SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, February 3, 2021, 7:00 pm

Zoom Meeting

			Pages
1.	Call to Order	1 mins	
2.	Approval of the Agenda	2 mins	
3.	Delegations		
4.	Review of Special Education Advisory Committee Report	5 mins	
4.1.	6 January 2021		1
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5.	Presentation		
5.1.	Report 20-114, Equitable Recruitment and Hiring Policy (J. McCoy)		17
6.	Consultation		
6.1.	Breakout Rooms: Human Rights Policy Consultation (C. Tanner)	30 mins	33
7.	Matters for Information		
7.1.	Demo: Online Tool for Learning Support for Students with Special Education Needs	30 mins	
8.	Department Update		
8.1.	Superintendent's Report	10 mins	
a.	Tip Sheets on Auditory Difficulties and Vocal Hygiene in the Classroom		41
8.2.	Special Education Plan (Standards)	15 mins	47
a.	Early Identification Procedures and Intervention Strategies		49
b.	Educational and Other Assessments		55
9.	Matters for Action		

9.1. Appointments - Board Representative

10. Committee Reports 10 mins

10.1. Board

10.2. Committee of the Whole

10.3. Indigenous Education Advisory Council

10.4. Advisory Committee on Equity

10.5. Parent Involvement Committee

10.6. Advisory Committee on Extended Day and Child Care Programs

11. New Business 10 mins

12. Adjournment 2 mins

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, January 6, 2021, 7:00 pm
Zoom Meeting

Members:	Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Mark Wylie (Down Syndrome Association), Cathy Miedema (Association for Bright Children), Katie Ralph (Autism Ontario, Ottawa Chapter), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Amy Wellings (Community Representative), Marianne Long (Learning Disabilities Association of Ottawa-Carleton, Alternate)
Association Representatives (Non Voting):	Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel, Alternate), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate)
Staff and Guests:	Justine Bell (Trustee), Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Kevin Gardner (Manager of Financial Services), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Stacey Kay (Manager, Learning Support Services), Charles D'Aoust (Coordinator of Budget Services), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

   Chair Nadon-Campbell called the meeting to order at 7:02 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Katie Ralph,

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Review of Special Education Advisory Committee Report

4.1 9 December 2020 SEAC Report

Moved by Christine Boothby,

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

Trustee Boothby requested the following changes:

- Folio 11, sixth bullet, the word "hire" be used to replace the word "employ";
- Folio 12, last paragraph, the word "availability" be used to replace the word “liability"; and
- Folio 13, first paragraph, the words "and the high number of staff had impacted the viability of EDP programs" be removed.

Ms. Houlden requested the following changes:

- Folio 7, second bullet, the words "Vocational Programs" be used to replace the words "Ontario Youth Apprenticeship Programs (OYAP)”; and
- Folio 11, seventh bullet, the paragraph further specifies that ”At this time, schools have been allocated 40% of their budgets. Funds provided at the end of June to support the establishment of a new system class are no longer accessible and any purchases made with those funds have been charged to the 2020-2021 budget."

Ms. Dewshi noted there was an instance of an incorrect salutation on folio 7, last bullet.

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 9 December 2020 report be received, as amended.

Carried

4.2 Review of Forward Agenda

Chair Nadon-Campbell presented the forward agenda as a draft document to guide the work of the Special Education Advisory Committee (SEAC) for 2020-2021.

Trustee Elllis suggested the Review of Police Involvement in Schools be added to the chart as an upcoming item in the spring of 2021.

5. Presentation

5.1 2021-2022 Budget Process Review (M. Carson x 8881)

Manager Gardner presented the information shown on the comparative summary of special education revenues and expenses. He indicated that the breakdowns of special education allocations and enveloping provisions are consistent with the information reported in the Ministry of Education's Education Finance Information System (EFIS).

Manager Gardner noted that the financial summaries provide comparative information from prior years and illustrate the approved budget for 2020-2021. The anticipated total revenues of $117.9 million support the special education programming for the 2020-2021 school year. These revenues are generated from special education grant allocations, the proportionate share of the pupil foundation and teacher qualifications and experience allocations, and other specific grants such as those to support the summer learning program, the mental health leadership position and special grants to support various initiatives which are provided through the Priorities and Partnerships Fund (PPF). In addition, the proportionate allocation of employee life and health trust (ELHT) funding has been assigned to the special education program. ELHT funding is the money the government provides to support employee benefit costs.

There is a projected shortfall of funding totalling approximately $13.5 million. The shortfall is based on the revenues received minus the necessary costs to provide the services required for students accessing special education support. Some of the increased costs are related to ratifying the collective agreements which were retroactive to 1 September 2019, hiring approximately 50 Full Time Equivalent (FTE) Educational Assistants (EAs), and hiring additional psychologists, social workers and speech and language pathologists. The anticipated expenses in support of special education for 2020-2021 is $131.4 million.

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

- PPF grants fall outside the regular Grants for Student Needs (GSN). There has been a decrease in funding in this category of revenue. Some funds that were previously provided as a PPF grant were moved into the GSN allocation and account for some of the change in funding.

PPF grants are subject to renewal annually and additional funding may also be announced during the year. Further information on PPF grants will be presented as part of the 2020-2021 Revised Estimates;

- In response to a question, it was noted that on folio 19, the ‘Operating’ line item under ‘Expenditures’ refers to spending for temporary or casual staff, and for supplies and services. Staff costs for budgeted positions are separated from operating costs;
- Mr. Harris inquired how the COVID-19 provisional funding to support special education studies will be adjusted in the budget planning for future years if some of these services are deemed necessary for continued support. As some students move back into remote learning for the beginning of the 2020-2021 second term, how can the capacity to support the remote learning environment be maintained at a high level. Superintendent Symmonds noted that Learning Support Services (LSS) undertakes planning involving a determination on the continuity of learning for service delivery. As the potential of protracted remote learning continues into the school year, LSS will be required to identify the constraints and options for programming. At this time any new requirements for remote learning through a Policy/Program Memorandum (PPM) have not been released by the Ministry. If this occurs, an assessment will be made on central resources that may be leveraged to support student learning through the Ottawa-Carleton Virtual (OVC) school. He noted that there is a COVID-19 contingency fund, and additional federal funds are anticipated by the District;
- It was noted that the 'Casual Professional Student Services Personnel (PSSP) for Budget Pressures' line refers to amounts for casual support needs that may be identified throughout the year;
- In response to a comment, it was noted that the historical spending for the 'Child and Youth Worker and SIP Consultant' will be reviewed by Financial Services as part of the upcoming budget process; and
- Ms. Houlden outlined that all system class students continue to be supported by their home schools. The school programs are operating with 40% of the released budget, leaving the teachers with less funding to support a new hybrid model of learning. Expenses from last year are being deducted from current year budgets, for example her $7,000 allocation to open a new General Learning Program (GLP) class in June was attributed to the 2020-2021 budgetary allocations. Manager Gardner indicated that he would assess the status of the GLP allocation. He also noted that initially 40% of the operating budgets were released District-wide due to the uncertainty of COVID-19. At this time 100% of the school budgets have been distributed. He also noted that past practice is to carry over a school’s budget surplus

from the previous year for use by the school in the current year. Financial Services plan to examine this further due to the unusual nature of the 2019-2020 school year to determine an approach to the provision of surpluses.

Superintendent Symmonds thanked Manager Gardner for his overview and noted that the first Committee of the Whole, Budget meeting will occur on 2 February 2021.

6. Matters for Information

6.1 Memo 21-001, Learning Support for Students with Special Education Needs

Your committee had before them Memo 21-001, Learning Support for Students with Special Education Needs, providing an overview of the content and the planned release process for the OCDSB Learning Support for Students with Special Education Needs online resource.

Superintendent Symmonds reported that the online resource, which is scheduled to launch in September 2021, represents a major revision to the previous paper document that focused exclusively on specialized program classes. Modern ways of thinking have shifted, as it relates to special education, where instructional pathways that are deemed necessary for some are beneficial for many, ensuring inclusion for all. Educators will be able to use the resource to guide professional learning as they build capacity in meeting the needs for all students. The resource is a tool to assist all educators to provide personalized and precise support. Indicators of quality programming will focus on the following topics: Class Profiles; the Tiered Approach to Intervention; Individual Education Plans; Transition Plans; Assessment and Evaluation; Assistive Technology; Specialized Program Classes; and quality program indicators by exceptionality. In the online format, access to the most current versions of documents and links are available and new information from the Ministry of Education can be maintained on the Google site.

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

- A draft version of the resource is planned for a focus group exercise in advance of the launch to determine the usability of the tool. The goal is to create a resource that educators will refer to regularity;
- Educators are encouraged to ask their school psychologist to read and interpret psychological assessments, rather than interpreting them without the theoretical understanding of the components of a safe assessment;

- The Google site will be accessible through the staff portal on the District website. In the soft launch the link will be included in the weekly electronic LSS update;
- It was suggested that the launch be noted in the Planning and Learning Department (PAL) weekly updates, as a large number of teachers leverage these communications;
- To ensure that the tool contains the most current information, an ongoing review of site content will be placed on the annual LSS workplan; and
- System Principal Kessler noted that to keep current with sharing best practices, Learning Support Consultants (LSCs) join the Learning Support Teacher (LST) and school-based Special Education Teacher networks which are voluntary groups who hold their meetings virtually at this time.

7. Matters for Action

7.1 Appointments - Board Representative

The SEAC representative for the Board was not determined.

