Building Brighter Futures Together at the Ottawa-Carleton District School Board

COMMITTEE OF THE WHOLE
PUBLIC AGENDA

Tuesday, October 12, 2021, 7:00 pm
Zoom Meeting

Pages

1. Call to Order - Vice-Chair of the Board

2. Approval of Agenda

3. Delegations (oral)

4. Delegations (written)

5. Briefing from the Chair of the Board

6. Briefing from the Director

Creating a Culture...
of Innovation, Caring and Social Responsibility.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

REGISTER TO BECOME A DELEGATE
Fostering a Culture of Caring

(Reference: Ottawa-Carleton District School Board By-Laws and Standing Rules)

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Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *
Doug

Last Name: *
Hume

Address: *
███████

Address 2:

City: *
██████

Province or Territory: *
Ontario

Postal Code: *
██████

Phone Number: *
████████

Confirm Email Address: *
Please re-enter your email address.
████████

Email Address: *
████████

Delegation issue information

Fields marked with an * are required

Meeting Type: *
Committee of the Whole

Meeting Date: *
10/12/2021

Please provide a brief summary of main points for the issue/concern: *

I would like to present arguments for a safe way that we can return our high schools to fuller band, choir, vocal, and instrumental music classes.

Recommendation(s) for resolution of issue: *

Research in Canada and other countries shows that we can return to playing instruments together inside. I plan to present the latest research that will bear this out.

Date: *

9/28/2021

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Contact Information

First Name: *
Nenad

Last Name: *
Andjelic

Address: *

Address 2:

Ottawa

Province or Territory: *
Ontario

Postal Code: *

Phone Number: *

Confirm Email Address: *
Please re-enter your email address.

Email Address: *

Delegation issue information

Fields marked with an * are required

Meeting Type: *
Committee of the Whole

Meeting Date: *
10/12/2021

Please provide a brief summary of main points for the issue/concern: *

I would like to get a few minutes to address the school trustee board about the emergence of discrimination and bullying in our schools.

I will submit a synopsis of my oral presentation before the deadline.

Recommendation(s) for resolution of issue: *

Asking for an active education and awareness campaign aimed at stopping and preventing further harm to our students.

Date: *

10/2/2021

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Synopsis

I will be talking about emerging cases of discrimination and bullying in our schools.
- With the provincial vaccine mandate in force as of September 22, private health information of our students, such as their vaccination status, has been revealed.

- As a result, the unvaccinated children have become a visible minority in our schools.

- Our children are being excluded, made feel inferior, unhealthy, and a danger to others.

- This is not only happening at recess, but also during classes and before and after school activities.

- This is a problem that is not currently recognized nor dealt with adequately within our board.

- I am calling on a swift and comprehensive action to address the issue, as with each day that is passing, more and more damage is done. Damage that most likely is irreversible.

I would like to see a task force created that will develop and implement a plan to raise awareness, educate our teachers and parents and help mitigate the issue.

Concrete actions are required. We have many models to follow as our board has successfully dealt with other instances of discrimination and bullying.

I will be talking to all of the points above.

I will do my part by being very vocal about it. I will be talking to the OPH, my city councilor, my MPP and MP. I will seek to speak on radio and television if they will have me.

I would prefer to have you all work with me on this. Ask how you can help.

Our school district can lead the way and be the first one to actively start reversing this trend. Or we can sit passively and ignore the issue. Regardless, I have faith in humanity and that sooner rather than later this ugly period will be behind us all.

I welcome you reaching out. I would love to work with anyone who is willing to take this seriously and help our innocent children.

Thanks,
Nenad
nandjelic@gmail.com (please do not redact the address)

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Contact Information

First Name: *
Lisa

Last Name: *
Paddle

Address: *
█████████

Address 2:

City:
Manotick

Province or Territory: *
Ontario

Postal Code: *
█████████

Phone Number: *
█████████

Confirm Email Address: *
Please re-enter your email address.

Email Address: *
█████████

Delegation issue information

Fields marked with an * are required

Meeting Type: *
Committee of the Whole

Meeting Date: *
10/5/2021

Please provide a brief summary of main points for the issue/concern: *

I listened carefully to last month's meeting and felt it was important to speak up on some of the points that were made as well as to throw my support behind the Board and Director's commitment to continued dialogue and evidence-based decision making that are critical to ensuring all of our kids have a safe and productive learning year. I understand there has been a decision to return to extra-curricular activities without proof of vaccination. I feel this is a very risky decision as these are the highest risk activities, are non-mandatory in nature and require the utmost care in protocols.

I am a public health nurse with a son in grade 9 at South Carleton. I feel that I can share some valuable information with the board as well as the parent community and hopefully debunk some of the myths that were given an unfortunate platform last month. Delta variant is a formidable foe and we are in for another rough winter with potential for school closures which we should avoid at all costs. The unvaccinated should not dominate the conversation nor should they determine the course of action for a majority of students who have rolled up their sleeves and have done the responsible thing. Nurses are exhausted, healthcare systems are overrun and this simply cannot continue.

I would like to speak about my first hand experience fighting COVID and what it means to my family to keep my son in school in in-person learning.

Recommendation(s) for resolution of issue: *

I recommend that vaccination status for COVID be treated the same as it is for measles, mumps, rubella and be made mandatory. I also would like to see outbreaks treated the same as they are for unvaccinated students of the above (who are not vaccinated for religious reasons) where the unvaccinated during an outbreak are treated as the vulnerable and potential for widespread transmission and, as per public health protocols, are the children who would be moved to at-home learning until the outbreak is over. Closing schools and penalizing the vaccinated students is not reasonable.

Finally, I would like to see mandatory vaccination for eligible age groups for all extra-curricular sports. While they are important for growth and development, so is COVID prevention. This is not a mandatory activity, like learning and education, so should not be extended to all students unless they are fully vaccinated.

Date: *

10/4/2021

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Contact Information

First Name: *
Judy

Last Name: *
Simcoe

Delegation issue information

Fields marked with an * are required

Meeting Type: *
Committee of the Whole

Meeting Date: *
10/12/2021

Please provide a brief summary of main points for the issue/concern: *

The OCDSB's decision to prevent its High School Music students from participating in in-person Band rehearsals is unfair as other School Boards in Ontario and local community-based arts organizations have resumed these activities.

Recommendation(s) for resolution of issue: *

Band should be reinstated to avoid any further negative impacts on students pursuing the Arts in OCDSB High Schools.

Date: *

10/6/2021

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Contact Information

First Name: *
Leilani

Last Name: *
Farha

Delegation issue information

Fields marked with an * are required

Meeting Type: *
Committee of the Whole

Meeting Date: *
10/12/2021

Please provide a brief summary of main points for the issue/concern: *

The issue I would like to raise is the prohibition on playing wind instruments indoors and its impact on students' course of study, personal growth and development, and mental health and OCDSB's position on this.

The decision is contrary to Ministry Guidelines.
The decision is contrary to how some other School Boards in Ontario are proceeding.
The decision is contrary to the most recent science on risks in light of available preventative measures.
The decision is not based in empirical evidence of Covid spread when wind instruments are played indoors with PPE in place, with a group of students who are already commingling and have been fully vaccinated.
The decision does not adequately consider the impact on students' course of study, personal growth and development and mental health.
The decision is out of step with community practice in Ottawa and elsewhere.

OCDSB has suggested this decision was taken by OPH, not the Board itself, but has OCDSB issued a clear statement to OPH that it would like to see wind instruments allowed to play indoors?

Recommendation(s) for resolution of issue: *

Reverse the prohibition on the playing of wind instruments indoors under the condition that all safeguards are put in place including: proper ventilation, PPE, and physiscal distancing.
Provide students with an opt-out option if they are uncomfortable to play indoors in these circumstances.

