120	6	5	0	106	0
Deaf/Hard of Hearing	10	<5	<5	0	8	0
Dual Support Program	50	16	13	0	37	0
General Learning Program	224	61	58	0	217	0
Storefront	12	14	9	<5		0
Gifted ⁶	N/A			N/A	236	N/A
Learning Disability Program	96	32	30	0	81	0
Physical Support Program	36	0	0	0	26	0

Note:

n<5 were suppressed so that individual students cannot be identified from the data.

⁴ In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

⁵ This figure represents all students IPRC'd to a specific specialized program class for the 2020-2021 school year by 30 October 2020 and includes new placements and students returning for a subsequent placement in a specialized program class.

⁶ Referrals for secondary Gifted are not reviewed centrally, (e.g., school based review). Wait lists do not apply as the specialized program class capacity changes to meet demand.

Specialized Program Class Waitlist

Table 3 provides the geographic locations of students on the wait list for each specialized program class with a wait list greater than 5, as of 30 October 2020.

Table 3: Specialized Program Class Waitlist

Elementary Specialized Program Class	Total Number on Waitlist	Wait list by Geographic Zone				
		Far East	East	West	Far West	South
Autism Spectrum Disorder	27	<5	7	8	6	<5
Learning Disabilities Specialized Intervention Program	18	<5	5	6	5	<5

Note:

N<5 were suppressed so that individual students cannot be identified from the data.

For the elementary Developmental Disability Program, elementary General Learning Program and ASD Secondary Credit Support program, staff has analyzed the wait list data with respect to distribution across the geographic zones, as with the other two specialized program classes, no significant geographic patterns were identified.

As previously reported in Report 20-024, Academic Staffing 2020-2021 and Memorandum No. 20-027, Specialized Program Class Planning 2020-2021, 5 elementary and 3 secondary specialized program classes were opened to support anticipated student needs and minimize wait lists for the 2020-2021 school year.

LSS had not recommended specialized program class openings to address all areas of projected need as alternative strategies for student support are available (e.g., itinerant teacher, Educational Assistant [EA] etc.). In some cases, the profile of students accommodated in these classes may be supported within the regular classroom.

The District has opened a large number of specialized program classes in recent years (i.e., 14 new classes for September 2019, 8 new classes for September 2020). There are significant system impacts associated with this practice including:

- Identifying school sites to accommodate new specialized program classes;
- New staff training;
- Support for the school leadership team hosting the new specialized program class; and,
- Year over year staffing costs associated with low ratio classes.

Increasingly, staff is concerned regarding the sustainability of the model in its present form. Analysis of the number, type and location of elementary and secondary specialized program classes between 2013-14 and 2020-21 has been completed and will be brought to SEAC and Committee of the Whole for further consideration.

Professional Assessments

Due to the impact of the school closure as a result of the pandemic, data regarding the total number of professional assessments completed, professional assessment wait lists and wait times could not be accurately reflected for the 2019-2020 school year.

LSS has begun work to understand the impact of the school closure on professional assessments and will provide additional recommendations when this information is available.

RESOURCE IMPLICATIONS:

4. Data collection for this report was completed with existing LSS human resources. Using current methods, approximately 50 hours of staff time are required to complete this annual analysis.

Specialized program classes represent a significant year over year cost to the District. Special education spending in the OCDSB continues to exceed special education funding provided by the province. LSS continues to analysis the ongoing impact of consistently adding additional specialized program classes.

COMMUNICATION/CONSULTATION ISSUES:

5. The information in this report will be reviewed with the OCDSB Special Education Advisory Committee (SEAC).

STRATEGIC LINKS:

6. The presented information directly contributes to the Key Performance Indicators of Caring and Social Responsibility. LSS staff will use this information to improve equity of access, opportunity and outcomes for learners with special education needs. In addition, this information will support informed and responsible resource allocation with respect to specialized program classes.