Ms. Nadon-Campbell requested the item be added to the 3 February 2021 agenda.

7.2 Appointments - Advisory Committee on Extended Day and Child Care Programs

Mr. Terry Warner nominated himself for the position of SEAC member representative to the Advisory Committee on Extended Day and Child Care Programs.

Moved by Trustee Ellis,

THAT nominations be closed.

Carried

Mr. Warner was declared the SEAC member to the Advisory Committee on Extended Day and Child Care Programs, by acclamation.

8. Department Update

8.1 Superintendent's Report

Superintendent Symmonds reported that on 21 December 2020 the Minister of Education issued a letter to Ontario's parents calling for the temporary return to remote learning for elementary students until 11 January 2021 and for secondary students until 25 January 2021. Embedded in the letter, was the requirement that Districts include

provisions for in-person teaching for students with special education needs whose needs cannot be accommodated through virtual learning. LSS have made arrangements for students who attend specialized program classes or specialized sites to return to in-person classes on 7 January 2021. Central resources are being leveraged to provide support to students in the regular program, who also require access to special education programs and services. LSS staff are consulting and supporting educators at the school level to ensure the needs of students are being met during the remote learning period. The District's mental health professionals have been working to connect with students who require support to ensure the re-establishment of connections, following the winter holiday. As student transportation services were not to resume during the temporary closure, LSS collaborated with (OSTA) to arrange for transportation for students in the specialized program classes. Ottawa Public Health (OPH) created a school support team to ensure that the necessary protocols are being followed.

Mr. Morris inquired about the District's state of preparedness to withstand the possibility of a protracted absence from the in-person learning environment. Superintendent Symmonds stated that teachers are maintaining learning management systems and are prepared to teach in the remote learning model. He acknowledged that remote learning is not the preferred mode of learning for some students with special education needs, in part due to the nature of the exceptionality and the level of home support they can receive. He anticipated a wide range of readiness and highlighted that LSS is aware of and sensitive to the significant challenges faced by some families in the remote learning setting.

8.2 Special Education Plan (Standards)

a. Individual Education Plans

System Principal Kessler reviewed the purpose of the Individual Education Plan (IEP) standard, outlining the procedure for the development of a plan, transition plans, dispute resolution process, storage of IEPs, and the online template form used in the IEP placements. Adjustments are made to the template in accordance with Ministry guidelines. Manager Kay is the lead contact for managing the IEP software product.

Trustee Campbell noted on folio 31, under the heading "Purpose of an IEP", the description begins with the words " The IEP will:" to form a list of purposes. In the first bullet on folio 32, the word "may" is used. He suggested that consistency be used in the description of the IEP purpose between the uses of the words "will" and "may". Secondly, he indicated that further clarity was required for the second and third bullets in the list which address the decisions

made about the development of the IEP within the first 30 days of the school year for students in a special education program and the lack of an indicated timeline for those students who are not in specialized program classes but could benefit from a IEP. He requested more information on where the IEP services are guaranteed and whether the services referred to in the third bullet are only for students who have been through an Identification Placement and Review Committee (IPRC) process.

Trustee Boothby noted on folio 31, the fourth paragraph states "the implementation of the IEP is the responsibility of the classroom teachers, parents, and students who are 16 years of age or older". She debated whether the implementation of the IEP is the parent's responsibility. On folio 33, under the subheading "Implementing the IEP", third bullet, parents are not listed as accountable for a role in putting the IEP into practice. She requested more clarity on the active role that parents may have in this process.

Trustee Boothby noted, on folio 35, the standard refers to the "Storage of IEPs", where the working copy of the IEP should replace the previously filed copy in the Ontario Student Record (OSR) at the end of each year. She expressed concern that replacing records may lose some relevant information learned from the students previous years in the school system. System Principal Kessler reported that the description about storage of the IEP was language used directly from Ministry Guidelines. The language ensures that the most recent version of the IEP is to be filed in the OSR. She noted that it is common practice for schools to maintain the term one IEP. The updated and revised version of the IEP is kept in the OSR through consultation with the parents. Superintendent Symmonds provided assurance that previous IEPs are stored historically on 'IEP Online' for staff review. Trustee Boothby requested the inclusion of details about the retention of former IEPs for historical reference. Ms. Houlden shared that the practice stands where past IEPs are used as a reference when writing the IEP for the current school year.

Ms. Ralph noted that the opportunity to have an IEP was described differently in the Ministry's guidelines, stipulating wording discrepancies between folios 31 and 32 on "requiring" or "receiving" an IEP. She requested clarification in the policy documentation pertaining to consultation on special programs or services. System Principal Kessler agreed to review the standard for alignment in the language and she further explained that once LSS begins to provide services and support to a student, this student falls under LSS programming. The message that this standard aims to convey

to families is that at times the District provides support and services on a short term basis, depending on the needs of the student, for example, recovery from concussion. Short term support may or may not involve the development of an IEP based on assessments and working with the preference of families and students 16 years of age and above.

b. The Board's Model for Special Education

System Principal Kessler noted that the purpose of the standard describing “The Board's Model for Special Education” is to provide the Ministry and the public with information on the Board's philosophy and service-delivery model and the continuum of supports and services for the provision of special education programs. She noted that the content of the standard is a reflection of Ministry direction, along with the District's 2019-2023 Strategic Plan outlining the philosophy to champion high learning expectations for all students in all programs.

Superintendent Symmonds noted that Care and/or Treatment, Custody and Correctional (CTCC) programs have been re-named to Educational and Community Partnership (ECPP) programs.

c. Staff Development

Manager Kay presented the purpose of the standard on 'Staff Development' was to provide details of the Board's professional development plans for special education staff to the Ministry and to the public.

A chart contained within the standard referenced expenditures in the 2019-2020 school year for staff professional development. Part of the Ministry requirement necessitates the disclosure of the LSS Staff Development Plan with details on the prioritization and alignment of staff development activities, for example, alignment with the strategic plan and exit outcomes. She highlighted that due to labour disruptions and school closures attributed to the COVID-19, many of the planned professional development sessions were unable to take place during the 2019-2020 school year. LSS embraced the opportunity to shift to virtual professional development (PD) which fostered a large number of participants on a virtual platform where staff were invited to select tailored courses. She noted the significant amount of special education PD that occurs through the principal and vice principal internship programs and the new teacher induction program. To promote cross-community education, partnerships and cost sharing agreements exist with care and treatment programs along with the Ministry of Community, Children and Social Services.

In response to a query from Mr. Warner, Manager Kay confirmed that through college affiliations, professional support services staff do have credit requirements to acquire annually and a certain number of PD hours are required. These credits may also be attained through self-directed reading or participating in clinical rounds. She noted that the virtual conference format has enabled staff to attend without the expense of travel costs.

Ms. Allen contributed that there are many opportunities available to staff without cost. She highlighted that many of the opportunities are offered by LSS staff members, including speech language pathologists, psychologists and social workers; however there are fewer opportunities offered for those professionals. She expressed the view that the funding offered is typically limited and there is often a perception amongst staff that it is difficult to access PD funding. Ms. Houlden mentioned that due to the shortage of supply teachers, booking time outside of the classroom is difficult. The PD that she attended in the past was funded by the union in the amount of $400 every two years.

Ms. Miedema queried whether the PD was held on PD days, regular school days or beyond the hours of school. Manager Kay replied that during the school closure period for the Learn at Home Program in March 2020 until June 2020, some employee groups were able to have a lot of flexibility with their workday. Educator groups and allied health groups provided newly developed PD at this time. The focus last year was to pivot to remote learning and therefore providing staff development opportunities was crucial for students with special needs who were learning within a new framework. In the early Teacher Induction Program, LSS attempts to offer times that are easily accommodated by the teachers in the late afternoon. Superintendent Symmonds acknowledged the challenge with an adequate number of replacement teachers however sessions are recorded to review later at a staff member’s convenience.

System Principal Kessler reported that through Geneva's platform, Sonderly, LSS was successful in offering additional Autism Spectrum Disorder (ASD) courses to teachers, EAs and administrators. In response to a query from Ms. Miedema about Wechsler Individual Achievement Test (WIAT) training, System Principal Kessler explained that it is an achievement test that measures how an individual is performing in areas related to academic school work. The WIAT provides an assessment in areas such as reading, math, written expression, and oral language. The assessment is often administered in consultation with school

psychologists. It is a test that LSTs, who have special education qualifications, are eligible to train on and deliver to students. 'Structured teaching' is an approach to present learning activities and learning environments linked to the work to support ASD students.

9. Committee Reports

9.1 Board

There was no report from the Board.

9.2 Committee of the Whole

There was no report from the Committee of the Whole.

9.3 Parent Involvement Committee

There was no report from the Parent Involvement Committee.

9.4 Indigenous Education Advisory Council

There was no report from the Indigenous Education Advisory Council.

9.5 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

9.6 Advisory Committee on Extended Day and Child Care Program

Mr. Terry Warner reported that the extended day programs and full-day kindergarten have been operating despite the low enrollment this year due to Covid-19. He noted during the meeting on Advisory Committee on Extended day and Child Care Programs, people were engaged in the disucssion on accommodating the needs of children and that special education students can be accommodated in full-day kindergarten.

10. New Business

Chair Nadon-Campbell announced that Nicole Ullmark from Easter Seals has resigned from SEAC. She thanked Ms. Ullmark for her long-standing work on the committee.