OCDSB should make a public statement indicating their support for wind instrument players to be able to continue their music education by playing indoors and communicate this clearly to OPH, if in fact OPH is controlling this decision.

Date: *

10/6/2021

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Contact Information

First Name: *
Mark

Last Name: *
Kearney

Delegation issue information

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Meeting Type: *
Committee of the Whole

Meeting Date: *
10/12/2021

Please provide a brief summary of main points for the issue/concern: *

As per Ottawa Public Health, established risk factors for transmission of SARS-CoV-2 include close contact, closed spaces, crowded places, prolonged exposure and forceful exhalation, all of which are prevalent with indoor organized sport activities.

NB: this is a written submission only as I can't attend the meeting. Documents submitted separately via email.

Recommendation(s) for resolution of issue: *

OCDSB should adopt a mandatory COVID-19 vaccination requirement for all eligible students electing to participate in extracurricular sports and activities.

Date: *

10/8/2021

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H. Peter White, re, Reinstatement of Full Band, Choir, Vocal and Instrumental Music Classes

My children are driven in many ways by music, both academically and socially (via in-class and extracurricular activities). They have friends and classmates who also make their connection to education and to the school community via these offerings. They were excited to go to their local high school in part because of the range of musical opportunities that were offered, both during school hours and outside schedule. These offerings were denied to them the past years, driven in-part by pandemic restrictions. This has resulted in too many students without the opportunity to play and explore music with peers and to advance their skills with academic guidance.

Just as with sports, there has been much effort put into understanding how to move forward and re-invest in music for our students. There have been strategies put forward from organizations like the Ontario Music Educators' Association (https://www.omea.on.ca/covid19/), the National Arts Centre (https://www.cbc.ca/news/canada/ottawa/naco-orchestra-alexander-shelley-audiences-pandemic-1.6170810) and others. The OCDSB is in a position to consider and quickly implement these strategies with respect to their individual school resources. Many students need this connection towards pursuing academic success and social development. Musical opportunities (not just one opportunity, but many) are required to be brought back to the high schools. Just like a variety of sports and a variety of sciences are required to advance well rounded academic development, so to do we require a variety of musical opportunities be offered. Schools have access to the outdoors, to auditoriums and gymnasiums, and other large spaces for well spaced group student musicians education assemblies, and smaller spaces for individual development for students without access to instruments at home, or a space to play them.

Let's support the needs of these students and support the quick reintegration of music into their academic development.

Thank you.
H.Peter White

Melanie White, re, Reinstatement of Full Band, Choir, Vocal and Instrumental Music Classes

Music

For the last 2 years our children and youth have had to be restricted in activities. Now vaccination has supported our society to be able to return to a certain degree of activities. We need to ensure that where our kids had *no* engagement and connection support outside of "class" last year (even virtual for my youth at our school) that they can have supportive connection to peers and mentors this year.

I was one of those kids who - without school support I would not have been able to learn music.
I didn't have hundreds or thousands of dollars to pay for an instrument!
I didn't have any money to pay for lessons!
Without school I would not have been able to pursue or engage in music - like <u>SO</u> many low income, socio-economically challenged students!

Music is able to continue mental health support long after knees can't run a field or balance issues are no longer able to skate or play hockey, after someone has had too many concussions to be able to handle another tackle or trip on a football field.
When I ran 5K in high school <u>IT</u> <u>WAS</u> <u>MUSIC</u> that I turned to to get me through, pieces we were performing playing in my head to pace my feet and my breathing...   I am not running any more but I DO music! That has seen me through very challenging times to focus on instead of rumination and struggle. It has helped versus if I did not have it. I could not have managed such challenges as I have had to overcome as well as I have.

Exposure to musical ability and growth initiated within school sets a foundation for support in later life. The exposure and appreciation of music at an early age is well documented in the support with memory challenges and dementia. The exposure and ability to play music initiated and maintained within school sets the opportunity for those students to share their abilities which in turn supports those in their community.

When supported in school, music supports the student body on the whole from <u>ALL</u> backgrounds, all challenges, a chance to cross all cultural boundaries. All students can continue to grow, connect, to support. Music is an international language. Anyone from any background can learn and play <u>ANY INSTRUMENT</u>. We have a responsibility to make these opportunities available to the students!

Give me a waiver! As with school sports that are currently being made available to kids for their mental health lets ensure that we make music available. Being made aware of the plan, <u>I'LL SIGN</u>!

Thank you for your time and efforts.
Melanie White

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Contact Information

First Name: *
Ryan

Last Name: *
Imgrund

Delegation issue information

Fields marked with an * are required

Meeting Type: *
Board

Meeting Date: *
10/12/2021

Please provide a brief summary of main points for the issue/concern: *

Would like to address the masking motion with Dr. Kashif Pirzada.

Recommendation(s) for resolution of issue: *
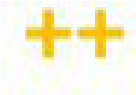
Would like to provide the scientific evidence behind masking. I am a biostatistician who has done work with Ottawa Public Health.

Date: *

10/11/2021

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Types of Masks

LEVEL OF PROTECTION	DIFFERENCE	PROTECTION AGAINST		PROTECTION FOR	
		DROPLET TRANSMISSION	AIRBORNE TRANSMISSION	*WEARER*	*THOSE AROUND THE WEARER*
		MODERATE ++	MINIMAL +	MINIMAL +	MODERATE ++
		GREAT ++++	GREAT ++++	GREAT ++++	GREAT ++++

Pushbacks

- **FIT-TESTED**: Not required, like it's not required for the surgical masks educators currently get

- **OVERSIGHT**: We don't police current masks; superior PPE is extremely evident anyway

Kimberly Liang, re Reinstatement of Full Band, Choir, Vocal and Instrumental Music Classes

The importance of having in-person orchestra and band in schools cannot be understated. Music ensembles provide good opportunities for social and emotional well-being. Some of the best memories I have are when I was making music with other people, and I know that many other students feel the same way.

The people in my orchestra have become my tribe - we understand each other and have gotten to connect on a different level. It is just not the same when we are online or outside. When we are outside it is difficult to hear each other and can be cold which makes it hard to play the instruments properly. When we are online it is difficult to connect with the musicians and teachers because we all need to be muted and can't play together in real time. I have been missing out on important musical opportunities since the pandemic began.

There are ways that we can play safely inside. The Ontario Music Educators Association outlines safety protocols that can be done inside like distancing, bell covers, instrumentalist masks, not sharing instruments and playing in well-ventilated spaces.These protocols come from scientific research on how aerosols work with wind instruments and are being used across the province. Schools in Toronto District School Board and York Region District School Board are able to play indoors while using these safety guidelines. We need a concrete plan on how and when we can return to playing safely. I am grateful for my teachers who have found ways for us to keep playing music but we need to return to music just as we are returning to sports.

We would also like to be able to play in our ensembles (AMR) and not online. I know that the rules state that we can only have two classes a day but music, like sports, needs to be done together, in-person in order for students to fully participate. Music is curricular and should be able to occur during the regular school day.

I will do my best to continue to practice my instrument but I miss playing with other musicians. I am worried that I am losing important ensemble-playing skills by not participating in making music in-person and in real-time with my peers. It has been over a year and a half since I was able to make music with others and I, along with my fellow musicians, are ready for this to happen with safety mitigations in place.

Thank you for your time and consideration.

