



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, April 7, 2021, 7:00 pm
Zoom Meeting

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10. Adjournment



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, March 3, 2021, 7:00 pm
Zoom Meeting**

- Members:** Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Cathy Miedema (Association for Bright Children), Mark Wylie (Down Syndrome Association), Katie Ralph (Autism Ontario, Ottawa Chapter), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Safina Dewshi (Ottawa-Carleton Assembly of School Councils)
- Association Representatives (Non Voting):** Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel, Alternate), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
- Staff and Guests:** Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Michael Carson (Chief Financial Officer), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Reg Lavergne (System Principal of Instruction and Innovation), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Stacey Kay (Manager, Learning Support Services), Kevin Gardner (Manager, Financial Services) Nicole Guthrie (Manager of Board Services), Charles D'Aoust (Coordinator, Budget Services), Leigh Fenton (Board/Committee Coordinator) Dr. Cheryl Plouffe (OCDSB Psychologist), Nour Kaddoura (Student Senator), Cathleen Bryden (Delegate),

1. Call to Order

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

Chair Nadon-Campbell welcomed Student Senator Nour Kaddoura to participate in the meeting.

2. Approval of the Agenda

Moved by Katie Ralph,

THAT the agenda be approved.

Carried

3. Delegations

Ms. Cathleen Bryden presented a delegation on in-person access to special needs programming for the 2021-2022 school year. As a single parent of a student in the congregated gifted program, whose child is enrolled in the Ottawa-Carleton Virtual (OCV) Campus, she noted her opposition to the District announcement stipulating that in the 2021-2022 school year, specialized program classes will return to in-person delivery only. The approach may force parents to choose between in-person learning or placing their child with an exceptionality into the regular classroom setting. She queried the District's work to support the outcome of the emphasis on the in-person education plan and to demonstrate the pathway from a public policy and ethical perspective. Her concern was that the newly announced plan poses a barrier to access education and it contradicts the District's values of inclusion and equity. She noted that she will provide a written letter addressing her concerns to the Superintendent of Learning Support Services.

Trustee Boothby inquired over the likelihood of success for Ms. Bryden's elementary school child in a regular classroom in OCV with an Individual Education Plan (IEP) and accommodating supports. Ms. Bryden indicated that they have had prior years of experience where these methods of support were not sufficient.

4. Review of Special Education Advisory Committee Report

4.1 3 February 2021 SEAC Report

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 3 February 2021 be received.

Carried

4.2 Forward Agenda

The Special Education Advisory Committee forward agenda was presented for information.

5. Presentations

5.1 Report 21-014, Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation (M. Giroux)

Your Committee had before it Report 21-014, presenting data on student achievement, which includes analysis using demographic data from the *Valuing Voices – Identity Matters! Student Survey* conducted in 2019-2020 to identify student success based on grade 10 credit accumulation and the differences in credit accumulation rates across groups of students, based on demographic characteristics.

Analyzing credit accumulation data informs the District's Improvement Plans for Student Achievement and Well-being, serves as a key metric in monitoring progress at the District and school level, and helps to target interventions for individual students through re-engagement, credit rescue, and credit recovery for assistance towards graduation.

With the introduction of the *Anti-Racism Act (2017)*, *Data Standards for the Identification and Monitoring of Systemic Racism (2018)*, additional analyses are required to calculate disproportionality and/or disparity to better understand the magnitude of overrepresentation and underrepresentation of particular identities in a particular program or service, as well as differences in outcomes between groups of students. This change in reporting practice offers an opportunity to explore the implications of decisions made at each step of the process and bring in community perspective through the representatives who sit on the Technical Advisory Group (TAG).

Staff continues to be guided by the QuantCrit Framework. Through this framework, results may be interpreted differently depending upon experiences that individuals have had and the worldview they hold. As results and interpretations are presented, Manager Oracheski encouraged the membership to think about alternative interpretations to the results that are being presented.

To address community concern regarding data suppression for small groups of students, three years of grade 10 credit accumulation data was pooled and merged with the Valuing Voices survey data. The information presented provided an overview of grade 10 credit accumulation specific groups of students based on Trillium data. For the district as a whole, this yielded an overall grade 10 credit accumulation rate for the 3-year period (2017-2018 through 2019-2020) of 81%. District rates have been comparable to provincial rates over this time period. Preliminary data for quadmester 1 shows high credit completion rates for students in grade 10, with 93% earning two credits.

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities face barriers to graduation. Based on the analysis of data for this subset of students, a disproportionate underrepresentation exists particularly for:

- Students who identify as First Nations, Metis, and Inuit;
- Those who identify with an undisclosed disability, Autism Spectrum Disorder (ASD), and/or addiction;
- Those who identify as transgender, gender fluid, gender non-conforming; and
- Indigenous, Black, Middle Eastern and Latino students

All groups are underrepresented in the group of students who had earned a minimum of 16 credits by the end of their grade 10 year. Students who identified as Indigenous were the most underrepresented and 0.7 times as likely as non-Indigenous students to be on track to graduate within 5 years of starting secondary school.

Manager Oracheski reported that the analysis of student achievement data and other outcomes allows the District to identify patterns and trends, and monitor progress towards improving outcomes for all students, including the dismantling of systemic barriers and biases that preclude students from reaching their full potential. Critical components to this work are the 2019-2023 Strategic Plan, the Indigenous, Equity and Human Rights Roadmap, student success initiatives, and providing support to schools to engage in dialogue with students, staff, and the broader community to better understand the barriers students may be facing at the school level that could be contributing to these district-level outcomes.

System Principal Lavergne reported on the specific initiatives in Student Success, Innovation and Adolescent Learning.

Some of the key initiatives planned, or being undertaken, include:

- Graduation coaches supporting Indigenous and Black students;
- The Summer Learning Program was introduced in 2020 to support Indigenous students in the attainment of credits. The success of this program has led to an expanded focus to support Black students, an initiative to be implemented in the summer of 2021;
- The Annual Equity Accountability report to support monitoring of the Indigenous, Equity and Human Rights Roadmap;
- Additional resources have been allocated to schools where credit attainment has been below average;

- The Authentic Student Learning Experience Tool (ASLE), an OCDSB innovation, moves beyond completing missing assignments but focuses on student voice and recovery plans that take into account the student interests; and
- School-Within-A-College (SWAC) re-engages high school students by inviting them to participate in a collaborative learning experience at Algonquin College.

System Principal Lavergne highlighted the “Project True North ” being piloted in ten schools, which is an example of experiential learning to enhance equity. He summarized the next steps in supporting student success as: providing multilingual information to parents to help them make the best decisions for their children, using experiential learning to enhance equity and to build meaningful community partnerships, expanding the pilot for Project True North, expanding the use of “homegrown” ASLE and continuing to review and prioritize student success funding.

In response to questions during the presentation and in discussion the following points were noted:

- The committee expressed an interest in seeing a study that examined achievement data on students attending OCV versus the in-person classroom. Manager Oracheski mentioned that a study was conducted at the end of quadmester one in the secondary panel. There was not a significant shift in results between the two models;
- Students are being afforded the opportunity to choose projects that are of interest to them on a personal level. A shift to student-directed learning is being encouraged;
- ASLE began as a strategy in the Learn at Home program during the spring of 2020 to avoid the potential loss of contact and engagement with students. Teachers began working with students to connect with them on how they preferred to learn while in the home setting. The tool evolved to incorporate individual talents and experiences of the students, apart from the formal learning that occurs inside the classroom;
- Manager Oracheski noted that not all information is easily accessible at a system-level, the District is attempting to capture data that is of a more qualitative nature;
- Indicators on the effectiveness of the achievement strategies include a gauge on the number of students who are actively interested and participating in the curriculum;

- From the first day of planning with teachers, they are made aware of which students are benefitting from an IEP; and
- The intersectionality of the data was not the focus for this report. In the future, the District will need to consider how to incorporate this type of analysis to delve deeper into the reporting of student outcomes.

6. Discussion

6.1 2021-2022 Budget

Superintendent Symmonds provided an introduction to the breakout room exercise designed to identify key priority areas of focus to improve the way service is delivered for families accessing special needs support. These discussions will inform future meetings with the senior administration team when creating the staff recommended budget for the 2021-2022 school year.

SEAC members were divided into three groups with each group considering the following questions:

- Discuss up to three special education practice changes or improvements that the District should focus on for the 2021-2022 school year.
- What would it take for those ideas to be realized?
- What resources may need to be allocated to these practice changes or improvements?

Facilitators reported on the break-out room discussions as follows:

- More resources are required and capacity building is necessary to evaluate the effectiveness of IEPs;
- Create IEPs to be understood by the students they are meant to serve. Use Specific, Measurable, Attainable, Relevant, Time-based (SMART) goals to encourage students, parents and teachers to engage in the learning process through the IEP tool;
- Bolster the communication plan for accessible special education supports for families;
- Students require added support in large, regular classrooms;
- Develop a more accessible parent portal on the District website;
- Place emphasis on structured, evidence-based reading instruction, as it pertains to the Ontario Human Rights Commission's (OHRC) Inquiry on the Right to Read. Strengthen the education of teachers in assessing level one, two and three tiered reading interventions.

Increasing the use of the Empower Reading and Learning Group to bring evidence-based literacy instruction to students with reading difficulties;

- Provide more professional development for teaching staff and build in a schedule where teachers can be available to access training;
- Enlisting casual employees is not an effective educational support structure;
- Increase the profile of Educational Assistants (EAs);
- Focus on early identification for students who may require special education support;
- Designate resources for identification, along with translated material, for newcomers to Canada, who are oftentimes on testing wait lists for extended periods of time;
- Continue assistance for students who require additional support in the remote learning setting;
- Grade 1 students require additional support for the transition from Kindergarten. These children come from a learning environment together with three or four adults and graduate into a grade 1 class with one designated teacher and 23 or more students in their classroom;
- Differentiated staffing is required , based on classroom needs (i.e., number of students, number of IEPs);
- Invest in supports for credit recovery considering the achievement challenge with virtual learning for some students; and
- When analyzing school resources and funding allocation, consider adding support to defray the impact of factors, such as poverty and racialization, on the ability for students with special education needs to engage in the curriculum.

Chief Financial Officer (CFO) Carson noted that the 2021-2022 budget deliberations will be challenging owing to uncertainties about the state of COVID-19 trends, the nature of enrolment and the levels of funding from the Ministry. He stated that there could be changes to the estimates and allocations to better utilize existing funds. He noted that changes in practice may address some shortfalls in services.

Dr. Mamen queried the role of teacher's colleges in teacher training for early identification protocol and interventions in the classroom. Superintendent Symmonds responded that the expectations of the faculties of education are developed through the Ontario College of

Teachers (OCT). LSS provides feedback regularly to the OCT on additional qualification courses.

Trustee Ellis noted that, previously, in conjunction with other school boards, the District worked with the OCT Standards of Practice and Accreditation Department to develop an additional qualification course for providers and instructors of special education programs. Formerly this was a one-year program that changed into a two-year program.

Superintendent Symmonds noted the importance of engaging in professional learning with educators notwithstanding the training they receive in college, as practices are continually evolving.

6.2 Report 21-020, Universal Screening Tool Exploration and Update (P. Symmonds)

Your Committee had before it Report 21-020, providing an update for the universal screening tool exploration. System Principal Hannah and District psychologist, Dr. Cheryl Plouffe, provided an update about the possibility of further exploring a universal screener in the District.