Chair Nadon-Campbell raised the letter from the Thames Valley District School Board SEAC, describing the challenges of teaching and learning when the quality of auditory information is compromised with the full coverage of the mouth and nose. In December she sent an email to all SEAC members requesting further guidance on the need for collective action from SEAC to the District.

During discussion the following points were raised:

- LSS staff is creating "tip sheets", through collaboration with staff speech pathologists, to mitigate issues of communication between staff and students

while using personal protective equipment (PPE). These will be distributed for the 3 February 2012 SEAC meeting;

- Trustee Campbell stated school principals are present at the school councils meetings. The principal would determine whether a request to access school-generated funds was to finance a needs-based model of accommodation or if the expenditure was to enrich the experience of students or enhance parent engagement. If the expenditure is deemed necessary for instruction, the principal may use funds from the school budget, appeal centrally to LSS or the school superintendent. Any other process would prove to be inequitable due to the imbalances between the treasuries from school to school;
- Ms. Dewshi noted that the definitions on necessities for student learning are not finite. Often inequities exist when a school council gives precedence to funding one item over another;
- Ms. Dlouhy commented that staff were able to apply to the Health and Wellness Program for an accommodation for voice amplification devices where warranted;
- Superintendent Symmonds explained that a wide variety of devices are available on the market. Research into these devices is required before a District recommendation can be put forth. These devices may appear helpful but some concerns have been raised that voice amplification may have a negative impact on learning in the classroom; and
- Superintendent Symmonds noted that a communication strategy is planned for school administration to clarify procurement rules in the absence of a professional evaluation.

Mr. Harris concluded the discussion noting that there was no overarching support from SEAC members to intervene with a recommendation to the Board. He noted LSS staff is working to make improvements for communication between educators and students.

11. Adjournment

The meeting adjourned at 9:44 p.m.

Sonia Nadon-Campbell, Chair,
Special Education Advisory
Committee

Special Education Advisory Committee (SEAC) Forward Agenda 2020-2021					
SEAC Forward Agenda 2020/21	**Champion high learning expectations for all students in all programs**	**Prioritize the dignity and well-being of students in inclusive and caring classrooms**	**Remove barriers to equity of access, opportunity, and outcomes**	**Advising the District on key initiatives**	**Special Education Plan Standards**
9 Sept	Summer Transition Programs	Outbreak Management	Transportation of Students	Update on the re-opening of schools	
7 Oct			The Roadmap Presentation	Re-opening Plans for Special Education Delivery	Transportation
4 Nov	Memo 20-137, Location of Specialized Classrooms	Report 20-090, Consultation Plan to Review Police Involvement in OCDSB Schools	Memo 20-139, Special Education Consultation Plan 2020-2021- SEAC Revision and Consultation Process		• Special Education Staff • IPRC Process and Appeals
9 Dec		Annual Report on Student Suspensions	Development of a Human Rights Policy (C. Tanner)	• Elections	• The Board's Special Education Advisory Committee • Equipment
<u>To be scheduled:</u> Valuing Voices Presentation from the Identity-Based Data Collection					

SEAC Forward Agenda 2020/21	Champion high learning expectations for all students in all programs	Prioritize the dignity and well-being of students in inclusive and caring classrooms	Remove barriers to equity of access, opportunity, and outcomes	Advising the District on key initiatives	Special Education Plan Standards
6 Jan				• 2021-2022 Budget Update	• The OCDSB General Model for Special Education • Individual Education Plans (IEPs) • Staff Development
3 Feb		Equitable Recruitment and Hiring Policy (J. McCoy)	Human Rights Policy Consultation (C. Tanner)		• Early Identification Procedures / Intervention Strategies • Educational and Other Assessments
3 Mar				2021-2022 Budget- SEAC's Priority Considerations	All Standards for 'Independent Review' due back by 1 March 2021. (Attached)
7 Apr	Right to Read Inquiry Results				
5 May	Special Education Plan 2020-2021		• Update on Roadmap Milestones • Recommendations from District		

			Review of Police Involvement in Schools		
2 June	Summer Transition Program Update	Summer Mental Health Supports			

Memorandum

To: Special Education Advisory Committee

From: Janice McCoy, Superintendent of Human Resources

Date: 3 February 2021

Re: Report 20-114 Equitable Recruitment and Hiring Policy

Please find attached Report 20-114 -Equitable Recruitment and Hiring Policy for teachers, for purposes of the upcoming discussion at Special Education Advisory Committee (SEAC).

The draft policy was developed to comply with a draft Policy/Program Memorandum (PPM) released by the Ministry of Education following the repeal of Regulation 274 - Hiring Practices, as of the end of October 2020.

A final policy, revised to reflect the discussions at Committee of the Whole on December 8, 2020, and the December 15, 2020 Board meeting, will be submitted to the Board for final approval, once the final PPM has been released. The delay in issuing the final PPM provides an opportunity to solicit additional input and advice from additional stakeholders and advisory bodies, including SEAC.

Janice McCoy, Superintendent of Human Resources, will be in attendance at the meeting to provide a brief overview of the policy, answer questions and hear the Committee's advice and feedback.

COMMITTEE OF THE WHOLE **8 DECEMBER 2020**
Report 20-114

Equitable Recruitment and Hiring Policy

Key Contact: Janice McCoy, Superintendent of Human Resources, ext. 8207

PURPOSE:

1. To seek approval of a draft hiring policy (Equitable Recruitment and Hiring of Teachers Policy, P.105.HR, Appendix A) to align with the requirements of the draft Policy/Program Memorandum (PPM) - Teacher Hiring (Appendix B).

CONTEXT:

2. Earlier this fall, the Ontario government announced its plan to revoke Regulation 274 - Hiring Practices, effective October 27, 2020. The regulation, which had been in effect since 2012, set out mandatory hiring processes for long term occasional and permanent teaching positions that placed significant emphasis on seniority, and restricted school boards' ability to consider qualifications beyond the technical qualifications listed on a teacher's Ontario College of Teachers record card.

   When the regulation was repealed, the government issued interim hiring guidelines for school boards to follow, pending the release of a Policy/Program Memorandum. A draft PPM, which is attached at Appendix B, was released in early November, and sets out the parameters that school boards are required to include in locally developed hiring policies and practices. The final PPM is still pending as of the date of this report being released.

KEY CONSIDERATIONS:

3. The Indigenous, Equity and Human Rights Roadmap, presented to Committee of the Whole earlier this fall, outlines specific actions and accountabilities toward achieving the District's commitment to human rights, equity and inclusion. This includes ensuring that human resources policies and practices, including all recruitment and hiring processes, are aligned. This year's work plan for Human Resources included developing an equitable recruitment and hiring policy and the accompanying procedures. With the repeal of Regulation 274 and the new PPM, the development of a policy specific to teacher hiring was expedited for approval by December 31, 2020. Staff will be continuing consultations with various stakeholders through the spring to bring forward recommendations for

revisions that may be required so that the policy applies to all applicants, regardless of the position.

Pursuant to the PPM, the District is required to develop and implement local hiring policies and practices by the end of December 2020 which align with the expectations and requirements set out in the PPM. In summary, the PPM requires that school boards:

- establish fair, consistent and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession;
- ensure the requirements and selection criteria for hiring are clearly laid out and publicly available on their websites;
- develop hiring policies that include the following components:
    - diversity, equity and human rights;
    - qualifications and merit;
    - employment mobility;
    - fairness and transparency; and
    - monitoring and evaluation.

The draft policy P.105.HR, was developed to specifically align with the requirements of the PPM, as well as articulate the District's commitment to equity. The policy also specifically directs the development and implementation of equitable recruitment and hiring procedures for teachers. The procedures will be developed in consultation with the union representatives and other stakeholders. More specific guidance and expectations related the recruitment and hiring process, including outreach, posting, selection and evaluation criteria, shortlisting, hiring panels, references and debriefs, will be included in the procedure.

Work is also currently underway to develop a Human Rights Policy to articulate the Board's commitment to adhering to human rights principles in all aspects of the District's operations, as a service provider and employer. Policy P.105.HR will be reviewed following approval of that policy to ensure alignment, and revised as required.

RESOURCE IMPLICATIONS:

4. There are no significant financial implications associated with the development and implementation of the policy. The policy will have positive implications for human resources practices in the District, by centering the commitment to human rights and equity in the hiring processes.

COMMUNICATION/CONSULTATION:

5. Human Resources staff have met with representatives of Ontario Secondary School Teachers' Federation (OSSTF) (Teachers' Bargaining Unit), OSSTF (Occasional Teachers') Ottawa Carleton Elementary Teachers' Federation and Ottawa Carleton Elementary Occasional Teachers' Association to provide an opportunity for them to provide input and feedback on the policy.

Representatives of principals and vice-principals also had an opportunity to provide input and feedback. Consultation with these stakeholder groups will continue with the development of the procedures.

The policy has also been informed by advice and guidance provided through a provincial working group of senior human resource professionals with regard to the PPM and its implementation.

STRATEGIC LINKS:

6. The development and implementation of an equitable recruitment and selection policy supports the District's commitment to a culture of caring and social responsibility.

RECOMMENDATION:

THAT the Board approve the draft Policy P.105.HR - Equitable Recruitment and Hiring of Teachers.