GUIDING QUESTIONS:

7. The following questions are provided to support the discussion of this item by the Committee:
 - Based on the information provided, are there considerations for the specialized program class referral process for the 2021-2022 school year?
 - Given the pressures associated with annually increasing the number of specialized program classes, should consideration of alternative methods of supporting students in their community schools be examined?

Peter Symmonds, Superintendent of
Learning Support Services

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

APPENDICES

Appendix A 2019-2020 Elementary Specialized Program Class Referral
Appendix B 2019-2020 Secondary Specialized Program Class Referral

Table 1: Elementary Specialized Program Class Referrals

Table 1 provides a summary of elementary specialized program class referral information available for the 2019-2020 school year.

Specialized Program Class	Special Program Class Capacity (Total pupil capacity across the District)	Total Number of Referrals Spring 2019	Total Number of Recommendations	Transferred to other committees ¹	Total Number of Students Placed in Special Program Class by IPRC ²	Total Number on Waitlist
Autism Spectrum Disorder ³	204	60	38	14	196	9
Behaviour Intervention Program	80	30	27	0	75	0
Developmental Disability Program	300	42	38	<5	285	0
Deaf/Hard of Hearing	10	0	0	0	6	0
Dual Support Program	30	5	<5	<5	18	0
General Learning Program ⁴	192	67	49	<5	186	6
Gifted	373	83	75	0	278	0
Language Learning Disability Program Primary	80	33	22	<5	73	0
Language Learning Disability Program Junior	36	16	11	0	29	0
Learning Disability Specialized Intervention Program	112	72	57	0	96	0
Primary Special Needs Program	100	42	36	<5	97	<5
Physical Support Program	24	<5	<5	0	16	0

Note:

n<5 were suppressed so that individual students cannot be identified from the data.

¹ In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

² This figure represents all students IPRC'd to a specific specialized program class for the 2019-2020 school year by 28 June 2019 and includes new placements and students returning for a subsequent placement in a specialized program class. May represent a slight underestimate as some student IPRCs will occur in September.

³ This specialized program class has vacancies while carrying a waitlist due to previously reported placement inefficiency (e.g., intermediate configurations).

⁴ The waitlist for General Learning Program is for intermediate classes only.

Table 2: Secondary Specialized Program Class Referrals

Table 2 provides a summary of secondary specialized program class referral information available for the 2019-2020 school year

Specialized Program Class	Special Program Class Capacity (Total pupil capacity across the district)	Total Number of Referrals Spring 2019	Total Number of Recommendations	Transferred to other committees ¹	Total Number of Students Placed in Special Program Class by IPRC ²	Total Number on Waitlist
Autism Spectrum Disorder	90	<5	<5	<5	73	0
ASDSCSP	40	24	15	6	40	0
Behaviour Intervention Program	56	13	12	0	54	0
Developmental Disability Program	120	8	<5	0	91	0
Deaf/Hard of Hearing	10	<5	<5	0	7	0
Dual Support Program	40	<5	<5	0	25	0
General Learning Program	208	43	38	<5	224	0
Storefront	12	7	<5	0	7	0
Gifted ³	N/A			N/A	473	N/A
Learning Disability Program	71	20	17	0	193	0
Physical Support Program	36	<5	<5	0	29	0

Note:

n < 5 were suppressed so that individual students cannot be identified from the data.

¹ In a small number of cases a referral review committee may recommend that a referral be considered for another type of specialized program class. With parent/guardian permission, the referral is officially passed to another committee.

² This figure represents all students IPRC'd to a specific specialized program class for the 2019-2020 school year by 28 June 2019 and includes new placements and students returning for a subsequent placement in a specialized program class. May represent a slight underestimate as some student IPRCs will occur in September.

³ Referrals for secondary Gifted are not reviewed centrally, (e.g., school based review). Waitlists do not apply as the specialized program class capacity changes to meet demand.