System Principal Hannah reported that the use of a universal screening tool should help to inform instructional decisions for all learners, including those who may require further enrichment. The information gathered will assist educators to assess the learning needs of all students with greater comprehension. One of the key considerations of the initiative was reducing an equity barrier by providing equal access to screening.

A Universal Screening Tool Project Team will be established to review the key details and considerations to inform the final recommendation on the use of a universal screener for the District. This project team will have cross departmental representation (i.e., LSS, Program and Learning (PAL), Research, Evaluation and Analytics Division (READ), Indigenous Education, Equity, and English as a Second Language (ESL) and English Literacy Development (ELD) team) and school-based staff. System Principal Hannah reviewed the exploration timelines listed within Report 21-020, noting an updated report is planned for June 2021.

Trustee Boothby requested further information about the discontinuation of the District's practice of universal screening. Dr. Plouffe stated that in the past the CCAT was being used as an identifier of giftedness in children, however the current strategy is to re-introduce the upgraded tool back into the District to generate ability profiles of each learner to determine strengths and areas where the student will require greater support.

Trustee Boothby suggested that the screening process occur in January to enable adequate staffing for specialized program classes, additional LSS resources and an opportunity to use the tool to inform IEPs for the following year, rather than to schedule screening in autumn at the launch

of the school year. Superintendent Symmonds clarified that LSS is in the process of gathering information. The timelines for potential use of the tool is to be established after the release of the report in June 2021.

In response to a query, Dr. Plouffe explained that local norms are a percentile ranking of a student compared to all other students in a school on a standardized assessment versus Canadian norms which compare percentile rankings of a student on a national level. Dr. Plouffe emphasized that the research on effective screening has paired the use of local norms in conjunction with universal screening.

7. Department Update

7.1 Superintendent's Report

a. Planning for School Year 2021-2022

Superintendent Symmonds reported that student enrolment accounts for a large amount of school year funding and enrolment projections remained undefined for September 2021. In planning for the coming year a deliberate focus was placed upon stability for students, families, caregivers and staff. The goals of planning are to avoid a massive reorganization within the school community in September or later in the year.

For the 2020-2021 school year, The Ministry of Education provided the District with approximately \$20 million in funding to mitigate emergency decisions that were being made during the initial phases of the global pandemic. The Ministry has indicated that these additional funds are not to be expected for the development of the new budget for 2021-2022.

After two terms of operating schools in the blended model of instruction in brick and mortar schools, along with the OCV, some best practices have emerged: Ottawa Public Health (OPH) report evidence that COVID-19 transmission is limited in schools, attending school in-person is important to learning and well-being, and students are more engaged in their learning when they can interact with their teachers and peers and build supportive relationships. Superintendent Symmonds noted that the District has considered that some students will require the accommodation of virtual learning. He noted that as the largest school board in the region, the District offers a range of varied and diverse programming. This will continue to be offered to in-person learners however the OVC will be operating with some key changes. The number of students who require virtual learning as an accommodation is a small percentage of the current OCV population. With a smaller cohort of students in virtual learning,

program offerings may be affected, especially for very small programs such as Middle French Immersion (MFI) and English Alternative. Specialized program classes offer the highest level of support and much of that support is centred on the capacity to provide timely and effective interventions and direct access to educational assistants or central professional supports. For these reasons, in the 2021-2022 school year, specialized program classes will return to in-person delivery only. Many of the high yield strategies that are applied in specialized program classes do not translate well to virtual environments. Students who are in a specialized program class but select virtual learning will be supported in a regular classroom at OCV. Superintendent Symmonds referred to receiving feedback from parents and staff outlining the need to provide direct support to students in the virtual environment. Based on this communication, a key staffing change will occur. Learning Resource Teachers (LRT), Learning Support Teachers (LST) and EAs will be allocated to support OCV students in the virtual environment. Central support staff will assist with programming, accommodations and modifications, as noted in student IEPs.

Trustee Boothby requested more information regarding the delivery of extra supports in the virtual classroom setting. Superintendent Symmonds reflected that the nature of the needs of each student will be considered when determining levels of support. He recalled the creative practices demonstrated by EAs during the initial Learn at Home phase in the final terms of the 2019-2020 school year. EAs provided assistance by rotational body breaks and social skills programming. LRTs and LSTs will be accessible to both teachers and students. Students from different virtual classes may come together in intervals for professional supports. Superintendent Symmonds underscored that in order for LSS to schedule appropriate staffing, it is imperative that they become aware, early in the planning phase, of which model of learning each family selected.

Ms. Miedema noted that many parents in the OCV community are struggling to decide on school enrolment for next year. She highlighted that some children are afflicted with medical conditions. Returning to in-person schooling is not an option for these families. She has heard from parents that they intend to look at homeschooling options and keep their children out of public school until the spread of COVID-19 is eradicated. She stated that parents may react to the instability in educational programming in unexpected ways.

Ms. Miedema contributed that scheduling a secondary gifted program in OCV will not require additional funding. She understood that with the pressure to open schools in the 2020-2021 school year, offering a secondary gifted class was a challenge due to the complications with scheduling during a short planning process. This year there is ample time to schedule a secondary gifted program online. Students select their own classes at the secondary level. She expressed concern that families have been asked to choose whether or not they will be coming back into the schools, and at this point, there may not be enough students to offer full classes. Should this be the case, she advocated for shared sections of gifted in classroom assignments, such as three or four students with the gifted exceptionality in the same classroom. Teachers have pointed out that it is difficult to have deeper discussions in classrooms where there are only two children who have been identified with the gifted exceptionality. Superintendent Symmonds noted his appreciation to Ms. Miedema for sharing community concerns and he will take the feedback under advisement.

Ms. Dewshi recounted the District's commitment to a 'Culture of Innovation' under the 2019-2023 Strategic Plan and noted that some parents have been able to innovate and support their children with special education needs from home in better ways. For example, parents have disclosed that their children have opted out of synchronous learning. All school work is being done in a flexible way, apart from the parent's work day and the scheduling of therapy during daytime hours was subsequently a new possibility for the students. These families have expressed joy over finding a way forward in 2020-2021 with both education and therapy that aligned with the needs of the household. They are concerned that, for the 2021-2022 school year, innovation and flexibility in these ways are discouraged with the District's announcement that special program classes will not be available to students attending OCV.

Ms. Dewshi queried whether or not families would lose their spot in specialized program classes and be required to re-apply should they attend OCV for the 2021-2022 school year. Superintendent Symmonds responded that re-applying to programs will not be necessary for the 2021-2022 school year however he could not commit to the options for 2022-2023 school year.

Superintendent Symmonds maintained that the parental decision on the model for return to school is to be thought-through as a year-long decision. He noted families must complete the registration form between 4 March and 14 March 2021. A 'Back to School

Guide' for both elementary and secondary panels will accompany the form.

b. Other

System Principal Kessler announced that World Autism Awareness Day (WAAD) is on 2 April and celebrations will be held throughout the month of April.

District initiatives include:

- The Director's video message to the system with a link to a student video on the importance of friendship and belonging;
- Communication strategy encouraging schools to consider incorporating activities into their programming that showcase student achievement, awareness, and inclusivity;
- School Kits, including resources, videos, staff meeting suggestions and a slide presentation, for each school;
- Each school will receive a WAAD Banner and Speaker Series Poster to display in their lobby;
- The Autism Spectrum Disorder (ASD) Team uses the butterfly symbol for Autism Awareness to represent diversity, each person's unique qualities and transitions; and
- The Ministry of Education funded Applied Behaviour Analysis (ABA) Professional Development through Sonderly: training for teachers, Educational Assistants, Early Childhood Educators, including specialized program staff. A total of 230 staff members are enrolled.

Additional education for parents, guardians and staff include:

- An Autism Awareness Speaker Series presented on Thursdays in April at 7:00 p.m.;
- All sessions will be recorded and available on the OCDSB Youtube channel for 30 days;
- Speakers include author Dr. Jed Baker as well as local community agencies who support students and families; and
- Communications Department will be hosting the events via Zoom with support from the ASD Team as moderators

In response to a query by Trustee Boothby, Superintendent Symmonds communicated that the Ontario government is providing additional support for families of children on the autism spectrum

through its new model. Starting in March, the province will begin offering core clinical services based on a child's individual needs, a key element of the new Ontario Autism Program. These services include applied behaviour analysis, speech language pathology, occupational therapy and mental health supports. The government currently has three funding models available. For several years, families covered under the previous plan have had their care plans renewed. Since then, some families have been shifted to a childhood budget model where funding is limited to \$5,000 or \$20,000 depending on the child's age. The shift to the new needs-based Ontario Autism Program will be a third funding stream but details have not been clearly communicated, yet. System Principal Kessler reported that a trial is planned for the needs-based system where 600 families across Ontario will participate. She noted that at this time LSS is unaware of the selection methods for the family trials. The Children's Hospital of Eastern Ontario (CHEO) is the diagnostic hub for the Ottawa region. Community agencies have been able to put forward an expression of interest. She noted that details continue to emerge. ABA Coordinator, Leanne Forrest, represents the District at Eastern Region ASD meetings. LSS remains closely connected with Autism Ontario because the organization plays a significant role in helping families navigate the interim system.

Trustee Boothby expressed concern that the new funding version may not necessarily be improved from the former funding model because the capacity was unrealistic. System Principal Kessler responded that a cap on services is not expected for some families that have higher needs children with ongoing challenges. Early intervention diagnosis leads to children accessing services under the age of six. In the current situation families often seek out those services independently or privately. LSS have noted gaps in services where higher needs students may require a longer amount of time to respond to intervention. Supports and services are difficult for families to access as children transition into teenagers and outside of the education sector.

Superintendent Symmonds reported the District received funds to subsidize the additional qualification course for teachers called "Teaching Students with Communication Needs". Funding continues to be granted for training opportunities at Sonderly, paired with the Geneva Centre.

7.2 Special Education Plan (Standards)

Chair Nadon Campbell noted that Memo 20-139 was circulated in November 2020 proposing a new review format for the Special Education

Plan Standards. Standards where the content reflects status quo or is prescribed by the Ministry of Education, were to be independently reviewed and emailed to System Principal Hannah.

8. Committee Reports

8.1 Board

There was no report from the Board.

8.2 Committee of the Whole

Chair Nadon-Campbell reported that at the Committee of the Whole on 9 February 2021 there was a large focus placed on student safety and well-being at schools for the upcoming school year.

8.3 Committee of the Whole, Budget

There was no report from the Committee of the Whole, Budget.

8.4 Advisory Committee on Equity

Trustee Campbell reported at the Advisory Committee on Equity (ACE) on 25 February 2021. He noted that many of the committees he is involved with are being presented the same reports. He noted a comment that one member of ACE made about the Indigenous, Equity and Human Rights Roadmap where the premise of equity must not only be about IEPs and servicing students with exceptionalities but there must be a place where students accessing special needs can improve on their feelings of well-being through social opportunities where they may join forums and discuss topics amongst themselves. He maintained that both SEAC and ACE share a synergy with a focus on mental health needs.

8.5 Indigenous Education Advisory Council

There was no report from the Indigenous Education Advisory Council.

8.6 Parent Involvement Committee

There was no report from the Parent Involvement Committee.

8.7 Advisory Committee on Extended Day and Child Care Programs

There was no report from the Advisory Committee on Extended Day and Child Care Programs.

9. New Business

There was no new business raised.