_____	_____
Janice McCoy Superintendent of Human Resources	Camille Williams-Taylor Director of Education and Secretary of the Board

Appendice A to Report 20-114 Draft Hiring Policy
Appendice B to Report 20-114 Draft Teacher Hiring PPM

Appendix A to Report 20-114 Draft Hiring Policy

P.105.HR

TITLE: Equitable Recruitment and Hiring of Teachers
Date Issued:
Date Revised:
Authorization:

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment and hiring practices for all permanent and occasional elementary and secondary teaching positions within the Ottawa-Carleton District School Board (OCDSB).

2.0 DEFINITIONS

In this policy,

2.1 **Board** refers to the Board of Trustees.

2.2 **District** refers to the Ottawa-Carleton District School Board (OCDSB).

2.3 **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, age, race, creed, sex, sexual orientation, and socio-economic status.

2.4 **Equality** means treating people the same way, to give everyone equal access to opportunities and benefits in society.

2.5 **Equity** refers to the removal of disparity and disproportionality between groups, using extra and different measures to bring about the condition of same status, which is a state of equality. It does not mean treating everyone the same.

2.6 **Hiring** refers to the process for selecting teachers for permanent and long-term teaching positions based on merit and diversity. The process may include multiple sources and methods and includes, but is not limited to, interviews, additional qualifications, work experience and written assignments.

2.7 **Recruitment** refers to the process for advertising, posting, and outreach activities to attract teachers based on the unique needs of OCDSB schools and their communities.

2.8 **Teacher** refers to elementary and secondary permanent and long term occasional teachers.

3.0 POLICY

3.1 It is the policy of the Ottawa-Carleton District School Board to commit to excellence in education and equitable outcomes for all students. The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and as key determinants of its learning and working environments in which all students, staff and families have a sense of belonging.

To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential. The District is committed to the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce.

Guiding Principles

3.2 The OCDSB recognizes the positive effect of on the educational experiences and outcomes of historically under-served students when teachers reflect their identities. The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within the District.

3.3 All staff shall demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful access to education for all students.

3.3 System and school leaders shall model actions to enhance equity and inclusion as an essential leadership competency.

3.4 All Human Resources processes, and actions by OCDSB employees to implement these processes, shall comply with the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act*.

3.5 All applicants to positions with the District shall experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.

3.6 Hiring decisions must be based on providing the best possible education program for students and ensuring student safety and well-being.

3.7 All human resource processes will be conducted within the parameters of Collective Agreements and established Terms and Conditions, where applicable. In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail.

4.0 Specific Directives

4.1 The Director of Education, or designate shall develop and implement equitable recruitment and selection procedures for teachers. Such procedures shall be based on and include the elements listed below.

a. <u>Diversity, Equity, and Human Rights</u>

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet the needs of an increasingly diverse student body. The District is committed to ensuring all employment policies and practices are non-discriminatory and to identifying and removing barriers for marginalized groups at each stage of the hiring process. Procedures will be established to collect and analyze voluntary demographic data as different stages of the recruitment and selection process.

b. <u>Qualifications and Merit</u>

In addition to adhering to the qualification requirements set out in Regulation 298, "Operation of Schools – General", the importance of the following factors will also be considered when establishing selection and evaluation criteria:

i) valuing applicants' additional lived experiences, skills, backgrounds, and work experience;

ii) promoting the hiring of staff from under-represented groups and staff with demonstrated experience, including lived experience, working with Indigenous people or equity seeking groups;

iii) providing the best possible program as determined by the principal, and considering applicants' demonstrated teaching commitment, experience or time spent in a particular school and suitability for a particular assignment; and

iv) responding to local needs based on clearly defined criteria, including qualifications.

c. <u>Employment Mobility</u>

Teacher hiring procedures will address employment mobility by permitting teachers who have relocated to apply for any teaching position (occasional, long-term occasional, or permanent) for which they are qualified, and to be granted an interview.

d. <u>Fairness and Transparency</u>

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring procedures shall include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process);
- a process for ensuring adherence to the bona fide (or "legitimate") job requirements and qualifications, while following the requirements as outlined in Regulation 298, "Operation of Schools – General", and a process for guiding decisions to hire candidates requiring a Temporary Letter of Approval;
- a process and criteria for internal postings and external postings (e.g., establishing minimum posting dates; establishing outreach strategies to reach diverse candidates);
- recruitment processes to support hiring teachers with specialized qualifications
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the lived experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,
- a process for the disclosure of information to the Occasional Teachers' Bargaining Unit.

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, section 8.1 (29.1)
Ontario Regulation 298, Operation of Schools – General
Accessibility for Ontarians with Disabilities Act
Ontario Human Rights Code
Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015
Ontario's Equity Action Plan , 2017
Revocation of Ontario Regulation 274/12, Hiring Practices, October 2020
Policy/Program Memorandum No. xxx, School Board Teacher Hiring Practices, November 2020
Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
Board Policy P.008.GOV: Advisory Committee on Equity

Ontario

Appendix B to Report 20-114

Ministry of Education **DRAFT Policy/Program Memorandum**

Date of Issue: **DRAFT:** November 4, 2020

Effective: XXXX, 2020

Subject: School Board Teacher Hiring Practices

Application:

Reference: This memorandum is effective following the revocation of Ontario Regulation 274/12, "Hiring Practices" on XXXX, 2020.

Purpose

The Ministry of Education is committed to having the best education system in the world in order to prepare our students[1] for success, now and in the future. To achieve this, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.

The purpose of this memorandum is to provide direction to school boards[2] on the development and implementation of fair, consistent, and transparent teacher hiring policies and processes that will improve the ability to achieve and maintain a strong and diverse teacher workforce. The memorandum identifies the components of a teacher hiring policy that school boards are expected to adopt as well as recommended effective practices. The expectations set out in this memorandum apply to hiring processes that begin after the revocation of Ontario Regulation 274/12: Hiring Practices, on XXXX, 2020.

This memorandum is informed by leading research on pedagogy and best practices on creating a strong and diverse workforce in the education sector. It is also informed by the results of consultations with stakeholders who have asked for more fairness and flexibility, mobility, merit and quality in the hiring of teachers and in the development of a diverse teaching workforce.

Expectations for School Board Hiring Policies

[1] In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

[2] In this memorandum *school board(s*) and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools (including the schools operated by the Centre Jules-Léger Consortium).

The Ministry of Education expects all hiring decisions to be made in accordance with this memorandum and in accordance with applicable laws, including the *Human Rights Code*, and with school board collective agreements. Hiring decisions must respect the rights of denominational schools and of French-language schools.

In outlining expectations for teacher hiring, this memorandum upholds the principles mandated in Regulation 298, "Operation of Schools – General", R.R.O, 1990, including those related to providing the best possible education program for students and ensuring their safety and well-being.

All school boards in Ontario's publicly funded education system are expected to establish fair, consistent, and transparent policies for teacher hiring, including ways to maximize employment opportunities for new teachers entering the profession. School boards' requirements and selection criteria for hiring should be clearly laid out and publicly available on their websites.

School boards are expected to include the following components in their teacher hiring policies:

- Diversity, Equity, and Human Rights
- Qualifications and Merit
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

Diversity, Equity, and Human Rights

The promotion of human rights and equity is vital to achieving a diverse and representative teacher workforce to meet needs of an increasingly diverse student body. There is a positive effect on the educational experience and outcomes of historically under-served students when teachers reflect their identities. The way to achieve a diverse and representative workforce is to:

- ensure all employment policies and practices are non-discriminatory;
- work to intentionally identify and remove barriers for marginalized groups at each stage of the hiring process. This involves examining each part of the process – from setting job requirements and employment conditions to establishing the recruitment, application, screening, interview, and selection processes, all steps – to ensure that no stage creates a barrier for candidates from under-represented backgrounds.

Qualifications and Merit

Although teacher hiring policies must adhere to the qualification requirements set out in Regulation 298, "Operation of Schools – General", school boards should also consider the importance of the following when developing their selection and evaluation criteria:

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- valuing applicants' additional experiences, skills, backgrounds, and work experience (e.g., the unique perspectives offered by newly qualified teachers; the ability to speak languages in addition to English or French; professional experience outside of the classroom; other experiences of well-rounded candidates, such as the ability to lead a school choir or orchestra);
- promoting the hiring of staff from under-represented groups;
- providing the best possible program as determined by the principal, and considering applicants' demonstrated:
    - teaching commitment;
    - experience or time spent in a particular school;
    - suitability for a particular assignment;
- responding to local needs based on clearly defined criteria, including qualifications.

Employment Mobility

The teacher hiring process should address employment mobility by:

- permitting qualified teachers who have relocated from other school boards in Ontario to be granted an interview;
- enabling all teachers, including those who have relocated from another board, to be eligible to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified.

Fairness and Transparency

To help ensure that candidates are evaluated through a fair and transparent process, teacher hiring policies should include:

- a conflict of interest disclosure policy (e.g., clear steps to avoid nepotism and ensure that a balance of hiring panel perspectives is embedded in all aspects of the hiring process). The attached Teacher Hiring Conflict of Interest Template represents the minimum standard which boards are expected to meet in developing a local policy;
- a process for ensuring adherence to the bona fide (or "legitimate") job requirements and qualifications, while following the requirements as outlined in Regulation 298, "Operation of Schools – General";
- a process and criteria for internal postings and external postings (e.g., for establishing minimum posting dates);
- a requirement to maintain up-to-date lists of employment-seeking early-career teachers, with current contact information;
- processes for registering and communicating with occasional teachers;
- regular recruitment and interview cycles;
- expectations for diverse hiring panels to draw on the different experiences, skill sets, and educational and professional backgrounds in the board;
- criteria for evaluating candidates based on more than one source – for example, verbal (interview, presentation) and written components;
- provision for structured evaluation criteria and questions that prevent selection bias;
- a process for providing interview feedback for candidates, upon request; and,

- a process for the disclosure of information to the Occasional Teachers' Bargaining Unit.