Building Brighter Futures Together at the Ottawa-Carleton District School Board

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

TO: Chair and Members   DATE: 24 August 2021
       of the Board

RE: EMPOWERING YOUNG PEOPLE TO TAKE ACTION FOR THEIR OWN HEALTH

Trustee Lyra Evans has given notice that she will move as follows at the Special Committee of the Whole meeting of 24 August 2021, in keeping with section 12.9 of the Board's By-Laws and Standing Rules:

WHEREAS the court system has upheld that youth 12 years of age are capable of making informed medical decisions as it relates to their own health, even absent parental consent;

WHEREAS Ottawa Public Health and the Ottawa-Carleton District School Board have been directed to set up vaccination clinics in or near schools to facilitate greater vaccination coverage;

THEREFORE BE IT RESOLVED,

A. THAT the Director work with Ottawa Public Health to create and deliver an education campaign to empower students to make informed medical decisions related to the COVID-19 vaccine; and

B. THAT the Ottawa-Carleton District School Board work with Ottawa Public Health towards a goal of ensuring every eligible student has the opportunity to get fully vaccinated through a school-based clinic should they not already be vaccinated.

Camille Williams-Taylor   Michèle Giroux
Director of Education and   Executive Officer
Secretary of the Board   Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.

**Building Brighter Futures Together at the
Ottawa-Carleton District School Board**

TO: Chair and Members   DATE: 31 August 2021
      of the Board

RE: Use of Health Canada-Approved Respirators

Trustee Justine Bell has given notice that she will move as follows at the Special
Committee of the Whole meeting of 31 August 2021 in keeping with section 12.9 of the
Board's By-Laws and Standing Rules:

BE IT RESOLVED,

THAT education staff be permitted to obtain their own Health Canada approved
respirator if desired. If this option is taken by staff they must follow application and
removal guidelines stipulated by the Canadian Centre for Occupational Health and
Safety (CCOHS); and

THAT education staff who elect to wear the Ministry-provided medical masks will
continue to have masks provided to them

Camille Williams-Taylor   Michèle Giroux
Director of Education and   Executive Officer
Secretary of the Board   Corporate Services

*Signatures on this Notice of Motion confirm that the Notice was submitted in accordance
with Section 12.9 of the Board's By-laws and Standing Rules.*

MEMORANDUM

Memo No. 21-118

TO: Trustees
              Student Trustees

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

DATE: 1 October 2021

RE: **Personal Protective Equipment (PPE) for School Staff**

The purpose of this memo is to provide additional background information with respect to the District's obligations and responsibilities related to personal protective equipment (PPE).

From the outset of the pandemic, the District has been guided in its health and safety protocols by the advice and direction from public health agencies, the Ministry of Education and the Ministry of Labour. In general, the health and safety protocols have included multiple layers, including daily screening, staying home when sick or experiencing symptoms, improved ventilation and controls, hand hygiene, physical distancing and enhanced cleaning of touchpoints, limiting high risk or high contact activities, face coverings for students and personal protective equipment for staff. From a health and safety perspective, PPE is intended to be a measure of last resort in the hierarchy of controls or layers of protection for workers.

The PPE provided to employees working in OCDSB schools includes:

- American Society for Testing and Materials ("ASTM") rated (level 1 or 2) medical masks;
- Eye-protection (face shield/safety glasses/goggles depending on the task being performed and preference);
- Gowns (as needed) - for staff working with high-risk/medically fragile students; and
- Gloves (as needed);

Why ASTM Rated Medical Masks?

Health Canada considers medical masks to be class 1 medical devices, which are required to be tested against identified standards. As part of the return to school guidelines the Ministry of Education, in consultation with Public Health Ontario, advised that a ASTM Level 1 rated medical mask is required for Board staff based on assessment of the work being performed. The Ontario government, in its online document COVID-19: Health and Safety Operation

Guidance for Schools (2021-2022) continues to recommend the use of medical masks for school staff.

The Ministry of Government and Consumer Services is providing OCDSB and other school boards with ASTM Level 2 and sometimes ASTM Level 3 masks, exceeding the minimum standards. Ottawa Public Health ("OPH") has consistently supported the current guidance around the use of properly fitting medical masks and eye protection (e.g., face shields, goggles) by school staff. OPH has not recommended N95 respirators for general use in schools. OPH and other public health agencies have only recommended the use of N95 during Aerosol Generating Medical Procedures ("AGMP"). AGMP include, for example:

- Intubation, extubation and related procedures e.g. manual ventilation and open deep suctioning;
- Tracheotomy/tracheostomy procedures (insertion/open suctioning/removal)
- Bronchoscopy;
- Non-invasive ventilation (NIV) e.g. Bi-level Positive Airway Pressure (BiPAP) and Continuous Positive Airway Pressure ventilation (CPAP);
- High-Frequency Oscillating Ventilation (HFOV);
- Induction of sputum with nebulized saline; and
- High flow nasal oxygen (high flow therapy via nasal cannula);

The Occupational Health & Safety Division has developed guidelines for staff on which PPE should be worn in different circumstances and conditions, based on input from the District's Joint Health and Safety Committee and aligned with the guidance provided by the Ministry of Labour and relevant public health agencies. The guidelines were shared broadly with employees and updated to reflect evolving advice and conditions.

Under *the Occupational Health & Safety Act* ("OHSA"), section 25, the District, as an employer, has an obligation to provide appropriate equipment, materials and protective devices to employees and to ensure they are maintained in good condition, they are used as prescribed and that employees are provided with the appropriate information/instruction/training. The OHSA requires employers to identify and mitigate risk and provide appropriate PPE when necessary. The Ministry of Labour has confirmed that it is the employer's responsibility to ensure that all PPE provided to and/or used by staff meets the standard that has been prescribed by relevant bodies as appropriate for COVID-19. The guidance from various levels of government authorities in relation to K-12 school environments serves as a risk assessment that has determined the need for medical masks to be worn as PPE.

In general, employees are required to use the personal protective equipment that has been provided to them. The District, as an employer, has a duty to ensure the PPE being used meets required standards and provides adequate protection. Wearing the PPE provided by the employer ensures that all staff have appropriate medical-grade, clean and effective PPE to complete the work required and remain safe at work.

At this time, it would be operationally challenging to provide proper oversight to ensure that PPE, such as N95 or KN95 masks, purchased by individual staff members meet the necessary health and safety standards or have been authorized for use by Health Canada. Without proper

oversight, there is a concern that staff could purchase what is perceived as enhanced PPE from unreliable sources that do not, in fact, meet the minimum requirements for COVID-19 protection. For example, there are many face masks available to consumers that are similar in appearance to approved N95 respirators, some of which use names that include the letter-number sequence N95, which may mislead purchasers into believing they are approved and certified PPE. It would also be difficult to guarantee that individual employees are properly trained in the proper use and care of that equipment, or ensure its care and cleanliness.

N95 "masks" are technically respirators as considered under t*he Occupational Health and Safety (OH&S) Act,* and as defined in the Canadian Standards Association (CSA) Selection, use and care of respirators (Z94.4). OCDSB Procedure PR.689.HS, "Selection Use and Care of Respirators", requires that any respirator used in the workplace be approved by the National Institute for Occupational Safety and Health (NIOSH). Some KN95 respirators may be approved for use by Health Canada if they meet the performance requirements of "appropriate standards". KN95 respirators are not recognized by *the OH&S Act,* or by CSA standard Z94.4. Procedure PR.689.HS also requires that respirator users be pre-screened, fit-tested and trained in the use, care, maintenance and limitations of the equipment before using the respirator in the workplace. Currently, the District engages an external provider to conduct training and fit-testing for staff who are required to wear respirators to perform certain job tasks. Similar arrangements could be made to provide fit-testing and training to staff through the Occupational Health & Safety Division. Consideration may need to be given to the requirement for release time for staff to attend.

In summary, the employer has a legal duty to take reasonable precautions for the health and safety of employees, including with regard to PPE. The District is following the guidance of public health and the Ministry of Labour in terms of the PPE currently being provided to employees to protect them from exposure to COVID-19. Allowing employees to bring in their own PPE creates an additional operational burden and risk for the District.

Staff will be available at the Committee of the Whole to answer questions.