10. Adjournment

The meeting adjourned at 9:48 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		<ul style="list-style-type: none"> • Special Education Staff • IPRC Process and Appeals
9 Dec		Annual Report on Student Suspensions	Development of a Human Rights Policy (C. Tanner)	<ul style="list-style-type: none"> • Elections 	<ul style="list-style-type: none"> • The Board's Special Education Advisory Committee • Equipment

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				<ul style="list-style-type: none"> 2021-2022 Budget Update 	<ul style="list-style-type: none"> 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)		<ul style="list-style-type: none"> Early Identification Procedures / Intervention Strategies Educational and Other Assessments
3 Mar			Report 21-014, Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation	<ul style="list-style-type: none"> 2021-2022 Budget- SEAC's Priority Considerations Learning Support for Students with Special Needs Online Tool Update 	All Standards for 'Independent Review' due back by 1 March 2021. (Attached)
7 Apr		Planning for District Special Education Support	Update on the Committee of the Whole Motion of 16 April 2019 on	<ul style="list-style-type: none"> Academic Staffing Plan 2021-2022 LSS Operational Review 	

			Supporting Mental Health through an Equity Lens for Indigenous Students and Male Students of African Descent		
5 May	Special Education Plan 2020-2021		<ul style="list-style-type: none"> • Revised Draft Policy on Review of Police Involvement in Schools • Update on Storefront 		
2 June	Right to Read Inquiry Results	Summer Mental Health Supports			



MEMORANDUM

Memo No. 21-036

TO: Trustees
Student Trustees
Special Education Advisory Committee

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

DATE: 26 March 2021

RE: **LSS Operational Review Update**

The following information provides an update and outlines next steps for the Learning Support Services (LSS) Operational Review.

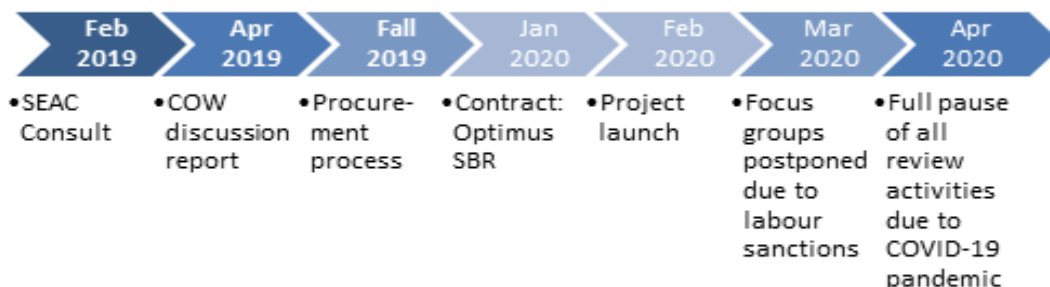
The Operational Review is intended to address concerns expressed by stakeholders, including the OCDSB Board of Trustees and the Special Education Advisory Committee (SEAC), regarding the Identification, Placement and Review Committee (IPRC) process and the key components that support this process. In addition, concerns were expressed regarding how front line staff is directed to complete this work, how this translates into practice, and how it is perceived by stakeholder groups including staff, parents/guardians, and students.

On 30 October 2018, the Board of Trustees passed a motion that included:

THAT staff be directed to undertake an operational review of the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities

In order to objectively and efficiently accomplish the review, the District made the decision to contract external consultants. As outlined in Report Number 19-031, *Learning Support Services Operational Review of the Process for Identification, Needs Assessment and Placement*, the SEAC and Committee of the Whole (COW) worked with LSS staff to establish a scope of work to inform the Request for Service process. The Scope of Work included in the Request for Service is included in Appendix A and outlines the identified areas of focus.

The timeline below summarizes key milestones and impacts that have affected the completion of the LSS Operational Review.



In January 2020, the contract was awarded to Optimus SBR. Working with the team from Optimus SBR, based on the scope of work, a project plan including approach and timelines was developed. The project launch, discovery and current state assessment phases of the review commenced in February 2020. The impact of labour action led to the postponement of the scheduled stakeholder focus groups in early March 2020. The impact of the provincial shut down due to COVID 19 led to the full pause of the project in April 2020.

Given the period of time from the initial work to frame the LSS Operational Review and the impact of global events on the community and education system, the following plan has been developed regarding the timing and scope of the review moving forward.

Timing

There are significant concerns with a relaunch of the LSS Operational Review while educational processes and structures continue to be significantly impacted by the effects of the pandemic. The review represents a substantial investment of time (e.g., stakeholders and staff) and financial resources with the goal of identifying recommendations for system improvements. There is a significant risk that review of educational processes and stakeholder consultation completed while pandemic measures are still in place will not be representative of a more typical educational environment (e.g., limiting the review's validity & reliability).

In addition, there will be a sizable cohort of students and their families/caregivers (e.g., early learners and students new to the OCDSB) that will not have experience with our processes and structures in non-pandemic times. Understanding the perspective of those who are engaging in various special education processes for the first time will help to establish long term goals to improve equity of access and understanding of the model of special education programs and services in the OCDSB.

The following revised timelines for the completion of the LSS Operational Review are offered with a view to providing representative information to guide system improvements:



Importantly, the revised timeline will allow for a full cycle of special education supports and services for students, families and caregivers within a more typical education environment.

Despite delaying the Operational Review, LSS continues to work to address issues related to communication and understanding of the District's approach to providing special education programs and services. As described in [Memo 20-001: Learning Support for Students with Special Education Needs](#), LSS has developed and is preparing to launch the electronic resource. This tool designed for educators has incorporated strategies to promote the consistent delivery of high yield supports and services for students with special education needs from all exceptionality groups whether their educational program is delivered within a specialized program class or regular program class. The revised review timelines will allow the opportunity for further evaluation of the impact and effectiveness of the tool and may address many of the concerns brought forward.

Review scope

The goals and scope of the LSS Operational Review were developed in collaboration with SEAC and trustees. The length of time since the motion, steps taken to address concerns and evolving District priorities may have shifted focus areas of the LSS Operational Review. Within the revised review timelines it is suggested that goals and scope of the review be revisited through consultation with SEAC and trustees in order to ensure that review outcomes are meaningful and aligned to District priorities.

The OCDSB SEAC has represented a key stakeholder group in the LSS Operational Review. Continued consultation and input regarding next steps is essential and will be included in the agenda for the April 2021 meeting.

For any questions or concerns regarding the LSS Operational Review please contact Peter Symmonds, Superintendent of Learning Support Services at peter.symmonds@ocdsb.ca.

Attach.

cc Senior Staff
Corporate Records

Request for Service Submission: LSS Operational Review Scope of Work

For each of the focus areas of the operational review (as detailed below) the project would include:

1. A gap analysis that may include, but not limited to, legislation, system policy and procedures, resourcing and communication practices;
2. Strength, weakness, opportunity and threat analysis; and
3. Recommendations to support the implementation of a work plan including identification of any resourcing implications and strategies to address communication issues.

Operational Review Focus Areas:

Needs Assessment Process

Fundamental to the delivery of special education supports and services in the OCDSB is the tiered approach to intervention as guided by the Ontario Ministry of Education *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013).

Feedback provided to LSS indicates that the tiered approach to intervention is not clearly understood by critical stakeholder groups (e.g., Board, SEAC, parents, staff).

Consultation with SEAC provided the following key questions that may assist but not limit the project work for this focus area:

- What processes are used in the OCDSB to learn about individual student needs?
- What are the key performance indicators used District-wide to determine that a student's needs are being met?
- What are the processes (or mechanisms) used within the OCDSB to provide and receive feedback to parents/guardians regarding student needs?
- What key performance indicators are used to measure the effectiveness of the current supports and processes used in engaging all students and families?

The results of the Operational Review in this focus area would facilitate staff to generate:

- A plan to consolidate and strengthen the skills and strategies of classroom educators related to planning, assessment and instruction and specifically the development of student profiles.

Identification Process

The central question that framed the review priority for this area of focus as identified by SEAC was identified as:

- What is the fundamental difference in the understanding of parents and staff regarding the IPRC process?

This directly impacts staff messaging regarding the IPRC and the corresponding understanding of parents/guardians and students. In the absence of a shared understanding of the IPRC process, it is a challenge to ensure consistency in communication and administration of the process to all staff, parents/guardians, and students.

The results of the Operational Review in this focus area would facilitate staff to generate:

1. Tools and resources to support improved communication to all stakeholder groups (e.g., staff, parents/guardians, students);
2. Improved use and understanding of data and how this may inform practice; and
3. Establishing conditions where parents/guardians and students feel confident and capable to make informed decisions regarding the IPRC.

Placement Process

The discussion in this focus area reinforced that there are clear intersections between the process of identification and the placement process both in practice and in the legislation that governs this work.

Consultation with SEAC provided the following key questions that may assist but not limit the project work for this focus area:

- What information and data is considered to support a placement decision at an IPRC?
- What is the role of parents/guardians in the placement decision?
- What are the tools and resources to support consistency of information as it relates to placement options in the OCDSB?



**BOARD
Report No. 21-034**

30 March 2021

Academic Staffing Plan for 2021-2022

**Key Contact: Camille-Williams-Taylor, Director of Education
Janice McCoy, Superintendent of Human Resources
613-596-8207**

PURPOSE:

1. To submit to the Board of Trustees for approval, the academic staffing plan for the 2021-2022 school year.

CONTEXT:

2. The approval of the annual budget is one of the most significant decisions made by the Board. Through that process, trustees can ensure that financial resources are aligned with the Board's priorities for improving student achievement and well-being, and for meeting any applicable legislated or contractual obligations.

Academic staffing represents a significant portion (almost 60%) of the total operating budget. The academic staffing plan covers all of the District's school-based (both in person and virtual) and central teaching positions, including elementary and secondary classroom teachers, guidance teachers; teacher librarians; student success teachers; school-based special education and English as a Second Language (ESL) teachers; and central instructional coaches and consultants.

The collective agreements with the Ottawa-Carleton Elementary Teachers' Federation of Ontario (OCETFO), and the Ontario Secondary School Teachers' Federation - Teachers Bargaining Unit (OSSTF), each set out specific timelines related to the staffing process. For example, Article L25.02 of the collective agreement with OSSTF requires that principals be notified of their schools' initial staff allocation by the second Monday in April (April 12), and principals are required to present a tentative organizational structure to the in-school staffing committee by the third Monday in April (April 19). (Article L25.07). The collective agreement with Elementary Teachers' Federation of Ontario (ETFO) requires that the Elementary Staffing Committee be provided with the number of approved teaching positions for the upcoming school year by no later than the first

Wednesday in April (April 7). In order to meet these timeline obligations, academic staffing levels need to be approved by the end of March, in advance of the regular budget cycle. Once approved, Human Resources staff works closely with senior staff, principals and the joint staffing committees from April through June, and continuing over the summer, to ensure schools are staffed for the following year.

The academic staffing recommendation will also include the recommended complement of principals and vice-principals for next year. Although there is no requirement to bring these positions forward for approval at this time, vice-principal allocations are provided to schools as part of their staffing allocation in April. Principals need to accommodate the teaching portion, if any, of the vice-principal position when they are creating staff assignments and school timetables.

This report includes a description of proposed changes to academic staffing for next year, as compared to the staffing that was approved in March 2020 for the current school year. This includes changes for next year that are being driven by projected enrolment changes resulting from anticipated increased or decreased funding, and changes being considered to accommodate changing program needs, to meet strategic plan priorities and objectives or in anticipation of budget adjustments.