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

Purpose of the Standard

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

The Role and Responsibilities of SEAC

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

SEAC Meetings

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





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

Composition of SEAC

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

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

SPECIAL EDUCATION ADVISORY COMMITTEE (OCDSB) MEMBERS 2019-2020

OCDSB TRUSTEE MEMBERS

Christine Boothby, Trustee, Zone 2	christine.boothby@ocdsb.ca	613-809-4929
Rob Campbell, Trustee, Zone 5	rob.campbell@ocdsb.ca	613-808-8190
Chris Ellis, Trustee, Zone 6	chris.ellis@ocdsb.ca	613-868-0076

MEMBER ASSOCIATION REPRESENTATIVES

Association for Bright Children of Ontario (ABC)

Cathy Miedema (Member) cathymiedema@gmail.com

Autism Ontario, Ottawa Chapter

Katie Ralph (Member) kralp059@uottawa.ca

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

Down Syndrome Association

Mark Wylie (Member) mwylie@sympatico.ca

Learning Disabilities Association of Ottawa-Carleton (LDAO)

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

Michael Bates (Alternate) michaelbates1@sympatico.ca





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

Ian Morris (Member)

ian.morris6655@gmail.com

Sean Popal (Alternate)

sean.popal@gmail.com

Ottawa-Carleton Assembly of School Councils (OCASC)

Safina Dewshi (Member)

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VOICE for deaf and hard of hearing children

Jim Harris (Member)

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Terry Warner (Alternate)

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VIEWS for the Visually Impaired

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Easter Seals Ontario

Nicole Ullmark (Member)

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Sonia Campbell-Nadon

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Rob Kirwan

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ASSOCIATION REPRESENTATIVES (NON-VOTING)

Ottawa-Carleton Elementary Teachers' Federation (OCETF)

Susan Gardner (Member)

susan.gardner@ocdsb.ca

Jennifer Titley (Alternate)

Jennifer.Titley@ocetfo.org

Professional Student Services Personnel

Nancy McLaren Kennedy (Member)

nancy.mclaren.kennedy@ocdsb.ca

Connie Allen (Alternate)

connie.allen@ocdsb.ca





Ontario Secondary School Teachers' Federation (OSSTF)

<i>Jean Trant</i> (Member), SSP	jean.trant@ocdsb.ca
<i>Catherine Houlden</i> (Member), Teachers	catherine.houlden@ocdsb.ca
<i>Kelly Granum</i> (Alternate), Occasional Teachers	kelly.granum@ocdsb.ca

Ottawa-Carleton Elementary Operations Committee (OCEOC)

<i>Nancy Dlouhy</i> (Member)	nancy.dlouhy@ocdsb.ca
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Ottawa-Carleton Secondary School Administrators' Network (OCSSAN)

<i>Kimberly Elmer</i> (Member)	kimberly.elmer@ocdsb.ca
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Student Senate

<i>Daniel Bersyniow</i>	dbers1@ocdsb.ca
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Staff Normally in Attendance at SEAC Meetings:

<i>Peter Symmonds</i> Superintendent, Learning Support Services	613-596-8254	peter.symmonds@ocdsb.ca
<i>Amy Hannah</i> System Principal, Learning Support Services	613-596-8713	amy.hannah@ocdsb.ca
<i>Christine Kessler</i> System Principal, Learning Support Services	613-596-8713	christine.kessler@ocdsb.ca
<i>Stacey Kay</i> Manager of Learning Support Services	613-596-8136	stacey.kay@ocdsb.ca





Individual Education Plans (IEP)

Purpose of the Standard

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

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

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

Implementation of the Ministry of Education Standards

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

IEP Development for Identified Students

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

Purpose of an IEP

The IEP will:

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





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

Overview of the IEP Process

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

The IEP Process can be broken down into five phases:

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

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

Gathering information

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

Setting the direction

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

Developing the IEP

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





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

Implementing the IEP

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

Review and Update the IEP

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

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

Transition Plans

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

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

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





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

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

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

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

Dispute Resolution Process

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

[OCDSB Complaint Resolution Procedure.](#)

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

Storage of IEPs

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





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

Results of the Ministry of Education IEP Review

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

OCDSB IEP Template 2019-2020

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

Page 1





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Cover Page

Name: _____

DOS: _____

Grade: _____

Student OEN: _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition

Page 1:

Assessments

Name: _____

DOS: _____

Grade: _____

Student OEN: _____

ASSESSMENT DATA

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

Information Source	Date	Summary of Results	Comments

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

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

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

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

Health Support/Additional Notes:

Page 2:





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Courses and Accommodations

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

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

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

1. _____ ☐ MOD ☐ AC ☐ ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☐ No

Complete for secondary students only:

Student is currently working towards attainment of the:

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

ACCOMMODATIONS

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

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

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

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

Accommodations: ☐ Yes (list below) ☐ No

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

*

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

*

Page 4

Courses and Accommodations

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

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

*

*

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Special Education Program

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

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

Teacher: _____

Subject/Course/Alternative Program: _____

Current Level of Achievement: _____

Level of Achievement for Alternative Program: _____

Prerequisite course (if applicable) _____

Letter grade/Mark: _____

Curriculum grade level (last June) _____

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

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Transition

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Transition Goals:

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

Page 7





Human Resources & IEP Team

Name: _____ DOB: _____
 Grace: _____ Student OEN: _____

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Initiation Date	Frequency	Location(s)

EVALUATION

Reporting Dates: _____

Reporting Format

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

IEP TEAM

IEP Developed by:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

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

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

Date of Placement: _____

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





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Consultation Log & Signatures

Name: _____

DOD: _____

Grade: _____

Student OEN: _____

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

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

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

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

Signature of Principal _____

Date _____

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

I was consulted in the development of this IEP

☐ Parent(s)/Guardian(s)

☐ Student

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

☐ Parent(s)/Guardian(s)

☐ Student

I have received a copy of this IEP

☐ Parent(s)/Guardian(s)

☐ Student

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

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

Date _____

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

Date _____

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IEP Consultation Form

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

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

1. Medical:

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

2. Testing/Assessment Results:

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

3. Previously Successful Strategies:

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

4. Parental or Other Supports:

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

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

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

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

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

Date _____

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

Date _____

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Summary Layout

CONFIDENTIAL (For teacher/school use only)

STUDENT PROFILE

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

Placement Decision	Recommended Program

STUDENT STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

ACCOMMODATIONS

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

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

Accommodations:

Modified Subjects:

Comments:

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

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





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

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





Needs (continued)	
Task Persistence Skills Time Management Skills Visual efficiency	Visual motor integration Visual Perception Skills Visual Perceptual
Assessment Sources	
Audiological assessment Behavioural assessment Developmental assessment Educational assessment Functional visual assessment Group ability test e.g., Canadian Cognitive Abilities Test Medical assessment Occupational therapy assessment Orientation skills Personal care skills	Personal safety skills Pediatric assessment Physiotherapy assessment Psychiatric assessment Psychological assessment Psycho-Educational assessment Social work assessment Speech/language assessment Vision Technology assessment Wechsler-Fundamentals assessment Orientation and Mobility assessment
Assessment Summary	
<p>Report describes significant behavioural problems</p> <p>Report indicates adaptive equipment essential to access the curriculum</p> <p>Report indicates areas of need in ...</p> <p>Report indicates assistive technology essential to access the curriculum</p> <p>Report indicates blind/low vision</p> <p>Report indicates mild adaptive functioning delays</p> <p>Report indicates mild articulation difficulty</p> <p>Report indicates mild developmental delays</p> <p>Report indicates mild hearing loss</p> <p>Report indicates mild intellectual disability</p> <p>Report indicates mild/moderate/severe adaptive functioning delays</p> <p>Report indicates mild/moderate/severe articulation difficulty</p> <p>Report indicates mild/moderate/severe developmental delays</p> <p>Report indicates mild/moderate/severe/profound hearing loss</p> <p>Report indicates moderate adaptive functioning delays</p> <p>Report indicates moderate articulation difficulty</p> <p>Report indicates moderate developmental delays</p> <p>Report indicates moderate hearing loss</p> <p>Report indicates profound hearing loss</p>	