Should you have any questions, please contact Janice McCoy at janice.mccoy@ocdsb.ca

cc   Senior Staff
       Manager, Labour Relations
       Manager, Human Resources
       Manager, Board Services
       Corporate Records

Building Brighter Futures Together at the Ottawa-Carleton District School Board

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

ADVISORY COMMITTEE ON EQUITY REPORT

**May 27, 2021
6:00 pm
Zoom Meeting**

Voting Members:	Ayan Karshe (Chair), Deepika Grover (Co-Chair), Nasrin Javanfar, Seema Lamba, Bronwyn Funiciello, Carrie-Lynn Barkley, Maria Teresa Garcia (Ottawa Community Immigrant Services), Chandonette Johnson (Jaku Konbit), Kahmaria Pingue (Parents for Diversity), Kathryn Owens (Youth Services Bureau)
Non-Voting Members:	Elaine Hayles, Bob Dawson, June Girvan, Yazhuo Zhang, Inini McHugh (Indigenous Education Advisory Committee), David Wildman (Ottawa Carleton Elementary Occasional Teacher's Association), Rob Campbell (Trustee), Justine Bell (Trustee)
Staff and Guests:	Christine Boothby (Trustee), Donna Blackburn (Trustee), Lynn Scott (Trustee), Dorothy Baker (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Melissa Collins (System Principal, Equity), Sue Rice (Equity Instructional Coach), David Sutton (OCDSB Instructor), Kenneth Mak (OCDSB Instructor), Jeannine Bradley (OCDSB Instructor), Joy Liu (Student Trustee), Kyla Gibson (OCDSB Student), Alador Bereketab (OCDSB Student), Hamza Darar (Rajo Presenter), Oksana Kravets (OCDSB Communications Department), Christian McCuaig (OCDSB Communications Department), and Leigh Fenton (Board/Committee Coordinator).

1. Welcome

   Co-chair Karshe called the meeting to order at 6:04 p.m.

   She acknowledged that the meeting is taking place on the unceded, unsurrendered Territory of the Anishinaabeg Algonquin Nation whose presence in Canada reaches back to time immemorial. She extended deep gratitude and sought to support and affirm Indigenous rights as the land's stewards and keepers.

   Co-chair Grover reflected on the shared goal of the Advisory Committee on Equity (ACE): To protect and support all children in schools and to advocate for those who experience oppression that is connected to the on-going, colonial legacy within the public education system. She welcomed committee members to

enter the space with humility, compassion and intersectional insight, while seeking to center the needs of Black children, Indigenous children, children of colour, children with special needs, LGBTQA2I children, and families living below the poverty line. Though they are often diminished by those with greater power and authority, these children are remarkably intelligent, kind, and funny. She noted the importance of seeking to see these children in their full humanity, as individuals rather than a target group or data point.

Co-chair Grover, drew attention to the space held for one another, remembering that the current moment represents parallel pandemics of COVID-19, targeted anti-Asian violence, and continued police violence against Black and Indigenous Peoples. She marked the sombre one-year anniversary of the murder of George Floyd, and remembered the catalytic, mass Black Lives Matter marches that followed, in Canada and internationally. She recognized the six month anniversary of the farmers' protests in India, now coupled with a pandemic health crisis raging across that subcontinent. She highlighted the escalation of violence in Gaza, another devastating chapter in the Israeli-Palestinian conflict. Through these constant reminders, 2020-2021 has illustrated the point that the world is complex, people are interdependent, and struggles for liberation and justice are interconnected. OCDSB students and families come from all over the world.

On a special note, Co-chair Grover stated that these past months have brought attention to the incredible efforts of anti-racist and anti-oppressive educators within the District and within the Province. She recognized these educators for their exemplary professionalism and for the creative ways in which they continue to teach in the classroom. She indicated solidarity with anti-racist educators, and acknowledged the daily risks they take in ensuring that diverse perspectives are available to classroom and societal learners. ACE will work with the Board to pursue the achievement of the Indigenous, Equity and Human Rights Roadmap (the Roadmap), recognizing anti-racist and anti-oppressive educators as key system assets.

The co-chairs wished Superintendent Baker a heartfelt, well-earned retirement.

2. Approval of the Agenda

   Moved by Maria Teresa Garcia,

   THAT the agenda be approved.

   Carried

3. Information Items

   3.1 Proposed Advisory Committee on Equity Meeting Schedule 2021-2022

   The ACE meeting schedule for the school year 2021-2022 was presented in draft form and adopted by consensus.

3.2   Update from Steering Committee Representatives on Police Involvement in Schools

Ms. Pingue reported that she and Ms. Sweeney were the ACE representatives on the steering committee for the Review on Police Involvement in Schools. The effectiveness of the School Resource Officer (SRO) program has not been subject to review since its inception approximately twenty years ago.

Human Rights and Equity Advisor (HREA) Carolyn Tanner is an arm's length-community, human rights and equity advisor, employed by OCDSB and commissioned to research and develop a report. As part of the data collection process, HREA Tanner arranged focus groups and individual consultations with families. In addition, a consultation survey was distributed to the broader community. Two SROs participated in the consultations, along with a staff sergeant responsible for the SRO program.

Ms. Pingue shared that some of the most commonly reported incidents exposed the harm caused by interactions with SROs, including the impact of police presence on safety, the stigma associated with police presence, the probability of criminalizing the actions of children, and negative experiences encountered by both marginalized and LGBTQA2I students. Ms. Pingue reported that overall, the members of the steering committee were pleased with the report and commended HREA Tanner on her work.

Final report recommendations will include revisions to Policy, P. 043.SCO Police Involvement in Schools and Procedure, PR.533.SCO Police Involvement in Schools and to reallocate the funds from the SRO program to culturally competent, community-based resources to support students.

The final report will remain confidential until the Board of Trustees have had an opportunity to review the material contained in the 8 June Committee of the Whole (COW) meeting agenda package.

Ms. Pingue noted that delegations from the community are welcome; however members of ACE must communicate their comments and questions to Ms. Lamba who sits at COW as the ACE representative. Ms. Lamba will share the ACE perspective.

In response to a query from Trustee Bell, Trustee Scott noted that the recommendations will come to Committee for the Whole on 8 June 2021 for information and discussion, not as a formal motion.

4.   Community Discussion - Open Space

4.1   Newcomers to Canada Navigating the Public School System - Part 2 (M. Garcia)

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Ms. Garcia delivered a presentation on the Multicultural Liaison Officer (MLO) Program within the Ottawa-Carleton District School Board (OCDSB). Explained in the presentation was the role of the MLO, newcomer student challenges, the different languages spoken by MLOs and community facilitators, resources and activities used by MLOs, along with suggestions on how the District can help make the MLO Program increasingly successful. She highlighted that the goals of the program are to both help ensure the successful integration of immigrant children and their families, who are new to Canada in Ottawa schools and to help encourage understanding between newcomer families and schools, as well as to provide information on settlement services to newcomer families.

In response to a query by Mr. Dawson, Ms. Garcia noted that there is an MLO presence officially in 83 schools and each MLO serves in three or four brick and mortar schools. Seven MLOs are assigned to the Ottawa-Carleton Virtual (OCV) campuses. She confirmed a need to hire more MLOs and hire educators who are multi-lingual.

Superintendent Baker noted her awareness of the need to expand on abilities to serve students. Currently, the District is in communication with Ottawa Community Immigrant Services Organization (OSISO) to examine ways to work together and broaden the engagement with families, together with elevating interpretation strategies. Ms. Garcia clarified that when OSISO receives a request for assistance, the request is assigned to an MLO or an interpreter; the interpreters transliterate a suite of languages, which are different from the 18 languages used in MLO services. In the 2020-2021 school year, 222 service calls were accepted by interpreters.