The proposed plan was initially presented to the March 9, 2021 Committee of the Whole meeting for discussion. The plan presented at that time has not been revised in any significant way, but any changes will be highlighted for ease of reference by the Board.

Once the academic staffing plan is approved by the Board, it is senior staff's responsibility to ensure the positions are allocated to schools and central departments consistent with the Board's direction and aligned with District priorities. This may include reallocating existing resources or shifting priorities, rather than adding new resources. At the school level, principals are responsible for creating assignments and school organization structures that are compliant with regulatory and collective agreement obligations and which are consistent with creating the best learning conditions for students, both in person and in the virtual environment.

KEY CONSIDERATIONS:

3. Principles that Inform the Academic Staffing Plan

There are a number of considerations that impact the academic staffing plan for the District. In general, the academic staffing plan should:

- align with the strategic priorities identified by the Board for improving student achievement and well-being;
- meet Ministry, regulatory and collective agreement obligations;
- maintain, to the extent possible, existing core services and supports provided by teachers;
- prioritize services and supports for students who may be at risk, students who have traditionally been underserved by typical structures, and students with the highest needs;

- consider the impact on the overall budget, including other staff supports that may be required to meet student needs and District priorities; and
- consider but not be unduly constrained by potential funding and funding parameters.

Planning in the current context, including the academic staffing plan, must also consider the on-going implications of the current pandemic, which are discussed in more detail below.

a) **COVID 19 Considerations**

This year a number of additional teaching positions were added and existing resources re-allocated in response to the pandemic. This included additional elementary classroom positions (plus preparation time) to support smaller class sizes; additional positions to support English language learners and to support the delivery of special education to both in person and virtual learners. In many cases additional supports were added, rather than re-allocated from in person schools, as needs emerged in the newly created virtual campuses or to support the delivery of hybrid programs. The additional resources were funded from a combination of reserves and specific funding that was provided leading up to and following the start of the school year. The Ministry has so far indicated that school board plans for next year should not rely on the same level of additional funding continuing next year.

As a result, the academic staffing plan being proposed largely reflects a return to pre-COVID staffing levels, that is, the staffing approved in March 2020. Planning for the delivery of remote learning next year will proceed with resources being allocated accordingly from within the approved complements, rather than relying on additional staffing. The number of students attending remotely next year will be much lower than this year. It is difficult to predict with certainty what the fall will look like but staff will be continuing to work closely with public health officials to ensure that available resources are allocated to support their advice and recommendations. While still early, it is likely that mass vaccination efforts currently underway will have an impact as we move into the fall. In the event that additional funding becomes available later, additional teaching positions can be added based on a careful assessment of how and where they can achieve the most impact, in terms of both well-being and achievement.

b) **Compliance Considerations**

There are several compliance considerations related to academic staffing levels, including regulatory, collective agreement and Ministry directives as follows:

- i) Ontario Regulation 132/12, Class Size, sets out system average and individual class size maxima for school boards, including for kindergarten, primary (grades 1 to 3), junior-intermediate (grades 4 to 8), and secondary (grades 9 to 12) classes. Based on projected enrolments, the regulatory provisions determine the minimum number of teaching positions required. By way of illustration, a theoretical

projected enrolment for junior-intermediate of 25,000 students, would generate 1021 classrooms requiring 1021 classroom teachers (not including preparation time).

- ii) Each of the collective agreements with ETFO and OSSTF (Teachers) also includes provisions which affect staffing levels. The collective agreement with OSSTF includes a maximum average class size of 23:1. The collective agreement also includes staffing generators for a minimum number of guidance teachers, and learning support teachers and requires that all secondary schools be assigned a 1.0 FTE teacher librarian.

The collective agreement with ETFO provides that each teacher is entitled to a minimum of 240 minutes of preparation time per week. From a staffing perspective, this means ensuring that additional teachers (0.19 FTE per 1.0 FTE classroom teacher) are assigned to provide instruction during their classroom teacher's preparation time. Using the example provided above, an additional 203.87 FTE teachers would be required to provide coverage for preparation time for the 1021 junior intermediate classroom teachers.

Each of the collective agreements also provides for a staffing resource position (0.67 FTE secondary teacher and 1.0 FTE elementary teacher) to support the work of the joint staffing committees. An additional 0.5 FTE elementary health and safety position is also established through the elementary collective agreement.

- iii) In addition to the regulatory and collective agreement obligations that impact staffing, there are also instances where staffing levels may be impacted by specific Ministry funding restrictions or parameters. For example, special education funding provided by the Ministry must be spent on special education supports for students. The majority of the funding is spent on human resources including special education teachers. In other cases, the Ministry provides specific special purpose funding normally aligned with a particular Ministry priority or initiative.

c) **Provincial Funding**

As indicated above, the proposed academic staffing plan assumes that the additional pandemic funding cannot be counted on to continue, and will mean a return to staffing levels that were previously in place. The recommended plan does account for the additional Support for Students funding that was provided as part of the central agreements with each of ETFO and OSSTF (Teachers) and is the equivalent to approximately 21 FTE elementary positions and 11.0 FTE secondary teachers. In some cases, this funding will be used to maintain positions that were added using the previous funding (Local Priorities Funding), primarily to support ESL/ELD and special education.

Enrolment in the Ottawa-Carleton District School Board (OCDSB) is projected to remain lower than pre-pandemic levels at both the elementary and

secondary panels, but is projected to increase slightly relative to the lower than projected actual enrolments this year. Although the Ministry agreed to maintain funding this year based on projected enrolment, the Ministry has encouraged boards to make appropriate adjustments to their projections for next year.

Funding for the 2020-2021 school year will not be confirmed until the release of the Grants for Students' Needs (GSNs), expected to be announced in April. Following the GSN announcement, it typically takes Finance staff a couple of weeks to work through the technical papers to confirm available funding and/or changes from current funding levels. The academic staffing plan for next year has been developed in consideration of some ongoing uncertainty with regard to funding for next year.

d) **The Strategic Plan**

The approval of academic staffing provides an opportunity for the Board to ensure that resources are allocated in such a way as to support the priorities outlined in the 2019-2023 Strategic Plan.

Over the last year, there is no question that managing the implications of the pandemic has been the highest priority, including with regard to the deployment of resources. Although work continued with respect to the District priorities, the pace of progress was unavoidably impacted. Moving into next year, there is optimism that focus can return to our strategic priorities which also means ensuring resources are directed or redirected accordingly, including through the allocation of human resources. Where additional net funding is not available, this needs to be accomplished through the reallocation of resources and the reprioritization of the work of staff. The allocation of academic staffing is a first step in this process, and can be further supported by investments from targeted transfer payment agreements with the Ministry, and through the annual budget process.

Part of the planning for next year will include providing resources to support the Student Achievement Through Equity (SATE) initiative. This is a pilot project involving 11 OCDSB elementary schools and three secondary schools to reduce barriers, overcome emotional and psychological hurdles, and create the right learning conditions for students. SATE uses recent studies of outstanding schools and highlights factors known to contribute to successful schools to bring children, families and communities together into the educational environment as participants and partners in the learning process, with the school becoming the "Heart of the Community." These factors include achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of students' voice; and the celebration of cultural diversity. Work has already begun this year and will be advanced next year through the reallocation of central coach support to provide more intentional and intensive support, as well as consideration for differentiated staffing within existing resources.

For 2021-2022, the changes are most notably aligned with the District's strategic priorities in the area of equity, specifically improving outcomes for students with highest needs, including English language learners and students with special education needs. Each of the additions or reallocations is designed to support desired outcomes set out in the strategic plan, and further detailed in the addendum.

Some areas identified through the strategic plan have received investments in recent years, which will continue to have an impact. For example, the investments approved last year to support innovation and learning, and to increase instructional coach support in the area of mathematics are very much aligned with the District's strategic priorities and will remain in place to continue that work next year. Also, some areas may benefit from additional enhancements or investments outside of academic staffing, and will come forward as part of the recommended budget later in the spring.

A detailed overview of the academic staffing being proposed for 2021-2022 is outlined in the addendum to this report.

RESOURCE IMPLICATIONS:

4. A summary of the changes, including the associated costs is provided as Appendix D to the Academic Staffing Plan Addendum. As compared to the academic staffing plan approved for the 2020-2021 school year, the proposed plan for 2021-2022 reflects an overall reduction of 127.55 FTE (\$13,445,713) from the approved 2020-2021 Budget.

COMMUNICATION/CONSULTATION ISSUES:

5. The recommended changes to academic staffing positions are the result of discussions among senior staff and based on feedback and input received from principals, central managers and others. In addition, staff has considered the priorities articulated by Board members during Committee of the Whole and Board meetings, including feedback received at the March 9, 2021 Committee of the Whole meeting.

STRATEGIC LINKS:

6. Decisions related to the 2021-2022 Budget, including those related to academic staffing, should be guided by the priorities articulated through the strategic plan. This means ensuring, to the extent reasonably possible, that appropriate resources are in place to support the specific objectives identified to support a Culture of Innovation, Culture of Caring, and a Culture of Social Responsibility.

This report provides staff's professional opinion as to where academic staffing resources should be directed in order to have the greatest impact and benefit across the District.

RECOMMENDATION:

THAT the academic staffing plan for 2021-2022, as set out in the Addendum and Appendices A, B, C and D to Report 21-034, subject to fluctuations in enrolment and emerging Ministry or regulatory requirements.

Janice McCoy
Superintendent of Human Resources

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

Attach.

Addendum - Academic Staffing Report 2020-2021
Appendix A - Proposed Elementary Staff Chart
Appendix B - Secondary Staff Chart
Appendix C - Proposed School Administrators Chart
Appendix D – Recommended 2021-2022 Academic Staffing Changes

ACADEMIC STAFFING REPORT 2021- 2022

30 March 2021

Introduction

a. Academic Staffing Plan 2021-2022 – Overview

The purpose of this document is to set out the details of the elementary and secondary teacher staffing plan for the 2021-2022 school year. This includes school based positions, for example, classroom teachers, special education teachers, English as Second Language teachers (ESL), student success teachers, guidance teachers and teacher librarians. It also includes system or central positions, for example, special education consultants and instructional coaches.

The academic staffing plan is submitted for approval in advance of the annual budget process as a result of the timelines established in the relevant collective agreements. There is latitude to add, but not to decrease, positions at a later date, because teachers cannot be declared surplus from their current schools after the dates prescribed by the collective agreements. The collective agreement surplus date for secondary teachers is the second Monday in May and the surplus date for elementary teachers is 1 May.

For 2021-2022, academic staffing levels will, for the most part, return to the staffing levels that were in place during the 2019-2020 school year; positions added through the provision of additional pandemic funding this year have been removed based on the Ministry's advice that district school boards should plan based on the assumption that this funding will not be continuing into next year. This does not mean that additional funding will not be provided in the event the outlook for the fall suggests that additional resources are required to maintain health and safety standards.

As in previous years, a majority of the teaching positions identified are required to ensure compliance with obligations arising from regulation (Ontario Regulation 132/12, Class Size) or collective agreement. In total, over 80% of elementary and secondary teaching positions are mandated. The basic classroom allocations, that is the teachers assigned to classroom positions, make up the largest number of positions within each panel, are determined by the applicable class size regulation, and this year, secondary staffing will be adjusted to reflect the full impact of the increase in the regulated maximum average class size to 23.

b. Enrolment and Funding

The number of teaching positions, and in particular classroom teaching positions required, is directly tied to student enrolment. A significant portion of the District's funding through the GSNs is also tied directly to enrolment. The academic staffing plan is developed based on preliminary enrolment projections, which means that positions which are tied to enrolment (e.g., classroom positions) are subject to change as the enrolment figures are adjusted. Projections are monitored and updated as required through the early spring and actual enrolments are confirmed in September. Formal enrolment count dates for purposes of funding are submitted as of 31 October and 31 March each year.