Monitoring and Evaluation

Boards should develop a monitoring and evaluation plan to review the effectiveness of their teacher hiring policy and make adjustments as necessary. This process should include:

- assessing the skills of their teacher workforce and identifying any gaps;
- determining the diversity of their teacher workforce and identifying any gaps in representation;
- ensuring that all employment policies, procedures, and practices are non-discriminatory.

Effective practices for monitoring and evaluation are outlined below to support school boards in this review process.

Effective Practices

To implement the expectations outlined in this memorandum and to ensure that their policies remain relevant, school boards are expected to establish a mechanism, or use existing mechanisms, to collaborate with local teachers' federations and associations. The ministry recommends that school boards develop the following effective practices where they are not already in place:

Candidate Selection

New Teachers

Hiring policies should acknowledge the importance of supporting the renewal in the teacher workforce and help to provide career pathways for newly qualified teachers, including those who have been on long-term assignments for a number of years and have not yet secured a permanent position.

The hiring of newly qualified teachers presents:

- an opportunity to introduce new talent and skills to the school system;
- a way to increase diversity of perspectives;
- an opportunity to strengthen pathways to the teaching profession and invest in the people who will be the experienced teachers of the future.

Representation

Encouraging diversity of the teaching workforce in the school board is vital because the workforce should be reflective and representative of the community. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in educational experiences and outcomes for excluded or marginalized students.

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As stated above, school boards should examine each part of the teacher hiring process – from setting job requirements to the recruitment, application, screening, interview, and selection processes – to ensure they are not creating barriers for candidates from various under-represented backgrounds.

Special Programs

The Ontario *Human Rights Code* enables organizations to create temporary special measures, referred to as "special programs", to address the effects of systemic discrimination. Special programs help to promote substantive equality by creating opportunities for people and groups who face disadvantage and discrimination. Where people from specific marginalized communities are demonstrably under-represented in a board's workforce, well-designed special programs can allow boards to preferentially hire people from these communities. Such programs are expressly protected under the Code.

Monitoring and Evaluation

Data Collection

The collection of teacher workforce demographic data will provide a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace, as well as the policies, programs, and procedures that will help to achieve that vision.

Several boards in the province have collected voluntary workforce data through a staff census. When analysing census results, it may be helpful for school boards to consider the following questions:

- Does the teacher workforce reflect the social identities of the student population and the region as well as the diversity of the province?
- What identities, and intersections of identities, should be represented in the teacher workforce in order to help to meet the needs of the school board community?

Fair and equitable teacher hiring practices need to address under-representations in the existing workforce, and these under-representations are best identified through voluntary demographic data collection. School boards are encouraged to explore how they can collect voluntary demographic information from candidates in order to assess whether there is diversity in the candidates that are applying for positions, as well as where there may be barriers to candidates in the teacher hiring process.

Employment Systems Review (ESR)

The collection and analysis of workforce data provides the foundation for an Employment Systems Review (ESR). Each school board should examine its employment systems to determine whether they create barriers for potential candidates or otherwise unfairly impact their chances to succeed. An effective review will also examine the organizational culture

for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics.

A centralized applicant tracking and file management system for all hiring-related documentation is recommended as a key monitoring tool. In some boards, such a system may already be in place.

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… having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community …

Preamble - Ontario *Human Rights Code*

Development of a Human Rights Policy

Culture of Caring

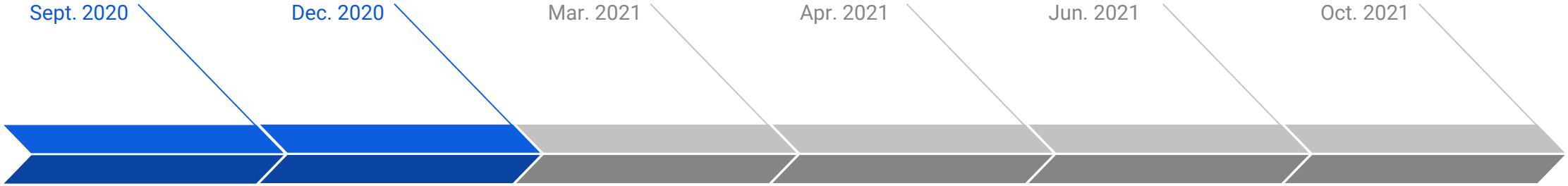
OTTAWA-CARLETON DISTRICT SCHOOL BOARD

HUMAN RIGHTS POLICY

Timeline

HUMAN RIGHTS POLICY

We are here



Desk Review

Review OCDSB policies, procedures and provincial, federal and international framework

Pre-Consultation

Discussion with internal working group, DEC, Advisory Committees and student trustees

Phase 1 Consultation

Meeting with students, staff, parents and community to identify gaps, priorities, accessibility and outreach needs