Ms. Javanfar observed that a large part of the MLO role is building a bridge between cultures. She noted that MLOs must travel through the city to provide their services to the various assigned schools. The MLOs are preventative in their work, for example, conducting mental health wellness checks and reducing the levels of distress for families in a new country. She suggested the addition of another 22 MLOs for the District to alleviate some of the exhaustion experienced by the current cohort of MLOs who support multiple schools simultaneously.

4.2 Mr. Hamza Darar, Program Manager of Rajo Project

Mr. Darar shared that The RAJO Project is a five-year community-based project that provides culturally sensitive services to Black youth and their families in Ottawa, Ontario and Edmonton, Alberta. It aims to address refugee trauma, increase mental health awareness and overall resilience. The RAJO Project integrates youth into schools, through meaningful recreation and cultural activities, as well as employment programs, and

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promotes healthy family functioning. Mr. Darar's presentation examined the evidence-based model used to implement RAJO, the impact of RAJO to date, and the implication for research-informed programs similar to RAJO in community-centred and driven programs.

In response to questions during the discussion, the following points were noted:

- The RAJO Project's five-year pilot is funded federally. The project's manager is focused on acquiring provincial funding for the project's future stability; and

- The volume of information on the District website is a challenge for parents to navigate. It was recommended that a greater focus be placed on outreach from individual school administrators to parents and caregivers.

Co-chair Karshe concluded that the community discussion space on the agenda is purpose-built as a learning space for ACE to connect with the community, as a whole, and work with their networks to share information.

5. Presentations

5.1 Student Presentations

Co-chairs Karshe and Grover summarized their memorable visit to a Student Senate meeting in the spring, where the students discussed how to occupy colonial spaces. Plans were shared about organizing a town hall meeting and launching a bystanders training program to contribute to safer communities.

Ms. Bereketab, a secondary school student of Canterbury High School (CHS), shared her experiences as a student of the OCDSB, drawing attention to the importance of the Black Youth Forum held on Wednesdays and that the establishment of a weekly forum has contributed to the creation of a more inclusive space in schools. She commended her peers on the energy placed into the success of the Black Youth Forum event. She spoke about the creation of her own club, called "Let's Start Change". She noted that through starting up a new club and continuously having the majority of teachers and the administration support the event was a rewarding experience.

Ms. Bereketab is working closely with music associations in Canada to provide workshops, including the Suzuki Association of Ontario, Suzuki Associations of the Americas, and Bowed Arts Music School in Toronto. She made the following suggestions to staff in a workshop she hosted in-year at CHS, to address some gaps in creating a positive culture of equity, inclusion and diversity in the music program:

- Educators must educate themselves on the subjects they are responsible to teach, noting that some racism stems from ignorance; and

- There is a preference to being taught various topics by those who are connected to the subject matter. For example, the history of jazz music is a blend of cultural sensibilities; learning from someone who has awareness of and the enthusiasm for the cultural aspects of this particular form of music makes the learning more relevant to students.

Her student experience, as a Black girl attending CHS, was described as following:

- Microaggressions exist within the context of comments, by teachers, directed at students regarding physical appearance. Singling out students by using words like "exotic" does not contribute to a student's feeling of well-being because they already feel different;

- Teachers commenting or touching student's hair is inappropriate. It takes a lot of confidence for a Black girl to wear their hair curly at school because of the common occurrence of other students or staff feeling entitled to touch their hair, ask isolating questions or tell jokes based on stereotypes; and

- Being heard by teachers means a lot to students. She noted she had a dialogue with one teacher, at length, explaining that it is acceptable and non-threatening to refer to a person as "Black". Some educators are teaching the Black curriculum without being comfortable noting the colour of someone's skin.

She presented the following recommendations to administrators:

- Teachers require additional training on how to deescalate racism in schools. To only be able to see racism in its most obvious form renders one unable to detect it in their daily actions or belief system. Educators need to know "where the line is";

- Teachers admittedly have shared that sometimes they hear things that might be racist but do not know how to deescalate the situation so instead choose to observe to see if the students will resolve it themselves. Teachers need to "step in" sooner;

- Holding people accountable for the words that are used in school settings should be a principle that is upheld by all;

- Teachers should feel comfortable when talking about Black history, injustices and empowerment; and

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- Administration at every school should get involved where there is not a high enough student demand for a new inclusive initiative. Use the power of the administration in the school to amplify the voices of Black youth. Welcome larger events and encourage students to voice their opinions.

Ms. Gibson, a secondary school student at Lisgar Collegiate Institute, described her experience with diversity, equity and inclusion during COVID-19. She noted that some teachers are more willing to introduce conversations of equity in the 2020-2021 school year than in years previous. In future she would like to hear more conversations centered on student diversity in classrooms and train teachers to deliver the material to help all students understand the material with sensitivity. She would like to see a curriculum promoting diversity in a meaningful way, through literature and class activities. She recommended that educators take more opportunities to partner with students and engage in outreach, providing students with a platform to express themselves.

Ms. Gibson shared one of her proud moments of her high school career: she wrote about her experience in an OCDSB English course in *The Lisgarwrite*, a student-run newspaper. The article, called "Four Years of Shakespeare", described the need to update the English curriculum to allow students who identify as Black, Asian, Middle Eastern and Indigenous to feel represented. She noted that only being able to register for one Indigenous literature class was not adequate. In her writing she attested to the importance of learning about the Indigenous experience in Canada. Referencing "The Lord of the Flies", she noted that she does not need to learn more about White, male supremacy, which tells the story of a group of boys in a hierarchical order who fight for power and degrade one another. "Four Years of Shakespeare" led to the removal of "The Lord of the Flies" from the OCDSB English curriculum.

Ms. Gibson presented two expositions that her club, "Stay Woke" had created: "This is Just the Beginning" and "Discrimination in the Classroom", a visual aid to help staff and students prevent racism and discrimination in the classroom. On 25 May 2021, the one-year anniversary of George Floyd's murder, approximately 250 students from the Ottawa Carleton District School Board (OCDSB) participated in a virtual walkout from classes. The walkout not only commemorated George Floyd, but also sought to maintain the momentum for the Black Lives Matter movement that started a year ago. Event organizers hosted a virtual assembly, called "This is Just the Beginning", featuring spoken word poetry, educational talks on the walkout's calls to action and a video of George Floyd's family upon hearing the guilty verdict for former police officer, Derek Chauvin.

The calls to action for the OCDSB are listed as follows:

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- To commit to rebuilding high school instructional materials by:

1. Implementing more life-affirming and Black-centred, diverse and inclusive material;

2. Eliminating the centering of White voices in high school materials; and

3. Providing Professional Development (PD) to teachers on the selection, value, and use of inclusive materials.

- To eliminate the presence of SROs in order to produce a safer environment for Black, Indigenous and other marginalized students

1. The OCDSB can offer considerable support to youth by affirming that schools are a place for learning and rapport building, for example, offer food banks, clothing, and spaces for visiting community elders.

- To ensure Black students receive guidance, mental health support and resources from Black counsellors.

1. Commit to hiring Black teachers, guidance counsellors, social workers, psychologists, speech language pathologists, vice principals and principals using definitive goals and timelines;

2. Establish culturally-responsive resources and directories for community-based mental health supports as a bridge until those counsellors can be retained by the school board;

3. Develop formal relationships with community partners to ensure engaging mentorship opportunities; and

4. Connect with outreach offices in traditionally Black colleges.

- To increase communication with Black students by:

1. Requiring a round table discussion with student trustees, student senators, and the leaders of the Black student clubs; and

2. Encouraging schools to start holding space for Black Student Clubs.

Committee members expressed their gratitude to the students who had come forward to share their experiences with ACE. Co-chair Karshe noted that for the 2021-2022 school year, ACE will centre student voice on the agendas as a primary focus.