Enrolment projections have historically been within 1% to 2% of actual enrolments at the system level; however, there can be larger fluctuations on a school-by-school

basis and this can impact class sizes and overall staffing levels. As was the case last spring, enrolment projections continue to present challenges given the ongoing uncertainty created by the pandemic. It's still unclear, for example, whether international travel restrictions will be eased, or the impact that might have on the number of international students attending District secondary schools. The number of classroom teaching positions will be adjusted based on actual enrolment in order to meet regulated class sizes and/or collective agreement requirements, without seeking further Board approval. The opportunity to make adjustments to staffing ensures that expenditures align as closely as possible with the District's funding.

c. Class Size Regulations

As indicated above Regulation 132/12: Class Size, as amended, sets out the class size requirements that apply to elementary and secondary classes. School districts are required to ensure that these class size requirements are met as part of planning for the next school year (see chart below). Class sizes for specialized program classes are subject to distinct regulatory caps, differentiated by exceptionality, as set out in Regulation 298: Operation of Schools – General (as amended).

Table 1

Division	Summary of Regulatory Requirements (Ontario Reg. 132/12)		Funding Divisor
Kindergarten	26.0	maximum board-wide average class size	25.57
	29.0	class size limit (hard cap)	
Grades 1 – 3	20.0	at least 90% of classes must be at or below this number of students	19.80
	23.0	class size limit for all primary classes (hard cap)	
	23.0	class size limit for combined grade $\frac{3}{4}$ classes	
Grades 4 - 8	24.5	maximum board- wide average class size	24.50
Grades 9 - 12**	23.0	maximum board-wide average class size	

As an example of how the regulation affects staffing levels, there are projected to be 25,848 junior/intermediate (grades 4 to 8) students attending District schools next year. Applying the regulated class size average of 24.5 generates 1055

junior/intermediate classrooms next year, and a corresponding number of classroom teachers (exclusive of preparation time). A similar process is followed for primary classes, by applying the funding average to generate sufficient classes to meet the primary class size caps, and for kindergarten classes, where there is both a system average (26) and a class size maximum (29).

d. **Collective Agreement Provisions**

In addition to the staffing timeline provisions mentioned earlier in this report, each of the elementary and secondary collective agreements also contains provisions that affect the number of teaching positions required in each year (see Table 2.0):

Table 2.0

Elementary Collective Agreement	Secondary Collective Agreement
<p>Article L27.01 Preparation Time Each full-time teacher is entitled to a minimum of 240 minutes of preparation time in each five day cycle.</p> <p>L26 Staffing 1.0 FTE Staffing Resource (L26.04) LOU – Health and Safety Release Officer 0.5 FTE health and safety release</p>	<p>Article L21.03-Staffing and Working Conditions</p> <p>Staffing entitlements:</p> <ul style="list-style-type: none"> ● Basic staffing entitlement (BSE) (classroom teachers) – 23:1 (or the regulated class size average) ● Teacher librarians – 1 per school; ● Guidance teachers – 2.6 FTE per 1000 ADE; and ● Learning support teachers – 1.41 FTE per 1000 ADE <p>Full-time teachers are assigned the equivalent of 6 out of 8 courses.</p> <p>L24 Secondary Staffing Committee 0.67 FTE staffing resource</p>

In the case of elementary staffing, in simplest terms, the requirement to provide preparation time means that additional staff is required to cover the classroom teacher during their mandated 240 minutes of preparation time. The 240 minutes equates to an additional 0.19 FTE for each classroom teacher. In the case of teachers who are not assigned directly to cover classrooms, their preparation time does not require additional staffing, in that it can be built into their regular timetable without the need to schedule a replacement. Similarly, there are secondary workload provisions in the collective agreement which limit the course load assigned to a full-time teacher to six sections or the equivalent of teaching 3 courses each semester. This means that staffing programs that require coverage for the full day must generate the equivalent of 1.33 FTE.

e. **Ottawa-Carleton Virtual**

As part of its planning for 2021-2022, the District has already announced its intention to continue to provide a virtual option for students from kindergarten to grade 12. All families were asked to indicate whether they wished to attend Ottawa-Carleton Virtual (OCV) elementary or secondary school by March 14, 2021. Enrolment in the virtual schools is expected to be approximately 1600 secondary students and 2800 elementary students.

Staffing for the OCV schools will occur at the same time as staffing for the in person schools, from among the total approved staff, in much the same way staff is allocated to other schools, including classroom and support teachers. The allocation will take into consideration the anticipated enrolment, class size maxima and average class size requirements, grade/course and program configurations and other needs.

Academic Staffing Plan for 2021-2022 - Summary

In summary, for the 2021-2022 school year, the proposed academic staffing plan includes the following:

- a total of **3152 FTE** elementary teaching positions is being proposed, of which **2532 FTE** are required by the collective agreement (e.g., preparation time) or legislation; (Attachment A)
- a total of **1656 FTE** secondary teaching positions is being proposed, of which **1401 FTE** are required based on the collective agreement (e.g., staffing formulae); and (Attachment B; and
- a total of **156.0 FTE** principal positions and **109.25 FTE** vice-principal positions (Attachment C).

Overall, this represents a reduction of about 114 teaching positions relative to the number approved in this year's budget, and approximately 167 fewer positions than are currently in place. The reduction is attributable to a combination of lower enrolment projections for next year relative to last year's projections, and the removal of the temporary positions added this year through the additional funding provided. It is anticipated that the reductions can be absorbed through a combination of attrition, specifically retirements, and teachers on leave.

1.0 Classroom Staffing

1.1 Elementary Basic Classroom Allocation

The elementary classroom allocation for 2021-2022 is **2,516.58 FTE** or 81 FTE fewer teaching positions compared to what was approved in the current budget and approximately 119 fewer than is currently in place. This figure represents the number of classroom positions required to meet current Ministry class size requirements for kindergarten, primary (grades 1 to 3) and junior intermediate (grades 4 to 8) and the collective agreement mandated preparation time for classroom teachers. The reduction in the number of classes being projected for next year relative to current is attributable to the following: a) lower projected enrolment for next year of approximately

1500 students, relative to the enrolment projection used to develop the current year's staffing plan this time last year; and b) the impact of the reduced funding provided this year to add elementary classes.

In addition to the above positions, **31.0 FTE** positions have been identified again next year to address a multitude of unique staffing issues that can arise through the staffing process; 14.0 FTE of these positions are used to ensure the mandated preparation time under the collective agreement can be met. The remaining 17.0 FTE are discretionary and are allocated to schools over and above their basic allocation, for various reasons. For example, a small allocation of needs may be granted to support a timetabling anomaly, to avoid an awkward surplus situation or to alleviate class size pressures that emerge through the fall, after the reporting date. The allocation is determined by human resources in consultation with senior staff, principals and the joint staffing committee.

1.2 Other School-based Elementary Supports

In addition to the elementary basic classroom allocation, there are **20.0 FTE** positions funded to support intermediate students to prepare for the transition to secondary school. These positions would continue subject to the funding continuing and will be allocated on that basis.

The contingency of 4.76 FTE positions that are normally allocated to support the integration of students enrolled in the Learning Disability Specialized Intervention Program (LD SIP), has been redirected next year. Since it is anticipated that elementary students will at least start the year continuing to be cohorted into single class groupings, students in the LD SIP will remain together for the entire day rather than be integrated for half of the day. The other staffing implications of this interim model for the LD SIP are discussed more fully below in the section on Special Education.

1.3 Secondary Basic Classroom Allocation

The classroom allocation for 2021-2022 is projected to be **1259.50 FTE**, approximately 52.0 FTE less than the number approved for 2020-2021. This represents the basic allocation generated by calculating the number of full-time classroom teachers required to meet the class size average of 23:1 based on the projected average daily enrolment (ADE). This represents a reduction in the total number of secondary classroom teachers, as a result of implementing the new maximum average class size of 23:1 and a lower enrolment projection. This follows changes negotiated to the staffing language in the collective agreement to align with the regulated class size average figure.

An additional **20.0 FTE** is allocated to ensure that all staffing requirements under the collective agreement are being met on the verification date of 30 September.

1.4 Other School-based Secondary Staffing

The chart below identifies the other school based secondary teaching positions required by the collective agreement.

Table 3.0

Secondary - Required by Collective Agreement	FTE
Library (increase of 1.0 FTE to support OCV)	25.00
Guidance (decrease of .67 due to enrolment)	62.00
Total	87.00

The complement of staff assigned to library reflects an increase of 1.0 FTE, which is attributable to the continuation of the virtual school for at least one more year. Although no teacher librarian was added to the complement for 2020-2021, the collective agreement requires that each secondary school be allocated a full-time teacher librarian position. The guidance complement is projected to be slightly lower than this year as a result of the reduction in enrolment, since guidance staffing is generated by a formula in the collective agreement.

1.5 Student Success and Program Enhancements

Funding is provided through the GSNs for secondary student success teachers, as part of the secondary pupil foundation grant. A total of **30 FTE** student success teachers have been in place for a number of years and are allocated across all of the District's secondary schools. There is no change recommended for next year.

The staffing plan also includes the continuation of **5.0 FTE** program enhancement positions, which will be maintained as part of the positions funded by the Support for Students funding provided by the Ministry through the central collective agreements resolved in 2020. These positions are allocated through the secondary staffing committee to ensure that schools are able to offer a variety of courses in all pathways. The balance of the 11.0 FTE positions provided through this funding will be allocated in consultation with Ontario Secondary School Teachers' Federation (OSSTF), with a particular focus on supporting vulnerable students.

1.6 Secondary Program Overlays

In order to support additional programs or initiatives, an additional 14.33 FTE positions were approved and allocated for 2020-2021, over and above the school based positions required by the collective agreement. These additional positions, which are referred to as 'overlay' positions, may be added as a result of specific Ministry funding, or as an initial investment in a new program to allow it to become established. Appendix B provides a list of current program overlays. Examples of the overlays currently in place include the additional 1.0 FTE position approved last year to support the School Within a School program offered in partnership with Algonquin College, 0.5 FTE position assigned to the Youth Services Bureau, the 0.67 FTE position assigned to the Urban Aboriginal Program.

Staff is recommending reducing the 0.83 FTE position added this year to support Merivale High School's implementation of the International Baccalaureate program, for a total of 13.5 FTE program overlays.

1.7 Alternate Programs

The District currently runs four alternate programs for secondary school age students who require an alternate format and setting to complete their secondary school courses. In general, staffing is provided through the basic staffing complement generated by the staffing formula in the collective agreement. No changes are being recommended with respect to how these programs are staffed.

1.8 Adult High School

Adult High School enrolment includes both students who are under 21 as well as adults over the age of 21. For staffing purposes, students under 21 attending Adult High School are counted as part of generating the basic classroom complement, since they are funded in the same way. Additional staffing is generated for students over the age of 21 based on a discretionary formula (currently 30:1) that is tied to the projected enrolment for this group of students. This year's proposed allocation of **33.17 FTE** represents status quo compared with the staffing approved last year.