Draft Policy

Use feedback from Phase 1 to draft policy

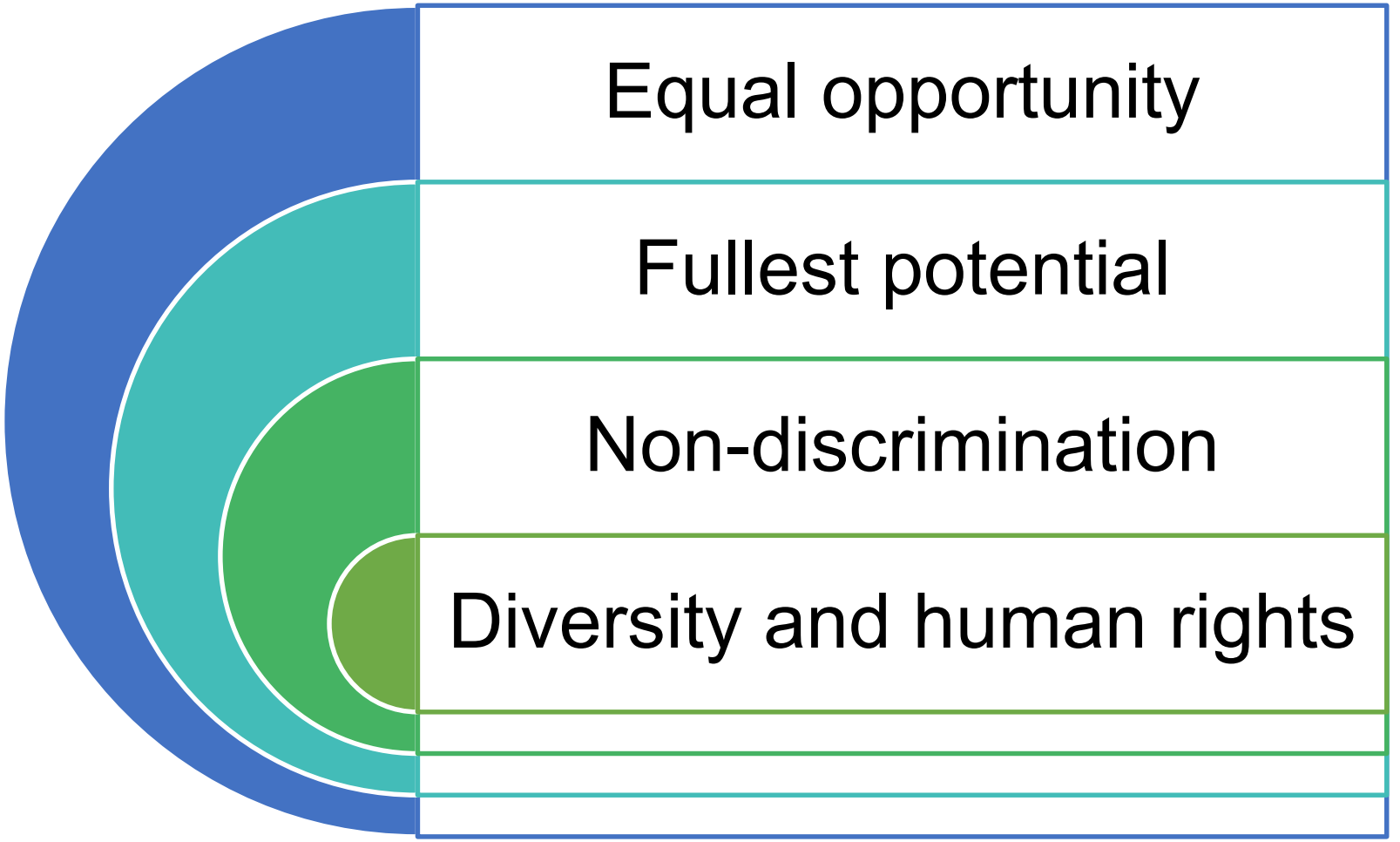
Phase 2 Consultation

Revisit students, staff, parents and community to get feedback on draft policy

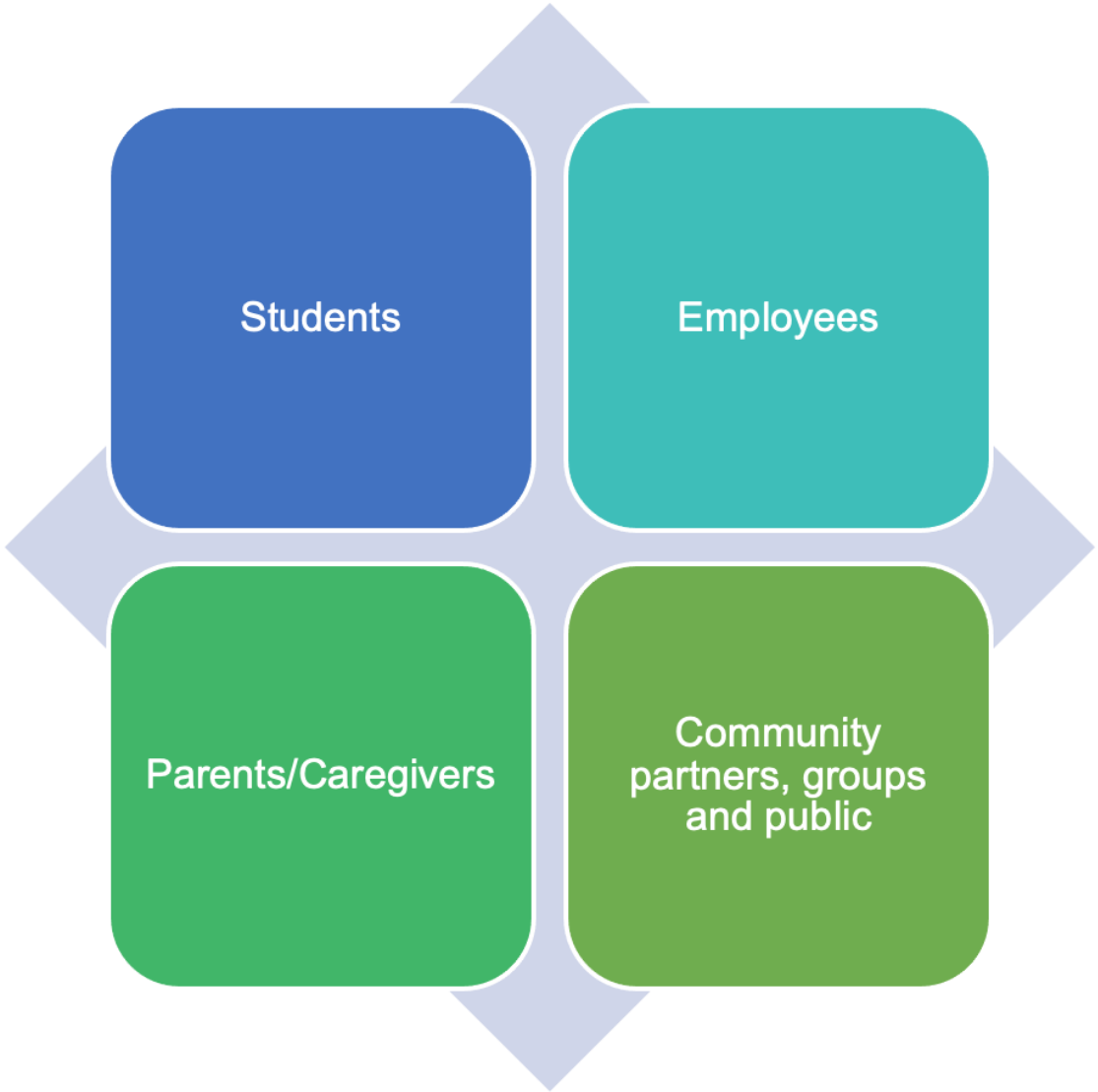
Policy Approval

Revise draft policy based on feedback received and present to Board for approval

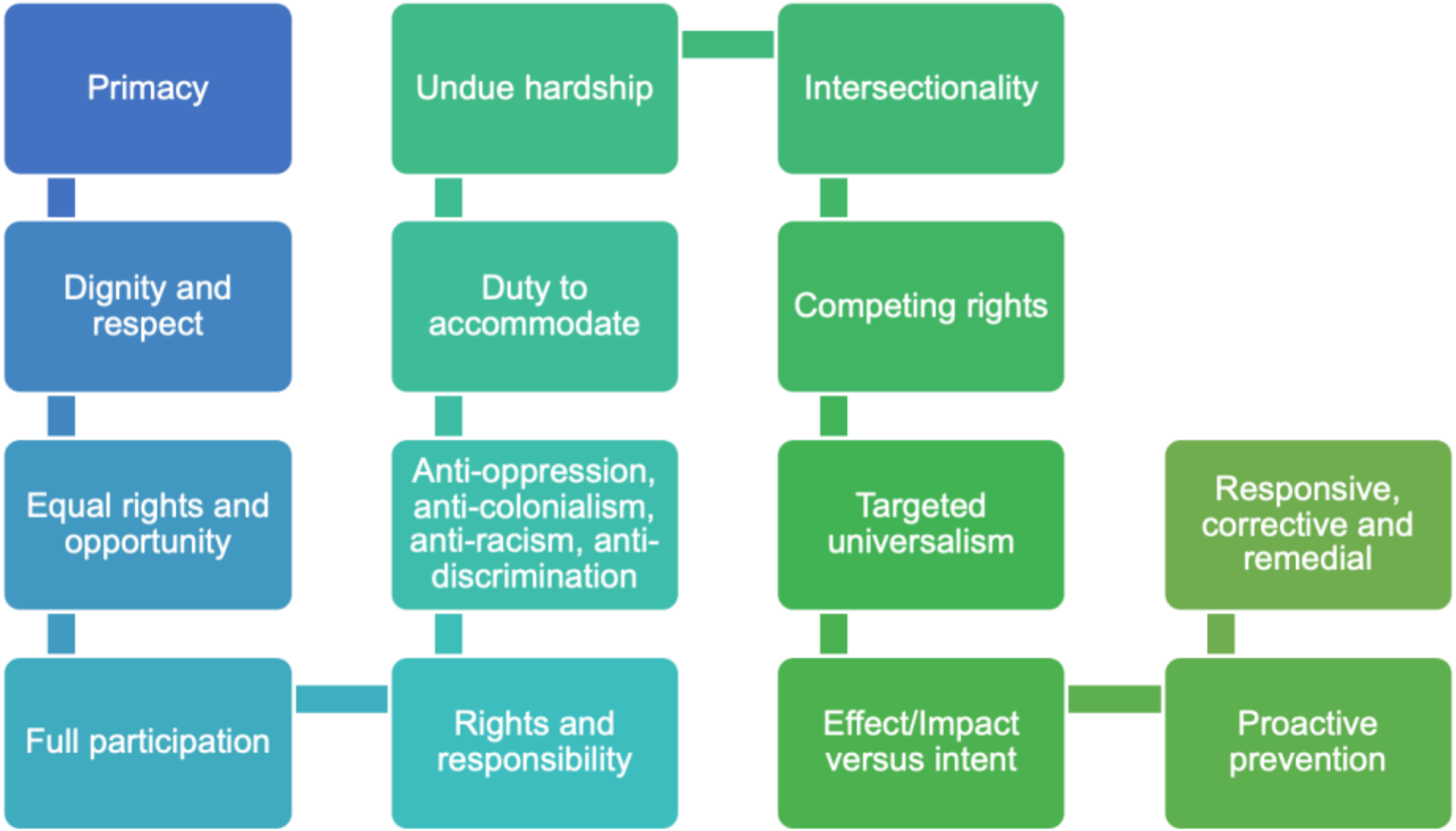
Right to Education



Human Rights Policy for Whom?



Human Rights Policy Principles



Consultation Questions

HUMAN RIGHTS POLICY

Q1 Thinking about your experience with OCDSB, what do you see as the most important human rights issues for the District to address? Why?