6. <u>Member Discussion</u>

6.1 <u>ACE Annual Report to the Board of Trustees</u>

Diversity and Equity Coordinator Lawrence shared that ACE has an annual reporting requirement to the Board of Trustees that encompasses reporting on activities and achievements for the past year, a plan of

activities for the current year, membership details and a proposed meeting schedule. In the past all advisory committees presented to the Board at the final meeting in June. This year the process has changed where a written form is to be submitted for the Board of Trustees for the 22 June 2021 meeting agenda. The co-chairs of ACE will be provided with designated time at a Board of Trustee meeting during the school year 2021-2022 to deliver a presentation on plans and achievements.

Diversity and Equity Coordinator Lawrence led an open forum discussion on submissions for both activities and achievements in the 2020-2021 school year and committee plans for the 2021-2022 school year.

Activities and Achievements for the 2020-2021 School Year

- Successful transition from meeting in-person to virtual meetings, with high attendance and greater accessibility;

- The Integration of The Roadmap into a guiding document for the work of ACE;

- Leadership on submitting feedback for Policy P.146. HR, Equitable Recruitment, Hiring and Promotion;

- Building awareness of the specific needs of different minoritized people and different communities newly attending the Canadian school system;

- The ACE representative on the Committee of the Whole (COW), Ms. Lamba, attended all meetings and contributed regularly on behalf of ACE members, and subsequently delivered the COW report at ACE meetings; and

- Long time ACE member, Trustee Campbell, attested to the high engagement of ACE members in "insightful" conversations this year, crediting the involvement of the co-chairs, coordinators and committee members.

Plans for the 2021-2022

- Receiving updates on progress of The Roadmap to reach the established 2021-2022 milestones and outcomes;

- A greater number of Indigenous representatives on the membership of ACE;

- A desire to create an ACE meeting work plan that will include consultation on major District initiatives that have a significant impact on equity-deserving groups;

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- A desire to create subcommittees for pertinent Board policy work and membership;

- A presentation from the Indigenous, Equity and Human Rights Division to learn about their structured equity analysis that is incorporated into policy development; and

- Amplifying student voices in meetings.

7.   Reports

7.1   Superintendent's Report

Superintendent Baker highlighted the successes of the 27 May 2021 student-led Black Student Forum presentation on "A Year of Resistance and Resilience: Moving Forward with Clear Vision", the Indigenous Speaker's Series which spanned the duration of the 2020-2021 school year, the Original Voices Youth Council (OVYC) supporting Indigenous students and families, and the Rainbow Youth Forum. Equity Instructional Coach Rice reflected that the Rainbow Youth Forum was well-attended in the virtual setting, with approximately 140 participants and elementary students attending this year as a first time occurrence.

7.2   ACE Report, 29 April 2021

Moved by Carrie-Lynn Barkley,

THAT the Advisory Committee on Equity Report of 29 April 2021 be received.

Carried

7.3   Committee of the Whole Report

Ms. Lamba reported that at the COW meeting on 11 May 2021, a consultation plan was presented to review and revise Policy P.100.IT Appropriate Use of Technology. It was last revised in 2012. The policy outlines the "standards and expectations for the use of District technology, including networks, software, email, apps, devices and infrastructure." The policy governs both students and staff.

Ms. Lamba stated that the policy will impact equity-seeking students, staff, and families, in particular, the accessibility of the technology for low-income, immigrants and students with disabilities. She noted that it would be important that the consultation process include seeking input from marginalized communities within and outside of the District.

Ms. Lamba reported that a motion was brought forward for the District to prepare a plan to introduce a French Immersion program at Cambridge Street Community Public School in September 2022. This school's

population consists of immigrants, families working in low-income employment, and racialized students. The current English stream school has very few students and the enrollment has been declining. The perception is that many neighbourhood students are choosing to attend schools that have French Immersion programs. This motion was not adopted for a variety of reasons including the Ministry of Education's moratorium on accommodation reviews of individual schools and the potential adverse impact on the English stream program. A Pupil Accommodation Review (PAR) occurs when staff is considering the closure of a school, especially if it is under-utilized. In addition, there are several English-only schools in the District that may need to be reviewed as well.

From an equity lens, there is an issue of which communities have direct access to French Immersion programs and whether the English stream is provided with sufficient support to ensure that those programs thrive in a similar way to French Immersion programs.

Ms. Hayles expressed interest in a further discussion about the equitable distribution of the French Immersion programs offered throughout the District.

7.4   Committee of the Whole, Budget

Ms. Funiciello reported that in the Committee of the Whole, Budget meeting of 26 May 2021, committee members received updates on the financial forecast, the Grants for Student Needs (GSN) and budget process timelines.

She highlighted that funding for the HREA position is included into the 2021-2022 budget. Funding for the existing Black and Indigenous graduation coaching positions will continue. The decision to discontinue the disbursement to the Ottawa Police Service (OPS) Student Resource Officer (SRO) program was outlined. The funds are allocated to provide dedicated (SROs) to the two Urban Priority secondary schools and their feeder schools. The $95,000 of funding directed to the SRO program was a District expenditure.

Ms. Funiciello noted that there will be opportunities in June 2021 for the community to come forward to delegate at the Committee of the Whole meetings which discuss the 2021-2022 budget.

Co-chair Karshe indicated that she welcomed emails from the committee members expressing their interest to meet on an adhoc basis to discuss equity allocations within the staff-recommended budget.

8.   New Business and Event Announcements

Student Trustee Liu announced that she is the policy coordinator for the Ontario Student Trustees Association (OSTA-AECO). One of the major projects that they have been working on was called The Volume of Our Voices. The second volume focused on the voice of minoritized students. Students contributed to the report through writing stories about their own experiences about going to school and how they have perceived that their identities shape their school experiences. There are recommendations contained within the report directed to the Ministry of Education and to school boards in Ontario. She contributed in the report that the District has already begun some of the work proposed in the recommendations with the Roadmap.

Mr. McHugh shared the success of the Inuuqatigiit Educational Hubs. The program was developed to support Inuit children and youth from grades 1 to 12 within the educational system by providing academic and cultural support in smaller cohorts of 6 to 8 children. The program has impacted the students in a positive way and the provincial government has expressed interest in creating more programs based upon the hub model. Co-Chair Grover asked Mr. McHugh to consider leading a presentation on the success of the hubs in ACE's community discussion agenda area in the fall.

9. Adjournment

    The meeting was adjourned at 9:16 p.m.

Building Brighter Futures Together at the Ottawa-Carleton District School Board

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, June 2, 2021, 7:00 pm
Zoom Meeting

Members:	Christine Boothby (Trustee), Rob Campbell (Trustee), Sonia Nadon-Campbell (Community Representative), Amy Wellings (Community Representative), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Cathy Miedema (Association for Bright Children), Mark Wylie (Down Syndrome Association), Lisa Paterick (VIEWS for the Visually Impaired), Katie Ralph (Autism Ontario, Ottawa Chapter), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), 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, School Support Personnel), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
Staff and Guests:	Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent, Program & Learning K-12), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Stacey Kay (Manager, Learning Support Services), Nicole Guthrie (Manager, Board Services), Christine Kessler (System Principal, Learning Support Services), Kate Stoudt (System Principal, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Brent Smith (System Principal, Program & Learning K-12), Jennifer Offord (System Principal, Program & Learning K-12), Kristin Riddell (System Principal, Program & Learning K-12), Emily Wagner (Instructional Coach), Diane Dreef (Instructional Coach), and Leigh Fenton (Board/Committee Coordinator)

1.   Call to Order

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Chair Nadon-Campbell called the meeting to order at 7:03 p.m. She noted that the meeting is taking place on the land of the Algonquin Nations and reflected on the recent discovery of the remains of 215 Indigenous children on the grounds of the Kamloops Indian Residential School in Tk'emlúps te Secwépemc First Nation territory. Chair Nadon-Campbell stated, "We share in the grief and horror of a nation and have lowered the flags at all OCDSB schools and buildings in remembrance. We can only hope this discovery and our collective response helps further our learning on the importance of truth and reconciliation. As an organization dedicated to education, we must continue to shine a light on the injustices of the past and work diligently to change the future." She asked for a moment of silence.