Assessment Summary

Report Indicates sensory equipment essential to access the curriculum
 Report indicates severe adaptive functioning delays
 Report indicates severe articulation difficulty
 Report indicates severe developmental delays
 Report indicates severe hearing loss.
 Report provides diagnosis of ...
 Report provides diagnosis of Asperger's Syndrome
 Report provides diagnosis of Attention Deficit/Hyperactivity Disorder
 Report provides diagnosis of Autism
 Report provides diagnosis of Developmental Disability
 Report provides diagnosis of Learning Disability
 Report provides diagnosis of Oppositional Defiant Disorder
 Test results indicate very superior intellectual functioning

Education Quality and Accountability Office (EQAO)

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

Accommodations

Below are accommodations:

Instructional

- | | |
|---|--|
| <ul style="list-style-type: none"> • Anxiety/stress reducers • Ability grouping • Assistive technology • Audio texts • Augmentative and alternative communications systems • Buddy/peer tutoring • Carry and match system • Close-ended activities • Colour cues • Computer options • Concrete/hands-on materials • Contracts • Creative thinking tasks • Critical thinking tasks • Differentiated tasks | <ul style="list-style-type: none"> • Gesture cues • Graphic organizers • High structure • Increased challenge through higher level thinking skills • Large-size font • Leveled breaks • Manipulatives • Memory aids • Dramatizing information • Duplicated notes • Extra time for processing • Fading prompts • First/Then • Forward/backward chaining • Functional tasks |
|---|--|





Instructional (*Continued*)

- | | |
|--|---|
| <ul style="list-style-type: none"> • Mind maps • More frequent breaks • Multi-sensory presentations • Non-verbal signals • Prompts to return student's attention to task • Note-taking assistance • Organization coaching • Partnering • Positive reinforcement • Pre-cueing • Preferred activities/items/topics • Product differentiation • Prompting (verbal, visual) • Prompting/modeling/redirection/fading • Provide choice • Reduced/simplified language • Reduced/uncluttered format • Reduction in the number of tasks used to practice a concept or skill | <ul style="list-style-type: none"> • Rehearsal strategies • Reinforcement incentives • Repetition of information • Rewording/rephrasing of information • Sensory diet • Sensory objects/manipulative/toys • Shaping • Shaping/chaining • Small sequential steps • Social Narratives • Social skills coaching • Spatially cued formats • Tactile tracing strategies • Time-management aids • Tracking sheets • Verbal cues • Visual cueing • Visual supports/schedules • Word-retrieval prompts |
|--|---|

Environmental

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





Assessment

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





Human Resources

Spec Ed Teacher ITD/HH ITB/LV Teacher Learning Resource Teacher Learning Support Teacher Student Success Teacher Educational Assistant(s)	Social Worker Speech/Language Pathologist Physiotherapist Psychologist Psychological Associate Psychoeducational Consultant Occupational Therapist Board Certified Behaviour Analyst
--	---

Human Resources Service Type

Direct Instruction Instructional Support Consultation Reading Instruction	Resource Support Personal Care Behaviour Support Technical Support
--	---

Transition Type (Including ASD Transition Type)

Activity to Activity Change in Grade Level Class to Class Elementary to Secondary School Entry to School Home to School/School to Home Lunch to Class/Class to Lunch Outside Agency to a School Program to Program School Entry to Class/Class to School Exit Secondary School to Apprenticeship	School to School Secondary School to Community Living Secondary School to Day Program Secondary School to Supported Employment Secondary School to World of Work Secondary to Post Secondary Educational Institution Setting to Setting Subject to Subject
--	---