1.9 Contingency Staff (Elementary/Secondary)

Given some of the uncertainty with regard to next year's planning, staff is proposing the creation of a contingency allocation of **10.0 FTE** teaching positions. These positions would be allocated only as required to support emerging needs in elementary or secondary schools that cannot be accommodated within the approved complement without adversely impacting students.

Staff is recommending establishing a contingency of 10.0 FTE positions, to be allocated as required as either elementary or secondary teachers, to meet emerging needs that cannot be accommodated within the approved complement.

2.0 English as a Second Language (ESL) Staffing

The District allocates teaching positions each year to support English Language Learners (ELL) attending its elementary and secondary schools. There are no contractual or regulatory requirements dictating the number of teaching positions in this area. The number of positions assigned to support the District ESL program is based on the current and projected number of ELL students, and their relative needs.

The Family Reception Centre (FRC) supports the assessment and placement of ELLs. The workload within the FRC is significant as they support families and students enrolling in the District who speak a first language other than English.

2.1 Elementary ESL/ELD

There are currently a total of **93.25 FTE** ESL positions allocated, which includes 84.25 FTE positions directly providing support in schools, and 9.0 FTE itinerant ESL teachers. A total of 4.0 FTE of these positions were initially funded through the Local Priorities funding provided as part of central bargaining during the last round of bargaining, and are being maintained as a result the Support for Students Funding, provided through the most recent central bargaining for the 2019-2022 collective agreements.

2.2 Secondary ESL/ELD

The proposed allocation to support secondary English Language Learners for next year is **33.17 FTE**, which includes positions assigned to directly support ESL/ELD students in secondary schools and 2.0 FTE ESL Central Orientation Class positions located at the Adult High School. An additional **5.83 FTE** positions funded by OCENET, are also included in the plan to support ESL classes.

Consideration was given to adding resources to support the delivery of ESL/ELD in secondary schools, particularly to support continued cohorting of the ELD classes, if required. Staff will continue to monitor needs in this area and make adjustments as required.

3.0 Special Education Staffing

The District allocates a number of resources and positions to support special education students, either in specialized program classes or to support students in regular classrooms. Staffing supports include teaching positions, educational assistants and various professional student services positions assigned to schools or central departments. This report references teaching positions only; decisions relating to social workers, psychologists, speech and language pathologists and educational assistants are made during the budget process.

According to the grant regulations, all of the funding provided within the special education envelope must be allocated to support special education programs and students through staffing and other resources. The Ottawa-Carleton District School Board (OCDSB) has consistently budgeted and spent above the funded envelope to support special education programs in the District.

3.1 Elementary Special Education Staffing

For 2021-2022, the allocation of **453.11 FTE** teaching positions is planned to support special education programming. The number of elementary special education teachers is, in general, subject to Board discretion, as there are no specific regulatory or collective agreement formulae. The breakdown is provided below:

Table 4.0

Elementary Special Education Teaching Positions	FTE
Specialized Program Classes (including prep) (increase of 4.76 FTE)	177.46
Learning Support Teachers (LST)	114.00
Learning Resource Teachers (LRT) (decrease of 5.5 FTE)	118.00
Learning Support Consultants (LSC) (increase of 2.0 FTE)	16.00
Itinerant Teacher of Assistive Technology (ITAT)	4.00

Social Emotional Learning Teachers (SELT)	3.00
Hearing and Visual – Specialist Teachers (increase of 0.5 FTE)	20.65
Total	453.11

For 2021-2022, the plan includes **177.46** FTE positions to support specialized program classes across the District. This includes contemplation of a continuation of the shift to a fully congregated model for the Learning Disabilities Specialized Intervention Programs (LD SIPs), as outlined above. The projections for specialized program class needs for next year are based on the current students advancing through the system, new enrolment and projected identification and placement of students. Additional changes to the specialized program classes will be provided by separate memo from Learning Support Services.

The majority of special education teachers fall into one of two categories of school based support: Learning Support Teachers (LSTs) and Learning Resource Teachers (LRTs). These positions are allocated to all elementary schools based on consideration of various factors including (a) school size measured by enrolment; (b) the nature of the programs offered; (c) grade configurations; and (d) needs. The role of these teachers is primarily to support students in regular classrooms who have been identified with special education needs. The temporary increase of 2.5 FTE LSTs that was made possible by Local Priorities Funding will be maintained again next year as a result of the Support for Students funding provided through central bargaining. The allocation of LRTs being proposed represents a reduction of 5.5 FTE, which are being reallocated as follows:

- 3.5 FTE LRTs previously allocated to the schools with LD SIP programs are being reallocated within the same schools for next year only to support a continuation of the fully congregated model; and
- 2.0 FTE LRTs re-allocated to central / District positions, as described below.

Itinerant social emotional learning teachers (SELTs) provide additional support to schools experiencing challenges related to exceptional students' behaviours, including developing strategies and building capacity at the school level. The 3.0 FTE SELTs were introduced several years ago through funding (Local Priorities Funding) provided through central bargaining, and will be maintained next year with the support of similar funding, Support for Students Funding, provided through the most recent bargaining.

For 2020-2021, staff is planning to re-allocate 2.0 FTE LRTs to increase the number of central Learning Support Consultants from 18.0 FTE to 20.0 FTE. One of these positions is intended to be interim only, to support the transition of approximately 40 students leaving the LD SIP program next year and returning to a regular classroom full-time. As a result of the pandemic, these students did not have the same opportunities for integration this year, and the additional LSC will be able to monitor students' progress and provide transition support as required. The second position

will be added to the central ASD team to provide support for an increasing number of students with ASD who are integrated in the regular program.

The plan also includes a proposed increase of 0.5 FTE in the complement of teachers who support students who are blind or low vision as a result of an increase in the need for this support in the district.

In summary, the changes being proposed to the elementary special education staffing complement for next year include the following:

- ***reduction of 5.5 FTE LRT (redirected to other areas within special education);***
- ***increase of 4.76 FTE to support specialized program classes;***
- ***increase of 2.0 FTE Learning Support Consultants (LSCs) to support students with ASD and students with a learning disability who are integrated in the regular program; and***
- ***increase of 0.5 FTE position to support students who are blind or with low vision.***

3.2 Secondary Special Education Staffing

For 2021-2022, a total of **144.0 FTE** special education teaching positions is proposed, which can be broken down as follows (see chart below):

Table 5.0

Secondary Special Education Teaching Positions	FTE
Required by Collective Agreement Learning Support Teachers (LST) (reduction of 0.33 FTE due to enrolment)	33.67
Discretionary Positions	
Specialized Program Classes (increase of 1.67 FTE)	98.5
Learning Support Consultants (LSC)	4.0
Itinerant Teacher of Assistive Technology (ITAT)	2.0
Learning Support Teachers (LST)	5.83
Total	144.0

This represents an overall net increase of **1.33 FTE** secondary special education positions, which includes 1.67 FTE to support the addition of a semi-integrated specialized program class (General Learning Program), as well as additional sections to support the students' integration for one half of their day. Additional information on changes to specialized program classes will be provided by memo from Learning Support Services.

In summary the changes in the secondary special education staffing complement are as follows:

- ***decrease of 0.33 FTE due to enrolment decline; and***
- ***increase of 1.67 FTE to accommodate an additional GLP specialized program class and additional sections to support integration of the students for one half of the day.***

4.0 Centrally-Assigned Academic Staff

4.1 Elementary Central Staff

There are no changes being proposed to the current **25.5 FTE** centrally assigned teaching positions, including 24.0 FTE discretionary teaching positions supporting District level work in each of Business and Learning Technologies (B<), Program and Learning K-12, Early Learning and Indigenous Education, Human Rights and Equity. The Indigenous Education Itinerant teacher was also added through the LPF funds and will be maintained with the support of the Support for Students fund next year, without having to find savings elsewhere.

There is a plan to redirect the work of two of the central coach positions to support Student Achievement Through Equity (SATE) program, which is a research informed pilot project involving eleven elementary schools and three secondary schools, to reduce barriers, overcome emotional and psychological hurdles and create the right conditions for learning. The investments made last year to support numeracy and literacy will continue moving forward and are aligned with a commitment to building capacity and improving student achievement.

Table 6.0

Elementary Central Staff (2019-2020)	FTE
Mandatory Positions (Collective Agreement)	
Staffing Committee Resource (OCETFO & OCDSB)	1.00
Health and Safety Resource (OCETFO & OCDSB)	0.50
Discretionary Positions	
Business & Learning Technologies	1.00
Instructional Coaches	22.00
Itinerant Indigenous Education Teacher	1.00
Total	25.50

4.2 Secondary Central Staffing

The proposed plan for next year includes **18.67 FTE** centrally assigned discretionary teaching positions supporting B<, Program and Learning K-12 and Innovation and Learning. An additional central position was approved by the Board in the fall of 2020 to

support District priorities in the area of Equity. Additional consideration was given to adding an Experiential Learning Facilitator to support innovation and learning, and to augment the investments made this year. Experiential learning has proven a valuable tool in building equity and promoting engagement, learning and community partnerships. The introduction of destreamed math in grade 9 has also been identified as a priority emerging for next year, and staff is currently reviewing how best to support this important work.

Table 7

Secondary Central Staff	FTE
Mandatory Positions Staffing Committee Resource (OSSTF & OCDSB)	0.67
Discretionary Positions Business & Learning Technologies Consultant Instructional Coaches (increase of 1.0 FTE approved by the Board in the fall 2020 to support equity coach)	1.00 17.00
Total	18.67

The complement of central positions being proposed represents only one change, and that is the increase of **1.0 FTE** central coach, that was already approved by the Board as part of a trustee motion to establish a secondary equity coach.

5.0 Principals and Vice-Principals

The Board is not required to approve staffing levels for principals and vice-principals prior to the budget process; however, this information is included as many vice-principals have teaching responsibilities and the allocation of vice-principals should occur at the same time as other staffing to facilitate the creation of teaching assignments and timetables. As a result, the Board normally approves staffing levels for principals and vice-principals as part of the decision-making for academic staffing.

Appendix C sets out a summary of staffing levels for principals and vice-principals. In general, the number of school administrators, particularly principals, is driven by the number of schools in the District. The number of vice-principals assigned to a school is based on consideration of a number of factors associated with the school profile, including student enrolment, program and grade configuration, RAISE index and the number and nature of specialized program classes.

The plan for next year includes 145 school-based principals and 11 central principals. This year, the District added 1.0 secondary principal and 6.0 elementary principals to lead and manage the OCV campuses. For next year, staff is planning for one elementary and one secondary principal to lead and manage each of the OCV sites, respectively. Additional funding to support the additional administrators assigned to the

virtual schools may be available through the school foundation grant, which provides funding for a full-time principal and an allocation of vice-principals, based on enrolment.

In terms of vice-principals, the proposed plan includes **109.25 FTE** school based vice-principals and 2 central vice-principals. This represents an increase of 4.0 FTE vice-principals from this year, two each of elementary and secondary, to support the OCV campuses. In terms of their allocation, all but one secondary school has generally been assigned a minimum of two vice-principals, although, normally, one or both may also have a small teaching assignment. The allocation of vice-principals to elementary schools, which ranges from no vice-principal, to 1.5 vice-principals in the District's largest elementary schools, considers a number of factors including enrolment, the location of specialized program classes, socio-economic factors and other information that helps to inform need.