2.   Approval of the Agenda

Moved by Amy Wellings,

THAT the agenda be approved.

Carried

3.   Delegations

There were not any delegations.

4.   Review of Special Education Advisory Committee Report

4.1   SEAC Report, 5 May 2021

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 5 May 2021 report be received.

Carried

4.2   Forward Agenda

Superintendent Symmonds noted that the forward agenda highlights that the work of SEAC is closely connected to the objectives contained within the 2019-2023 Strategic Plan, for example, to champion high learning expectations for all students in all programs, to prioritize the dignity and well-being of students in inclusive and caring classrooms, and to remove barriers to equity of access, opportunity and outcomes. He stated that the Ontario Human Rights Commission (OHRC) has delayed the release of the Right to Read Inquiry until the fall of 2021 at which time it will be shared with SEAC. He expressed appreciation for the work that SEAC undertook in the 3 March 2021 budget break-out sessions, input which Learning Support Services (LSS) was able to use as the District developed a staff recommended budget.

Superintendent Symmonds solicited input about information that members would like to incorporate into the SEAC forward agenda for the 2021-2022 school year, indicating that ideas can later be shared to the committee coordinator or chair by email.

Ms. Miedema remarked that over the last couple of years, she has appreciated that the meeting agenda allows for considerable discussion around issues of importance. Her preference is that of an effective meeting format to gather feedback on proposed directions, as opposed to reading staff reports on initiatives which are underway in schools.

Dr. Mamen contributed that she is interested in understanding more about plans for professional development activities. The Learning Disabilities Association of Ottawa-Carleton (LDAOC) is concerned about the learning gaps that may present in children returning to school after a considerable period outside of the formal classroom setting. LDAOC would like to learn about strategies that will be used by teachers to identify children experiencing difficulty and the use of tier one evidence-based interventions in the classroom.

5. Matters for Action

5.1 Report 21-154, Special Education Plan 2020-2021 and Special Education Report 2021 (P. Symmonds)

Your committee had before it Report 21-054, Special Education Plan 2020-2021 and Special Education Report 2021, seeking the approval of the plan.

System Principal Hannah noted that over the course of the 2020-2021 school year, SEAC has had an opportunity to review and provide input into the standards that comprise the plan.

Moved by Christine Boothby,

A. THAT the 2020-2021 Special Education Plan, attached as Appendix A to Report 21-054, be approved; and
B. THAT the 2021 Special Education Report, attached as Appendix B to Report 21-054, be approved.

Carried

6. Presentations

6.1 Destreaming the Grade 9 Math Curriculum (N. Towaij)

Instructional Coach Wagner, System Principal Smith and System Principal Offord led a presentation on the goals for destreaming educational pathways at the District, specifically in mathematics, beginning in September 2021. The purpose of the initiative is three-fold: to support the

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cultural shift in the District to identify and dismantle systemic discrimination and structural inequities; to increase educator capacity for effective, culturally-responsive instruction, assessment, and evaluation in destreamed, multi-level classrooms; in addition to increased student engagement, achievement and well-being. As a first step, these actions will target grade 9, with a specific focus on math by destreaming efforts. However, the work of de-streaming is part of the broader equity work in schools and begins in pre-kindergarten and extends to grade 12

The objectives related to destreaming grade 9 math include phasing in destreamed courses for all compulsory courses to replace a separate academic and applied pathway. The ultimate goal is to remove barriers and support students in graduating from secondary school and pursuing post-secondary education pathways of their choice. The original intention behind applied courses was to provide a different pedagogical approach to learning. However, over time, the applied course model has become perceived as less academically rigorous. Students in the applied course stream are limited in the courses they can take in later grades, which, in turn, limits their access to post-secondary pathways.

Superintendent Towaji noted that in order to support the success of the work of de-streaming, the District has partnered with the lead district for de-streaming, Toronto District School Board (TDSB) as the TDSB has been successfully involved in de-streaming for multiple years. She noted that Ontario is the only province in Canada that practices streaming of students at the age of 13. The organization for Economic Co-operation and Development (OECD) encourages streaming no earlier than the age of 15. Some provinces in Canada begin streaming in grade 11. She supported the approach of delaying academic streaming until the senior level of secondary school in order to empower students to demonstrate and measure their own learning.

Superintendent Towaij reported that the District has a destreaming team that involves all departments, including LSS and is composed of educator and school administrator representatives. The five year OCDSB graduation rate in English programs is as follows: 48% (locally-developed), 69% (applied) and 94% (academic), for a ratio of 48:69:94. In the science program the ratio is 50:71:95. In mathematics programs the ratio is 48:64:94. Groups of students who are disproportionately represented in locally developed courses and applied-level courses identify as Black, racialized, Indigenous, English Language Learners (ELL), students living in low-income households, and students accessing special education needs support.

A key action underway currently is direct outreach to families. Phone calls are being made by administrators to the parents of every grade 8 student registered for an applied-level or locally developed course in grade 9 with

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a script that explains the data on graduation rates in the aforementioned streams and the percentage of students who go onto post-secondary based on their grade 9 pathway. These phone calls also focus on communicating transparently the opportunities that are subsequently closed based on that single course selection in grade 9.

Instructional Coach Dreef facilitated an interactive discussion period where the committee was invited to submit live feedback on "jam boards". The questions and responses are highlighted below:

Questions: One of the goals of de-streaming is to identify and dismantle systemic discrimination and structural inequities. Thinking about your role as an association or community representative, what opportunities for discussion have occurred or exist in your communities about this goal? How could the schools best support students and families/caregivers in the transition from elementary to secondary school that allow access to all pathways? What are your recommendations for engaging with families/caregivers/students with special education needs in the OCDSB?

Answers:

- Students need to be challenged earlier in the curriculum if they are to meet the rigorous pace of grade nine;

- Focus on transition planning;

- Write parental guides in a way where all parents can understand the messaging;

- Supply more in-class support for educators;

- In elementary school, identify students who are not meeting expectations and provide immediate assistance to prevent learning gaps which will delay preparation for academic classes;

- Determine what engages the student and work with them to keep them interested in learning more;

- Increase the quality and opportunity of instruction;

- A special education exceptionality may describe a student but it must not define the student;

- Meet parents in places, spaces and languages where they are most comfortable;

- Destigmatize special education services;

- Use multicultural liaison officers (MLOs) to reach parents;

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- Discuss modification with families;

- Enlist guidance counselors and student success teachers as early as grade 4 to speak to students about what they want to do and help them make choices that do not limit their future opportunities; and

- Produce data on trade program graduates and outcomes

Dr. Mamen shared that a specialty of hers in the field of psychology has been helping children with non-verbal learning disabilities and children who have been given a diagnosis of impairment in mathematics and written expression. In her abilities assessments of children, she has seen many who do not comprehend mathematics and the reason is not centered on a lack of teaching as Learning Disabilities Association of Ottawa-Carleton (LDAOC) have tested many failed approaches to mathematics instruction. She queried the plan for destreaming with the described children, noting that these students have already developed anxiety and phobias about the inability to solve problems in mathematics in the classroom setting. Superintendent Towaij advised that Ontario school boards are awaiting their grade 9 destreamed curriculum, building directly from the revised grade 8 curriculum from the 2020-2021 school year. Once the curriculum is released, the Program and Learning K-12 (PAL) Department will engage with the educators, including special education support teachers to create resources that will best support the needs of all students. Changes to the grade 8 math curriculum include the social emotional learning pieces of mathematics and coding. She added that the Ministry has designated significant additional funding specifically to support students accessing special education support.