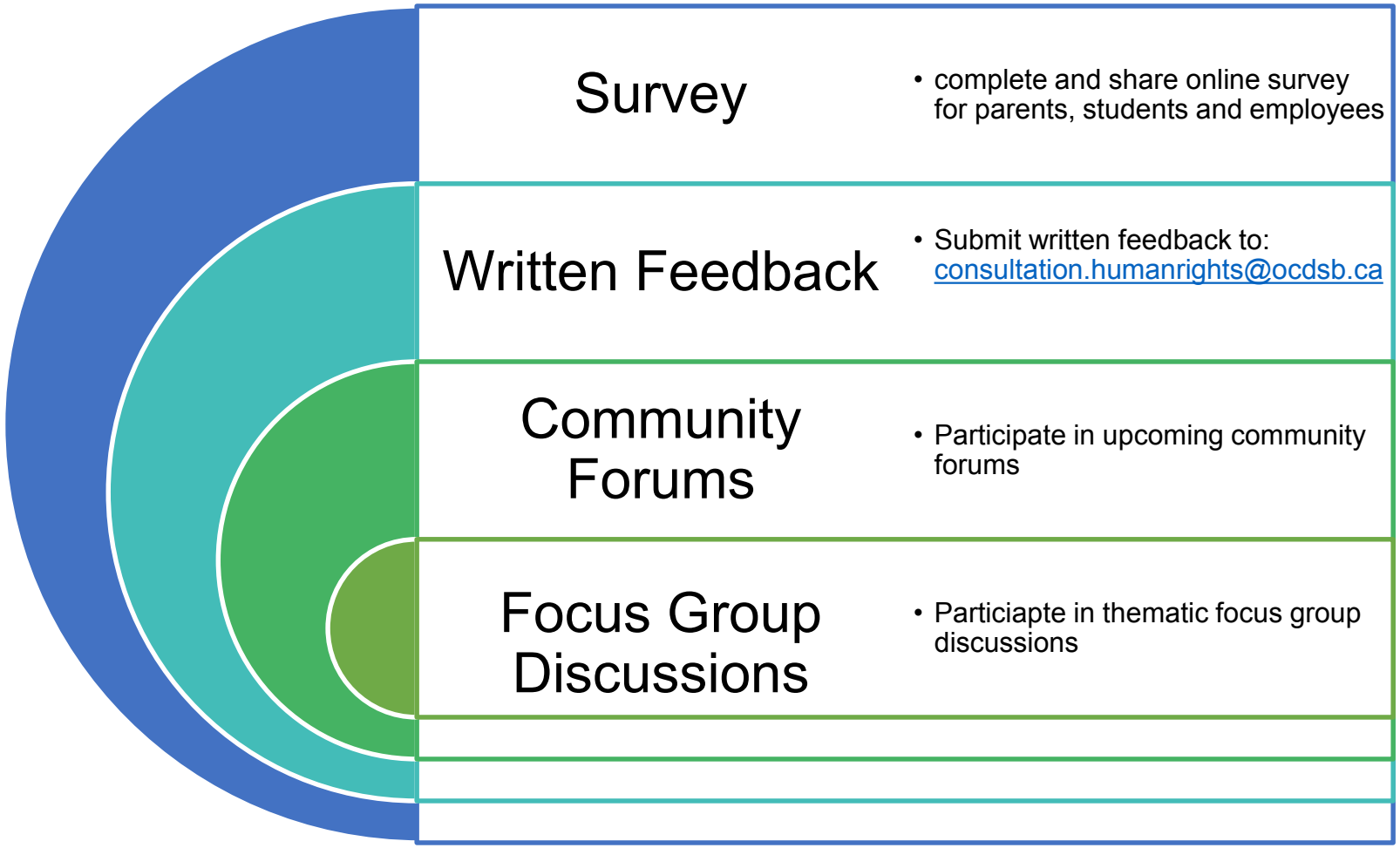
Q2 Grounds protected from discrimination under the Ontario *Human Rights Code* include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status and disability. Are other factors that should be considered? Why?

Q3 When someone has a human rights concern, there are many ways it can be addressed. How do you think OCDSB can receive and respond to a human rights concern in a way that makes a person feel safe, is accessible and is effective? What needs to be considered for the process to work well for everyone?

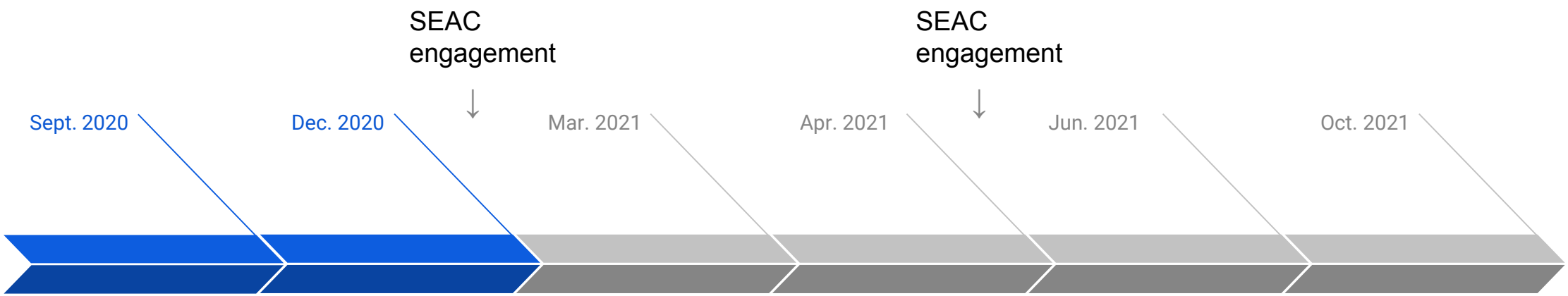
Q4. How can we help make sure that everyone understands their rights and responsibilities under the human rights policy?

How can people engage?

HUMAN RIGHTS POLICY



Path Forward



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consultation.humanrights@ocdsb.ca

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD
SPEECH-LANGUAGE PATHOLOGY

Auditory Difficulties in the Classroom During COVID-19 (In-Person and Virtual)

At any point in the school year, up to 1 in 5 children in elementary school have some degree of temporary hearing loss (e.g., due to ear infections). More than 10% of students have communication difficulties. Hearing and auditory processing difficulties may impact all students but could have a greater effect on students with special needs such as Attention Difficulties, Autism Spectrum Disorder, Learning Disability, Cognitive Impairments, Hearing Impairments, Language Disorders, and Motor Speech Disorders. Difficulties will be magnified by mask wearing and social distancing, and may impact speech, language, and social communication.

The Effects of COVID-19 Precautions (Masks, Shields, and Distancing) on Communication

- Masks make voices muffled (higher frequencies may be lost or reduced; lower frequencies are increased);
- Masks cover facial expressions, which convey meaning;
- Masks make it harder to recognize familiar people;
- Masks eliminate the possibility of speech reading (using the shape of the speaker's mouth to figure out which sounds are being made);
- Masks can be uncomfortable for people who wear hearing aids and cochlear implants;
- Masks prevent you from moving your mouth normally (obstruct motor movements);
- Children may have a harder time learning to recognize emotions;
- People who already have difficulty communicating find it even more difficult to communicate in a mask;
- Face shields reflect sound back to the wearer rather than projecting to the listener; and
- Social distancing can also impact hearing, as soundwaves have to travel farther.

Signs Your Students May Have Difficulty Hearing and Processing

- Taking more time to process information and what is being said;
- Choosing not to wear masks or having difficulty keeping their masks on;
- Misunderstanding similar sounding words/instructions;
- Looking confused;
- Appearing very tired by the end of the day;
- Difficulty paying attention and/or tuning out;
- Difficulty following directions;
- Answering questions incorrectly;
- Asking for repetition;
- Poor academic performance;
- Delayed speech and language development;
- Behavioural concerns;
- Performing better in a quieter setting;
- Appearing upset by noise or loud talking;
- Having difficulty remembering information and organizing their possessions and/or work; and
- Easily upset when routines are changed.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD
SPEECH-LANGUAGE PATHOLOGY

Strategies for Teachers to Support Hearing and Auditory Processing

- Give more time for comprehension of spoken information;
- Check for understanding - ask students to paraphrase what you have said;
- Make modifications to your classroom or workspace to improve acoustics and reduce competing noises (e.g., felt or rubber caps on chair and table legs, turning off electronic devices when not in use);
- Introduce yourself to students you do not interact with regularly so they know who you are (you may wish to use a photo badge to show your face);
- Encourage parents to wear masks at home for short periods of time when reading stories and asking questions so students can practice perceiving sounds through masks in a comfortable environment;
- Practice emotions games and recognizing emotions with masks on;
- Speak more slowly than usual;
- Write down all keywords, topic changes and new vocabulary;
- Include resources such as picture charts, feeling cards, social stories, and visuals;
- Emphasize phonological awareness learning through the use of videos (which provide unmasked, undistorted examples) or OCDSB resources like the Class Act kit;
- Ensure your students can see you and that you have their attention before you start speaking;
- Ask what you can do to help a student hear;
- Use eye, hand, and body movement to add gestures and more information;
- Repeat, rephrase, summarize information often (your own and comments/questions from other students);
- Use a speech-to-text app to transcribe speech in real time;
- Do not shout, as shouting distorts speech sounds;
- Ensure only one person is speaking at a time during group discussions;
- Structure smaller group discussions when possible;
- Use preferential seating; with proximity to the teacher and the better ear towards the class;
- Have headphones available for students who are having difficulty processing information due to excessive noise during virtual learning or independent work;
- Use sequence words such as “first”, “second,” etc. or verbal cues such as “now you really have to pay attention as this is very important”;
- Include accommodations on the IEP;
- Provide a daily classroom schedule (visual or written);
- Watch for signs of mental health issues such as student “shutting down” or not joining virtual meets etc.; and.
- Ensure equipment (e.g., FM systems, hearing aids) is functional at all times.