This year vice-principal positions from elementary and secondary schools were re-allocated to support OCV, rather than adding new positions. As the majority of students return to in person schools next year, it will be challenging to stretch the allocation across both in person and OCV schools, without adding to the current complement. Several schools which lost a vice-principal allocation this year as positions were re-allocated to support the virtual schools, experienced challenges adjusting to the demands without a vice-principal. As a result, staff feels that at least some additional vice-principal supports should be added to the complement to support the OCV schools next year. It should be noted that the complement of vice-principals was augmented this year in that all elementary and secondary teaching vice-principals were released full-time as one of the strategies to support the additional demands associated with managing schools through the pandemic. This support was critical to supporting the additional demands on administrators this year, which included implementation and monitoring of additional health and safety protocols, supervising isolation rooms, managing student and staff absences, and liaising with public health professionals. There are no plans to continue this arrangement next year based on current outlook, although staff will continue to look for ways to address the heavy demands placed on school administrators.

In summary, the school administration complement proposed for next year represents an increase of 2.0 FTE principals, which provides for a principal position to lead each of the elementary and secondary virtual schools planned to continue next year and 4.0 FTE vice-principals, 2.0 FTE each to be assigned to elementary and secondary.

Summary

In summary, the total number of academic staffing positions projected for next year will be lower than the number currently in place and lower than the number originally approved in this year's budget, as staffing is adjusted to reflect projected enrolment levels and the end of the positions added through the additional Ministry COVID funding. As planning proceeds for next year, priority consideration for the health and safety of students and staff will continue to be a key driver of decision-making, followed by a renewed focus on continuing the work involved to achieve the District's strategic priorities.

Further details of the proposed academic staffing plan, including a breakdown of positions that are required by contract or legislation and those which are discretionary, and providing a comparison between staffing levels approved in March 2020 for 2020-2021, actual staffing in place this year based on changes to enrolment and funding, and the projected and proposed staffing for next year, are provided in the appendices, as follows:

Appendix A – Elementary Academic Staffing

Appendix B, Secondary Academic Staffing

Appendix C – Principal and Vice-Principal Staffing

Appendix D – Summary of Academic Staffing Changes for 2021-2022

Costing information related to the potential changes is also included in Appendix D.

03.05.21
System Projections

Appendix A - Report 21-034 Academic Staffing for 2021-2022

Proposed Elementary Staff Staffing Chart for 2021-2022

	Approved for 2020-2021	2020-2021 October Actual	Proposed 2021-2022	change Apprvd to Proj	Proposed 2021-2022	
					Required by Contract or Legislation	Subject to Board Decision
Enrolment						
Enrolment (no Congregated Spec. Ed.)	49646.00	47757.00	48070.00	-1,576.00		
Enrolment Congregated Spec. Ed.	1318.00	1314.00	1317.00	-1.00		
Total FTE	50964.00	49071.00	49387.00	-1,577.00		
Basic staff						
Basic Total Staff	2181.00	2213.00	2113.00	-68.00 (1)	2113.00	
Preparation time for basic	416.57	422.68	403.58	-12.99	403.58	
Round Prep up to reduce needs requirement	14.00	14.00	14.00	0.00 (2)	14.00	
Needs Allocation	17.00	17.00	17.00	0.00 (3)		17.00
LD SIP Contingency with prep	4.76	4.76	0.00	-4.76 (4)		0.00
Preparing for Success in High School (in school)	20.00	23.00	20.00	0.00		20.00
SSF (balance of 21) (contingent on funding)	2653.33	2694.44	10.50	10.50 (5)		10.50
			2578.08	-75.25		
ESL						
In school (0.5 OCENET funded)	84.25	90.50	84.25	0.00		84.25
Itinerant ESL	9.00	10.00	9.00	0.00		9.00
	93.25	100.50	93.25	0.00		
Special Education						
System Classes	145.00	152.00	149.00	4.00		149.00
Prep. For System Classes	27.70	29.03	28.46	0.76		28.46
LST	114.00	123.00	114.00	0.00		114.00
LRT	121.50	135.50	116.00	-5.50		116.00
Itinerant for Remote Learning	0.00	3.00	0.00	0.00		0.00
SELT Social Emotional Learning Teachers	3.00	3.00	3.00	0.00		3.00
Hearing and Visual	20.15	20.15	20.65	0.50		20.65
Learning Support Consultants	18.00	18.00	20.00	2.00		20.00
	449.35	483.68	451.11	1.76		
Inclusive, Safe and Caring						
Reality Check	2.00	2.00	2.00	0.00		2.00
First Place	2.00	2.00	2.00	0.00		2.00
	4.00	4.00	4.00	0.00		
Curriculum Services & Other (Central)						
BLT Consultant	1.00	1.00	1.00	0.00		1.00
Instructional Coaches	22.00	22.00	22.00	0.00		22.00
Itinerant Indigenous Education Teacher	1.00	1.00	1.00	0.00		1.00
Staffing Committee Resource (OCETF/OCDSB)	1.00	1.00	1.00	0.00	1.00	
Health and Safety Resource (OCETF/OCDSB)	0.50	0.50	0.50	0.00	0.50	
	25.50	25.50	25.50	0.00		
Total Staff	3225.43	3308.13	3151.94	-73.48	2532.08	619.86

Notes:

1. Projected Basic Classroom Allocation: 2113 JK to Grade 8 classroom positions. This includes 731 Primary Grades 1-3 (18.99:1 average), 327 Kindergarten (25.57:1 average) and 1055 Junior/Intermediate (24.5:1 average). Kindergarten includes 1 FTE for the Inuit Children's Centre, funded from Aboriginal funding allocation.
2. 14 FTE have been estimated for rounding up. This will decrease the number of schools requiring needs to meet contractual obligations with regards to preparation time.
3. Needs are used to minimize disruption caused by surplus declaration, organizational difficulties, to assist Intermediate schools in providing some specialized programs and to address other potential implementation issues. Total of rounding up and needs is capped at 31.
4. LD SIP Contingency. Integrated LD SIP students can trigger the need for an additional class. For 2021 this has been reallocated to support congregated LD SIP classes.
5. Support for Student Funding (21 FTE of which 10.5 to be allocated in consultation with OCETF).

as of Mar 30, 2021

Appendix B - changes from 2021-2022 approved plan May 2020)

Secondary Staff Staffing Chart 2021-2022

	Approved March 2020 for 2020/2021	Final 2020/2021 (as of Jan 22)	Projected 2021/2022	change	Required by Contract or Legislation	Subject to Board Decision
Average Daily Enrolment						
Total Projected ADE (over and under 21)	24,988.57	24,136.10	24,597.82	-390.75		
Basic staff						
Basic staff allocated for classrooms	1311.50	1285.17	1259.50	-52.00	1259.50	
September 30 adjustment	14.00	11.00	14.00		14.00	
Needs Allocation	6.00	0.33	6.00		6.00	
	1331.50	1296.50	1279.50	-52.00 1		
Other in school staff						
ESL/ELD	33.17	34.50	33.17			33.17
OCE/NET funded	5.83	1.33	5.83			5.83
Tchr Librarians	24.00	24.00	25.00	1.00 2	25.00	
Guidance	62.67	61.50	62.00	-0.67 3	62.00	
Program Enhancements (SSF)	5.00	5.00	5.00			5.00
Support for Students (balance of 11 FTE)	6.00	6.00	6.00			6.00
Student Success	30.00	32.00	30.00			30.00
Program Overlays	14.33	14.33	13.50	-0.83 4		13.50
First Place	1.00	1.00	1.00			
YSB (Pfaff)	0.50	0.50	0.50			
Winning Attitudes	2.00	2.00	2.00			
Safe Schools (Suspensions Program)	2.00	2.00	2.00			
Indigenous Studies	3.67	3.67	3.67			
School Within a College	1.00	1.00	1.00			
Merivale IB implementation	0.83	0.83				
Urban Aboriginal	0.67	0.67	0.67			
Arts/IB/Athletes co-ordinators	2.67	2.67	2.67			
Adult over 21	33.17	32.00	33.17			33.17
	214.17	210.66	213.67	-0.50		
Special Education						
LST	39.83	39.17	39.50	-0.33 5	33.67	5.83
System Classes/Programs	96.83	96.83	98.50	1.67 6		98.50
Learning Support	6.00	6.00	6.00			6.00
	142.67	142.00	144.00	1.33		
Curriculum Services & Other						
BLT Consultant	1.00	1.00	1.00			1.00
Instructional Coaches	16.00	16.00	17.00	1.00 7		17.00
Secondary Staffing Resource	0.67	0.67	0.67		0.67	
	17.67	17.67	18.67	1.00		
TOTAL STAFF ALLOCATED TO DATE	1706.00	1666.83	1655.83	-50.17	1400.83	255.00

- 1 Basic staff allocated for classrooms: -52.00 decrease based on the decrease in projected ADE and meet 23 to 1 (from 22 to 1).
The Sept. 30 adjustment and Needs positions are used to: address historical increase in enrolment over the summer; difficult staffing issues and to avoid disruptions due to the number of small schools and small programs; meet the 23 to 1
- 2 1.00 Teacher Librarian at OCV
- 3 -0.67 Guidance due to ADE decrease
- 4 6.00 balance of 11 FTE Support for Students Fund
- 5 -0.83 Merivale IB implementation
- 6 -0.33 LST contractual due to ADE decrease
- 7 1.67 GLP at OTSS
- 8 1.00 Instructional Coach

REVISED
03.05.21

Report 21- 034 Axx Academic Staffing for 2021-2022

Secondary Administration - In School			change	
In Schools	Budget 2020-2021as of March	Actual 2020-2021	Proposed 2021-2022	
Principals	26	27	27	1.00
Vice Principals	48.00	48.00	50.00	2.00
Total in school allocation	74.00	75.00	77.00	3.00

Elementary Administration - In School			change	
In Schools	Budget 2020-2021	Actual 2020-2021	Proposed 2021-2022	
Principals	112	118	113	1.00
Vice-Principals	57.25	57.25	59.25	2.00
Total in school allocation	169.25	175.25	172.25	3.00

Central Administration			change	
Central	Budget 2020-2021	Actual 2020-2021	Proposed 2021-2022	
Principals	11	11	11	0.00
Vice-Principals	2	2	2	0.00
Total Administration	256.25	263.25	262.25	6.00

*Notes:

Secondary

P. Safe Schools (Colin Anderson)
P. Curriculum Services - Innovation and Adolescent Learning (Reg Lavergne)
P. Curriculum Services - Secondary Program and Learning (Kristin Riddell)
P. Continuing Education (Anne McKillop-Ostrom)
P. Learning Support Services (Christine Kessler)
P. School Support/Operations (Krista McNamara)

Elementary

P. Learning Support Services (Amy Hannah)
P. Curriculum Services -Elementary Program (Jennifer Offord)
P. Curriculum Services -School Effectiveness and Early Years (Brent Smith)
P. ELL/FRC (Melissa Collins)
P. School Support/Operations (Christine Lanos)
V.P. B< (Kristen Grant)
V.P. Indigenous Education (Jody Alexander)

Notes:

Recommended 2021-2022 Academic Staffing Changes

Elementary		
	FTE	Cost
Subject to Board Decision - Teaching Staff		
Net Increase in Specialized Program Classes	4.76	\$524,047
Increase in Learning Support Consultants	2.00	\$220,188
Decrease in Learning Resource Teachers	(5.50)	(\$605,517)
Increase in Teachers - Hearing and Visual	0.50	\$55,047
Decrease in Teachers - Learning Disabilities Specialized Intervention Program	(4.76)	(\$524,047)
Hearing and Visual Teachers - Reconcile to Actual (Change from 09 March 2021)	1.10	\$121,103
Sub-Total	(1.90)	(\$209,179)
Required by Contract or Legislation - Teaching Staff		
Decrease in Teachers - Supports for Students Funding Allocation (Net from prior year approval) (Change from 09 March 2021)	(10.50)	(\$1,115,720)
Total	(12.40)	(\$1,324,898)