Transition Plan Actions (Including ASD Transitions)

<ul style="list-style-type: none"> • Agenda • Agenda/Calendar • Agenda/Shared Calendars • Allow Early/Late Class Dismissal to Travel Halls When Less Congested • Alternative Settings 	<ul style="list-style-type: none"> • Develop a coordinated plan • Develop parent/student knowledge of post-school options • Develop resume • Develop workplace communication skills and behaviour skills
--	--





Transition Plan Actions (Including ASD Transitions) *(Continued)*

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





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Transition Plan Actions (Including ASD Transitions) *(Continued)*

- | | |
|--|---|
| <ul style="list-style-type: none"> • Role Play • Shared School Information (All About Me Booklet) Social Narratives • Review course options • Social Scripts • Social Skills Coaching • Specific Plan for Meeting • Communication Needs • Stories for Social Understanding • Student Meets Receiving Teacher(s) | <ul style="list-style-type: none"> • Student Orientation (tour, map, locker practice) • Timer • Transfer Equipment • Undertake an internet search on - (field of interest) • Verbal Prompts • Visit to New School/Class • Visual Supports (timer, calendar, visual schedule) |
|--|---|





Equipment

Purpose of the Standard

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

General Overview

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

- Per Pupil Amount
- Claims-Based

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

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

Examples of Specialized Equipment for Use at School

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

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

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

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





Funding Information and Allocation for Specialized Equipment

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

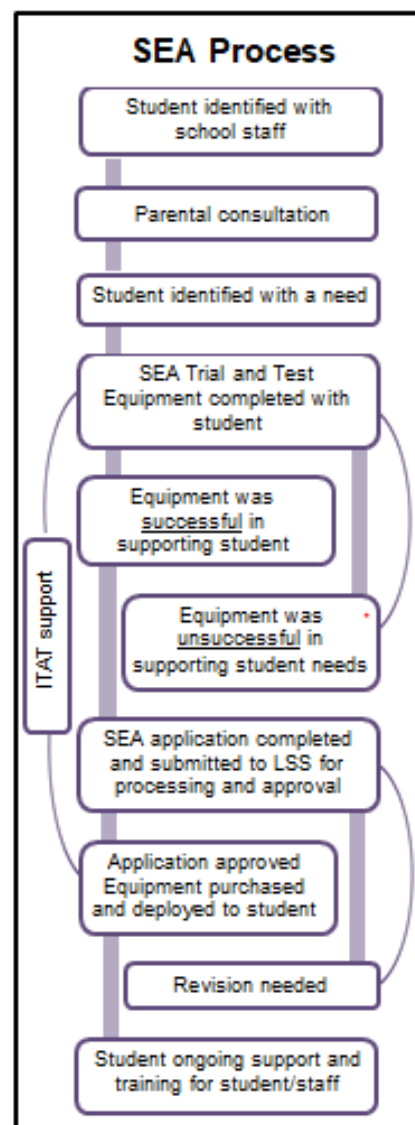
Determination of Need

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

Required Documentation

Each SEA claim must include:

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





Eligible Specialized Equipment for Claims Based Funding

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

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

Portability

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

Ministry Review

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

Itinerant Teachers of Assistive Technology (ITAT)

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





Ottawa-Carleton District School Board Special Education SEA Claim

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

Claim Types	Number of students	Dollar Amount Spent
Computer (PPA)		
Computers and support components (PPA)	595	1 762 935.27
Training	N/A	787 277.13
Technician	N/A	143 992.00
Total		2 694 204.40
Non Computer (Claims)		
Number of students Below \$800	228	202 443.25
Number of students Above \$800	163	576 080.28
Total		778 523.53

