



## MEMORANDUM

**Memo No. 19-108**

**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:** 27 September 2019

**RE:** **Staffing Allocations to Clifford Bowey Public School and Crystal Bay Centre for Special Education**

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Following a request from the OCDSB Special Education Advisory Committee (SEAC), this memo provides information regarding staffing allocations to Clifford Bowey Public School and Crystal Bay Centre for Special Education.

### **Background**

Crystal Bay Centre for Special Education and Clifford Bowey Public School are programs that were designed to meet the educational needs of students with developmental disabilities. Students range in age from four to twenty-one years.

As originally conceived, these schools were provided academic staffing with a 1:10 ratio as required by the Education Act. Over time, the ratio for academic staffing was adjusted to 1:8 in recognition of the changing profiles of students who had higher needs. Both sites are supported by educational assistants (EAs) as well as Learning Support Teachers (LST) and administration.

Both sites are also supported by the Local Health Integration Network (LHIN). These services include consultation, occupational therapy (OT), physiotherapy (PT) and nursing support. A number of students also receive speech and language services and behaviour support through the Ottawa Children's Treatment Centre (OCTC) at the Children's Hospital of Eastern Ontario (CHEO).

The following table summarizes the staffing allocations to both sites as of spring 2019.

|                                 | <b>Crystal Bay Centre<br/>for Special Education</b> | <b>Clifford Bowey<br/>Public School</b> |
|---------------------------------|---|---|
|                                 | Projected Enrolment:<br>84                          | Projected Enrolment:<br>104             |
| <b>Job Category (FTE)</b>       |   |   |
| Teaching (ratio of 1:8)         | 12.0  | 13.0                                    |
| Preparation Time                | 2.29  | 2.48                                    |
| Learning Support Teacher (LST)  | 0.75  | 0.75                                    |
| Learning Resource Teacher (LRT) | 0   | 0                                       |
| Educational Assistant (EA)      | 40.0  | 43.0                                    |
| Vice-Principal                  | 0.5   | 0.5                                     |
| Principal                       | 1.0   | 1.0                                     |

Presently, *O.Reg. 298 - Operation of Schools-General* sets the maximum class size for self-contained classes by exceptionality:

31. The maximum enrolment in a special education class shall depend upon the extent of the exceptionalities of the pupils in the class and the special education services that are available to the teacher, but in no case shall the enrolment in a self-contained class exceed,

(a) in a class for pupils who are emotionally disturbed or socially maladjusted, for pupils who have severe learning disabilities, or for pupils who are younger than compulsory school age and have impaired hearing, eight pupils;

(b) in a class for pupils who are blind, for pupils who are deaf, for pupils who have developmental disabilities, or for pupils with speech and language disorders, ten pupils;

(c) in a class for pupils who are hard of hearing, for pupils with limited vision, or for pupils with orthopaedic or other physical handicaps, twelve pupils;

(d) in a class for pupils who have mild intellectual disabilities, twelve pupils in the primary division and sixteen pupils in the junior and intermediate divisions;

- (e) in an elementary school class for pupils who are gifted,
- (i) twenty pupils, if the class consists only of pupils in the primary division,
- (ii) twenty-three pupils, if the class includes at least one pupil in the primary division and at least one pupil in the junior division or intermediate division, and
- (iii) twenty-five pupils, if the class consists only of pupils in the junior division or intermediate division;
- (f) in a class for aphasic or autistic pupils, or for pupils with multiple handicaps for whom no one handicap is dominant, six pupils; and
- (g) on and after the 1st day of September, 1982, in a class for exceptional pupils consisting of pupils with different exceptionalities, sixteen pupils. R.R.O. 1990, Reg. 298, s. 31; O. Reg. 191/04, s. 10; O. Reg. 29/08, s. 4; O. Reg. 297/08, s. 1.

There is no regulation requiring Learning Support Teacher (LST), Learning Resource Teacher (LRT) or Education Assistant (EA) staffing allocation.

Over the last several years, students at both sites have been presenting with increasingly complex needs. These needs include medical fragility, physical disability, and dual diagnosis (e.g., intellectual disability and autism). As a result, more support has been provided through the increases of vice-principal and LST allocation, in addition to in-year increases in EA allocation according to student needs.

If you have any questions or concerns, please contact Peter Symmonds at [peter.symmonds@ocdsb.ca](mailto:peter.symmonds@ocdsb.ca)

cc     Senior Staff  
       Manager Board Services  
       Corporate Records