Secondary		
	FTE	Cost
Subject to Board Decision - Teaching Staff		
Decrease in Teachers - Implementation of Merivale HS International Baccalaureate Program	(0.83)	(\$89,854)
Net Increase in Specialized Program Classes	1.67	\$183,513
Increase in Instructional Coaches (Board Motion 27 October 2020)	1.00	\$108,258
Sub-Total	1.84	\$201,917
Required by Contract or Legislation - Teaching Staff		
Increase in Teacher Librarians	1.00	\$108,258
Decrease in Learning Support Teachers	(0.33)	(\$36,263)
Decrease in Guidance Teachers	(0.67)	(\$72,533)
Sub-Total	0.00	(\$538)
Total	1.84	\$201,379

Teaching Staff		
	FTE	Cost
Subject to Board Decision		
To meet emerging unanticipated needs (New from 09 March 2021)	10.00	\$1,072,585
Sub-Total	10.00	\$1,072,585

Administration		
	FTE	Cost
Subject to Board Decision		
Increase in Secondary Principals	1.00	\$151,927
Increase in Elementary Principals	1.00	\$144,193
Increase in Secondary Vice-Principals to support OCV Schools (New from 09 March 2021)	2.00	\$275,174
Increase in Elementary Vice-Principals to support OCV Schools (New from 09 March 2021)	2.00	\$269,260
Sub-Total	6.00	\$840,554

	FTE	Cost
Total	5.44	\$789,620

ADE based Changes		
	FTE	Cost
Elementary Teachers (Reduction of 68.0 FTE Teachers + Preparation Time)	(80.99)	(\$8,605,916)
Secondary Teachers (Reduction of 52.0 FTE Teachers including Preparation Time)	(52.00)	(\$5,629,416)
Total	(132.99)	(\$14,235,332)

Grand Total		
Board Decisions, Required by Contract or Legislation, Administration and ADE Based Changes	(127.55)	(\$13,445,713)



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 21-030

TO: Trustees
Student Trustees
Special Education Advisory Committee

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

DATE: 8 March 2021

RE: **Planning for District Special Education Support 2021-2022**

This memorandum provides information to support the proposed changes to specialized program classes and for special education support in regular program classes for the 2021-2022 school year as outlined in Report Number 21-023, *Academic Staffing Plan for 2021-2022*.

Annually, Learning Support Services (LSS) assesses system needs for specialized program classes and for special education supports in regular program classes. This year there are added complexities as the continuation of pandemic response measures are considered in staffing decisions.

Recommended adjustments to support system needs

Based on projected specialized program class referrals, student needs in regular program classes, historical patterns and the movement of students currently placed in specialized program classes, the following staffing adjustments are recommended. A summary table is available as Appendix A.

Autism Spectrum Disorders (ASD)

The need for intensive support for students with ASD in specialized program classes and in regular program classes continues to be high. Despite the addition of 19 elementary ASD specialized program classes over the past seven years there continues to be a significant wait list for students that meet criteria for this level of support. The District currently operates 35 ASD specialized program classes at the elementary level.

Since January 2020, LSS has utilized the support of an itinerant Autism Spectrum Disorder/Developmental Disabilities (ASD/DD) teacher to provide programming and coaching support to regular program educator teams that have a student on the ASD or DD wait list. The model has proven to be highly effective with support for approximately 30 students in the 2019-2020 school year and approximately 30 students thus far in the current school year. Educator teams have advanced their practice with respect to

Individual Education Plan (IEP) development and the implementation of developmentally appropriate programming. This has been accomplished through a combination of modeling and coaching provided by the itinerant teacher. Student outcome data from this year indicates that educational pathways for 8 students have changed as a result of this intensive support (e.g., no longer pursuing specialized program class placements or less intensive placement).

A combined approach to provide intensive supports for students with complex presentations of ASD is proposed for the 2021-2022 school year.

- One ASD specialized program class opening is recommended at Queen Elizabeth Public School. This site would move from 2 to 3 ASD classes to align with the school's Kindergarten to Grade 8 grade structure (e.g., Kindergarten/Primary, Junior, Intermediate); therefore, facilitating improved transition patterns for students accessing this level of support; and
- A second itinerant ASD teacher is recommended to support regular class educator teams that will be accommodating ASD students on the waitlist for specialized program classes.

ASD Elementary

- *2.0 FTE plus prep elementary teacher contingency staffing requested.*

Learning Disabilities Specialized Intervention Program (LD SIP)

In order to comply with public health guidelines as a result of the measures to control the pandemic (e.g., student cohorts), the LD SIP moved from a partially integrated to a fully self-contained model for the 2020-2021 school year. In line with the OCDSB planning strategy for the 2021-2022 school year, LD SIP will be staffed assuming the continuation of pandemic response measures (e.g., continuation of student cohorting). At such time that the integration portion of the program can resume, the staffing associated with the fully self-contained model can be shifted to a team teaching model in the context of the regular class. There is a negligible financial impact to this shift given additional staffing requirements to support student integration will not be required.

Approximately 40 students presently in LD SIP classes will be returning to the regular program for the 2021-2022 school year. Due to pandemic measures, many students have not had the full opportunity to participate in the integrated portion of the program. In order to facilitate their transition out of LD SIP and to support educators receiving these students, an itinerant LD teacher is recommended for the 2021-2022 school year.

LD SIP Elementary

- *1.0 FTE Elementary teacher contingency staffing requested.*

Blind-Low Vision

Support and services for students who are blind, or have low vision, is provided through an itinerant teacher model and the level of service is based on individual student needs (e.g., direct service versus monitoring). Currently, these supports and services are also offered to the Ottawa Catholic School Board through a partnership agreement.

There has been an increase in the number of students arriving in the Ottawa area with complex profiles requiring braille, EyeGaze technology, or deaf/blind services; therefore requiring increased levels of support provided by the Blind-Low Vision team.

- *0.5 FTE Elementary teacher contingency staffing requested.*

Primary Special Needs (PSN)

The District currently has 11 PSN specialized program classes. A higher number of vacancies than expected was observed this year in these classes. Based on student movement and anticipated referrals, 10 PSN specialized program classes are expected to meet system needs for the 2021-2022 school year. The closure of the PSN specialized program class at W.E. Gowling Public School is recommended as it will impact the smallest number of current students ($n < 5$) and will not impact the geographic distribution of classes across the district.

- *close one PSN class at W.E. Gowling Public School.*

Developmental Disabilities (DD)

The District currently has 35 specialized program classes for students with Developmental Disabilities with 25 classes located at our specialized schools (i.e., Clifford Bowey Public School and Crystal Bay Special Education Centre). The remaining 10 classes are distributed across the District in our community schools. Significant vacancies in our DD specialized program classes located in community schools have been observed. Based on student movement and anticipated referrals, 9 DD specialized program classes in community schools are expected to meet system needs for the 2021-2022 school year. The closure of the junior/intermediate DD specialized program class at Queen Elizabeth Public School is recommended as it will impact the smallest number of current students ($n < 5$) and will not impact the geographic distribution of classes across the District.

- *close one DD class at Queen Elizabeth Public School.*

General Learning Program (GLP)

Existing secondary GLP classes will not have sufficient capacity to accommodate all the grade 8 students moving from intermediate GLP specialized program classes to secondary GLP. The District currently operates 14 secondary GLP classes as well as the Storefront program to support students with mild intellectual disabilities. Aligned with the provincial direction regarding opportunities for secondary credit pathways, the opening of a partially integrated GLP specialized program class at Ottawa Technical Secondary School (OTSS) is recommended for September 2021. This additional class would provide the placement capacity for the student cohort moving from grade 8 as well as create increased credit pathway options for some grade 9 and 10 students within the current structure of the secondary GLP specialized program classes. LSS and the team at OTSS would work in collaboration to assess and analyse the staffing and timetabling considerations in order to learn from this approach and consider replicating it in other sites to support students with this learning profile.

GLP Secondary

- *1.25 FTE plus prep Secondary Teacher contingency staffing requested.*

Resource Implication

The proposed staffing adjustments to specialized program classes and for intensive supports for students in regular program classes represents an approximate increase of \$330,000 associated with 1.31 FTE elementary teachers and 1.67 FTE secondary teachers. No new Educational Assistant (EA) costs are associated with this plan.

In addition, increased costs associated with new specialized program classes are typically incurred through facilities modifications, new classroom resources, professional support services personnel and transportation. These costs will be covered through the existing departmental budgets.

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

Attach.

cc Senior Staff
Manager Board Services
Corporate Records

Summary Table

Description	Additional Information	Elementary Teacher FTE (including prep)	Secondary Teacher FTE (including prep)	EA
ELEMENTARY				
Open one ASD class	Increase from 35 to 36 elementary ASD specialized program classes. Add 1 class at Queen Elizabeth Public School moving from 2 to 3 classes (Improved transition configuration: Kindergarten/Primary, Junior and Intermediate).	1.19		2.0
Increase of one Itinerant Teacher for Autism Spectrum Disorder (ITASD)	LSS currently has 1.0 FTE ITASD. Served ~30 students in an inclusion model this year yielding positive outcomes. Recommended increase from 1 to 2 ITASD to serve expected student needs in 2021-2022.	1.0		
Itinerant Teacher for Learning Disabilities (ITLD)	~40 students anticipated to leave LD SIP without an opportunity for integration due to pandemic.	1.0		
Itinerant Teacher for Blind-Low Vision (ITBLV)	Increased number of students requiring intensive BLV support (e.g., braille, EyeGaze technology).	0.5		
Close one Primary Special Needs (PSN)	Reduce PSN from 11 to 10 classes. Close class at W.E. Gowling Public School.	-1.19		-1.0
Close one Developmental Disabilities (DD) class	Reduce DD specialized program classes located in community schools from 10 to 9 classes. Close class at Queen Elizabeth Public School	-1.19		-2.0
SECONDARY				
Open one General Learning Program (GLP)	Open a Partially Integrated GLP at OTSS. The class opening will accommodate the student cohort of GLP students moving from grade 8 to grade 9. The structure will offer increased credit pathway options for students with this learning profile.		1.67	1.0
Totals:		1.31	1.67	0

2021-2022 Special Education Advisory Committee Meeting Schedule

<u>Date</u>	<u>Location</u>	<u>Time</u>
Wednesday, September 8, 2021	Zoom Meeting	7 - 9:30 pm
Wednesday, October 6, 2021	Zoom Meeting	7 - 9:30 pm
Wednesday, November 3, 2021	Zoom Meeting	7 - 9:30 pm
Wednesday, December 8, 2021	TBD	7 - 9:30 pm
Wednesday, January 5, 2022	TBD	7 - 9:30 pm
Wednesday, February 2, 2022	TBD	7 - 9:30 pm
Wednesday, March 2, 2022	TBD	7 - 9:30 pm
Wednesday, April 6, 2022	TBD	7 - 9:30 pm
Wednesday, May 4, 2022	TBD	7 - 9:30 pm
Wednesday, June 1, 2022	TBD	7 - 9:30 pm