What To Do When Strategies Are Not Working

- Discuss concerns with parents and/or guardians;
- Refer student to an in-school student success meeting;
- If appropriate, refer to the multidisciplinary team and suggest strategies and/or assessment requirements such as SEA equipment;
- If appropriate, refer the student to the family physician, pediatrician or audiologist; and
- Collaborate with school staff, the student and the family to put supports in place for the student to be successful.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD
SPEECH-LANGUAGE PATHOLOGY

Sources & Additional Resources

Hearing Tip Sheet (Speech-Language & Audiology Canada)
Masks & Communication Tip Sheet (Speech-Language & Audiology Canada)
Listening-Friendly Classrooms Tip Sheet (Speech-Language & Audiology Canada)
Classroom Acoustics (American Speech-Language-Hearing Association)
Unilateral Hearing Loss in Children (American Speech-Language-Hearing Association)
Hearing Loss (American Speech-Language-Hearing Association)
How Wearing a Mask at School Can Impact a Child's Development (CTV News)
Why Do Masks Make it so Hard to Understand Each Other? (Nevada Today)
Masks help more people to detect hearing loss (Korea Biomedical Review)
Masks Protect Health Yet Obstruct Clear Communication (Advanced Brain Technologies)
Improve Communication While Wearing a Mask

OTTAWA-CARLETON DISTRICT SCHOOL BOARD
SPEECH-LANGUAGE PATHOLOGY

Strategies for Students to Support Hearing and Auditory Processing

Self-Awareness	Self-Advocacy	Organization	Technology
● Use fidget tools that help you focus. ● Understand your learning style and note what you are good at and what is tricky or difficult for you and share this with your teacher. ● Recognize what makes you anxious and share this information with your teacher/guidance counsellor and/or your parents.	● Request cards (written or pictures). ● Ask the teacher to say things again and/or in a different way. ● Ask for announcements and homework assignments to be written. ● Practice a script so that you can feel comfortable asking the teacher to repeat information. ● Take responsibility for your learning. ● Request a quiet space to help you concentrate and process information.	● Keep your mask clipped on a lanyard to remind you to wear it and/or have extra masks in your backpack. ● Keep a copy of your schedule on your desk or in your agenda. ● Track assignments in your agenda.	● Use any technology supports you have which can include headphones, A C-pen, Chromebook or FM system. ● If you have hearing aids, make sure they are working.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD
SPEECH-LANGUAGE PATHOLOGY

Vocal Hygiene Strategies for Educators

Vocal strain and voice disorders are common concerns among educators and have the potential to impact your ability to work, your wellness, and your effectiveness to communicate with your students. The use of masks and other Personal Protective Equipment, remote communication, and stress can pose additional challenges with respect to vocal strain. The following information is provided to improve awareness and to offer strategies to protect your voice.

Signs & Symptoms of Voice Issues

- Changes to the quality of your voice (e.g., hoarse, raspy, breathy, strained);
- Loss of parts of pitch range, sudden changes in pitch, and pitch or voice breaks;
- Raw, achy throat or discomfort when speaking; and
- Repeated throat clearing.

Preventative Measures

- Stay well hydrated by drinking water throughout the day;
- Make modifications to your classroom or workspace to improve acoustics and reduce competing noises (e.g., felt or rubber caps on chair and table legs, turning off electronic devices when not in use);
- Rest your voice when you can
  - Limit talking during breaks, prep periods, and before/after school;
  - Structure your teaching practice to include short breaks from speaking throughout the day (e.g., independent student work, opportunities for student discussion, student presentations); and
  - Use alternative means to get student attention, such as clapping or a visual timer.
- Practice gentle humming for a few minutes at a time throughout the day as a vocal warm-up or reset;
- Yawn, swallow and quietly sigh regularly throughout the day to stretch and relax the muscles of the throat and larynx;
- Avoid smoking and secondhand smoke;
- Avoid yelling, shouting, and whispering;
- Avoid excessive throat clearing or coughing;
- Limit alcohol, caffeine, drying medications (e.g., some lozenges), and gargling with mouthwash;
- Maintain a comfortable volume and pitch when speaking;
- Use external cues, such as sticky notes, to remind you to monitor your voice;
- Be aware of increasing overall noise levels in the classroom and reduce where possible e.g., having students participate in a short quiet activity as needed during the school day;
- Seek help if you are concerned about your voice. You may consider the following:
  - Consult your doctor if you are experiencing vocal strain;
    - Your doctor may consider a referral to an ENT (otolaryngologist); and
    - Your health insurance plans may provide coverage for private speech-language pathology services as needed.
  - Contact Employee Wellness for support regarding the possibility of an accommodation within the workplace.

Considerations for Virtual Work

- Use of a USB microphone or a headset with built-in microphone may be helpful;
- Avoid speaking into an open space; face a wall if possible; and
- Ensure your workspace is set up to maintain proper posture and avoid neck strain.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD
SPEECH-LANGUAGE PATHOLOGY

Wellness Strategies to Support Vocal Health

- Practice good breathing techniques, using deep breaths from the diaphragm/abdomen;
- Eat plenty of whole grains, fruits, and vegetables; limit spicy foods;
- Exercise regularly, as this supports posture and breathing;
- Get enough rest in order to prevent physical fatigue; and
- Manage gastroesophageal reflux disease and allergies as recommended by your doctor.

Sources & Additional Resources

Voice Disorders in Challenging COVID-19 Environments (Speech-Language & Audiology Canada)
Managing Vocal Fold Fatigue During the COVID-19 Pandemic (American Speech-Language-Hearing Association)
Taking Care of Your Voice (National Institute on Deafness and Other Communication Disorders)
Classroom Acoustics (American Speech-Language-Hearing Association)
ASHA Voices (Podcast): During COVID-19, Protecting Our Voices in a Virtual World

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 20-139

TO: Special Education Advisory Committee

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

DATE: 30 October 2020

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

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

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

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

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

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

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

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

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

cc Senior Staff
Manager Board Services
Corporate Records

OTTAWA-CARLETON
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Early Identification Procedures and Intervention Strategies

Purpose of the Standard

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

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

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

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

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

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

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Student Registration Process - Kindergarten

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

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

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

Student Registration Process Grade 1 - 12

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

It is typical practice in the OCDSB to request as much information from the parents / guardians about the student available at the time of registration. Where a parent / guardian does not have copies of materials from the student record in their possession (e.g. report cards, assessment results), written permission to contact the student's current educational provider is obtained and these documents are requested. The Ontario Student Record (OSR) is requested using the required Ministry of Education form. Where it is apparent that a student has had extensive intervention and will continue to need support, an immediate referral to the school multi-disciplinary team

may occur. As a component of this process, school staff will contact multi-disciplinary or Learning Support Services personnel to assist in reviewing the student's most recent educational program and setting. If a student is attending a school in the Ottawa region, a site visit may occur (with written parental permission) to allow staff to observe the student in that setting and to discuss their strengths and needs with staff.

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

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

Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Early Literacy / Numeracy Observation Tool (ELNOT)	To screen for early intervention and to gauge developmental growth of literacy and numeracy skills.
Year 1 (JK) Year 2 (SK)	Developmental Indicators for the Assessment of Learning (DIAL-4)	To identify student strengths and needs in the areas of motor, concept, language, self-help, and social/emotional development.
Year 1 (JK) Year 2 (SK) November	The Kindergarten Communication of Learning: Initial Observation	• To provide an overview of initial observations of the student's learning; • To provide educators with data to inform program planning.
Year 1 (JK) Year 2 (SK) February and June	The Kindergarten Communication of Learning	To provide reflections on the student's learning connected to the four program frames.

Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Ongoing pedagogical documentation will be collected to identify developmental levels in all areas of learning	• To provide evidence of learning that will be shared with parents / guardians throughout the year; • To provide educators with data to inform intentional and purposeful programming.
Grade 1 - 3	Achievement Data - Provincial Report Cards and ongoing classroom assessments based on the curriculum	To assess ongoing student progress and identify areas in need of remediation.
Grade 1-3	PM Benchmarks or GB+(fall and spring)	To determine student reading engagement, fluency, and comprehension.
Grade 3	EQAO	To assess numeracy and literacy skills.

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

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

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

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

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

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

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

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

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

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Educational and Other Assessments

Purpose of the Standard

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

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

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

Identification vs. Diagnosis

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

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

School-Level Assessments

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

District-Level Assessments

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

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

Provincial Assessments

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

National and International Assessments

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

Testing Schedule: 2018 – 2019

EQAO Assessments

Grade	Test/Assessment	Next Admin.
3 & 6	Reading, Writing, Mathematics	May 21 to June 3, 2019
9	Math	January 14 to January 25, 2019 & June 5 to June 18, 2019
10	Literacy	March 27, 2019

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

Grade	Source	Test/Assessment	Next Admin.
10	PISA	Programme for International Student Assessment	2021
4, 8	TIMSS	Trends in Mathematics and Science Study (sample of students in each grade)	April 2019

Confidentiality and Rights to Privacy

- Written and informed parental/guardian consent must be obtained for the Canadian Cognitive Abilities Test (CCAT), psychological, social work, behavioural and speech- language pathology assessments for students under the age of 18;
- Informed consent is obtained for educational assessments for students under 18 years of age;

- Information can only be shared with outside agencies and other professionals with written parental consent or with written consent from the student if they are 18 years of age or older;
- Third party confidential reports are the responsibility of the professional to whom they are released;
- Third party confidential reports are filed in the OSR, or with Learning Support Services, according to parental / guardian consent;
- Learning Support Services staff will obtain parental consent to communicate third party report information to the schools.

Classroom Teacher

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

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

Educational Assessments

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

Psychological Assessments

- are based on current and historical information;
- include standardized psychological tests, observations, interviews with a student, professional judgment, clinical skills, multi-disciplinary discussion and consultation with parent(s)/guardian(s) to gain insight into a student's overall functioning including behaviour, personality, intellectual profile, learning style and achievement;

- are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario or psychoeducational consultants who are supervised by psychologists.

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

Social Work Assessments

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

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

Speech/Language Assessments

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

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

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

Assessments conducted outside of the OCDSB

Assessments may vary from one jurisdiction to another. Since school districts set their

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

Assessment Results

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

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

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

Wait List for Learning Support Services

- Wait lists are maintained at a school level using a multi-disciplinary team approach to prioritize students based on need. A range of supports and services are available to address student need while waiting for formal assessment.
- By the end of June, 2019, Learning Support Services (LSS) will have collected data on students waiting for Speech-Language Pathology, Psychological, and Social Work Assessments. LSS is presently working to develop a waitlist tool, with a vendor. The goal for implementation is 2020.