Dr. Mamen contended that in a classroom where a grade 6 student is counting on their fingers, has not any idea how to translate quantity into numbers, and has no understanding of the aspects of speed, time and volume, the student will not understand the basic operations in a destreamed mathematics curriculum. Superintendent Towaij responded that partnering relationships will occur with grade 6, 7 and 8 mathematics teachers with the destreamed grade 9 teachers. Ongoing supports included professional development training (PD) on a regular basis in order to ensure that the grade 9 teachers have the understanding of both the content from the prior grades. Superintendent Symmonds added that the Individual Education Plan (IEP) will continue to be offered to students who will benefit from them. The individualized approach to supporting each student will continue and grow. LSS are obliged to provide support to students who have a range of needs. The data has shown that as a result of systemic barriers, some students have been channeled into outcomes that are not by choice or appropriate for their abilities.

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Ms. Houlden highlighted that there are other types of streaming in the District such as the International Baccalaureate (IB) and the Arts program. She expressed the view that there seems to be negativity attached to different learning styles. She promoted the notion of honouring the successes of students who are learning locally-developed trades, noting that this may improve graduation rates. Superintendent Towaij responded that the trades are highly valued but the concern now is that only certain Grade 8 students are only being invited to attend the tours. She echoed that the problem is not devaluing students who are selecting locally developed or applied level courses but rather that our data shows clearly in our district and in the province of systemic discrimination and systemic racism as seen in the over representation of specific groups of students, including students with special education needs, in those locally developed and applied level courses.

Superintendent Towaij shared that to date, based on the phone calls made to families of grade 8 students presently enrolled in locally developed or applied level courses, 798 families switched to an academic pathway. The most common remark made during these calls was that they were not aware of the impact of their choice. She shared the belief that parents in the District must have all the information that they need to make full and transparent decisions.

Trustee Campbell commended staff on the destreaming initiative and noted that he has been in favour for action such as this for many terms as a trustee, as he has pointed out that the students fall into categories very early in their entry into school. He queried the support for grade 9 students entering a system that upholds a Universal Design for Learning (UDL) after years of lacking the appropriate differentiated support. Secondly, he queried the implications for the French Immersion (FI) program in the destreaming initiatives, noting the lack of special education service in FI offerings. Superintendent Towaij highlighted that secondary school teachers and their elementary counterparts will all be working together to ensure students successfully proceed into academic math courses. Work is being done throughout this summer with teams of educators to prepare for the implementation of de-streaming, including significant resources and supports for educators. In response to destreaming FI, Superintendent Towaij noted that we start streaming students in year 2 kindergarten and that there is significant de-streaming work to take place in elementary, and that our first focus is ensuring success of this first cohort of grade 9 students. She emphasized that the commitment to change is evident in the District. She confirmed that significant funding has been directed to destreaming.

Mr. Morris requested that more information about destreaming be added to the forward agenda in the 2021-2022 school year.

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7.   Department Update

    7.1   Superintendent's Report

Superintendent Symmonds briefly highlighted the following points in his report:

- The announcement of incoming System Principal of Learning Support Services (LSS), Kate Stoudt;

- The statement from Stephen Lecce, Minister of Education, confirming that there will not be a return to in-person learning before the close of the school year;

- The assumption that students with intensive, complex special education needs will continue to attend in-person classes until the close of the school year;

- In response to a question by Ms. Miedema, data has yet to be compiled on the number of students who would have been in specialized program classes (SPC) but chose remote learning and therefore are being supported in regular classrooms. The Ministry announced that families would have until 1 June 2021 to make decisions on remote versus in-person learning. LSS will report on the number of students typically in SPC who have opted to learn remotely;

- The vaccination rollout plan affecting students aged 12 to 17 years;

- The first three days of school will be professional development (PD) days, making 9 September 2021 the first day of school for both elementary and secondary students. The Ministry of Education has provided guidelines on specific objectives to be accomplished in the three PD days; and

- The District is examining strategies to help educators to determine where the students are situated in the learning continuum as the courses were delivered in an unprecedented way throughout the pandemic. Educators must start from where students are on the learning spectrum and understand the growth that students have experienced over the past year.

Superintendent Symmonds reported on the staff recommended budget for 2021-2022 school year with some of the key elements as they relate to LSS:

- Autism Spectrum Disorder (ASD) student support for the Dedicated Space Project at First Avenue Public School through an allocation to fund a third of the salary for an applied behaviour analysis (ABA)

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coordinator full time employee (FTE), previously funded by a Priorities and Partnership Funding (PPF);

- Funding for six itinerant educational assistants (IEA). Currently the staff complement for IEA is ten in elementary, seven in secondary and four in early learning. The six new IEA will be dedicated to secondary schools to reinforce tier one levels of support in the promotion of mental health and well-being. LSS professional support staff can then refocus support on tier two and tier three support services;

- The job status for the District's occupational therapist will shift from contractor to FTE to expand on the level of services;

- The LSS team is anticipating that when the OHRC Right to Read Report is released, there will be recommendations around timely access to assessment, screening and evidence-based interventions. This is part of the reason the team has advocated for an additional 1.0 FTE speech language pathologist and 1.0 FTE psychologist;

- The addition of 2.0 FTE social workers to service the increased need for consultation and direct service. The importance of providing culturally sensitive and responsive care is critical. Through the 2020-2021 budget allocations, funding was provided to recruit and hire two identity specific social workers. For the coming 2021-2022 school year, two more social workers will be in place to provide support while maintaining the two identity specific social workers for students who identify as Indigenous or Black and building the capacity for support using an equity lens; and

- The addition of a 1.0 FTE teacher and 2.0 FTE educational assistants for another semi-integrated developmental disability class in a geographic location that is closer for some students who have travelled over 25 kilometres in the past to attend school. By having two classes, one transition is eliminated for students and instruction in the elementary panel can occur up until grade 8 in one location.

In response to a query by Mr. Warner, Superintendent Symmonds noted that deaf and hard of hearing (DHH) students would not be excluded from the summer transition programs. LSS requested that all multi-disciplinary teams comprehensively evaluate and assess the overall level of need for students wishing to access the summer programming. Given the limitations on funding, there is not a capacity to extend participation from all students accessing special education needs. System Principal Hannah shared that the itinerant teachers of DHH are part of the voices at the table determining the thresholds for high special education needs to be recommended for the program.

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Ms. Miedema requested further information on tracking the number of families who have declined a placement in a special education class due to the requirement to travel long distances. Superintendent Symmonds agreed to explore data collection on these potential occurrences. Ms. Miedema identified the difficulty of tracking this data and suggested that recording any declined placements would be an ideal starting point.

a. Update on Special Education and the Ottawa-Carleton Virtual Campus

Superintendent Symmonds reported that additional Learning Support Teachers (LST) in the secondary panel and Learning Resource Teachers (LRT) in the elementary panel have been allocated for special education supports for the Ottawa-Carleton Virtual (OCV) campus. Due to the delay in finalizing the enrollment numbers in either the in-person or remote modes of learning, there is a requirement to revisit education assistant (EA) allocations to ensure that students have the necessary support. LSS is monitoring the needs of each student accessing special education needs support to ensure adequate staffing is in place for the beginning of the school year in September 2021.

b. Summer Special Education and Mental Health Supports

Superintendent Symmonds reported that School Mental Health Ontario is updating resources to assist educators in the fall of 2021 to promote the mental health and well-being of students. Updates include an educator resource map, information sheets to support remote learning, special education and equity. The resources will be circulated to educators in the District for the launch of the 2021-2022 school year.

System Principal Hannah provided an update on the summer transition program for students with special education needs, kindergarten to age 21. She noted that the program offered in summer of 2020 was slightly different as it catered to students with high special education needs and high mental health needs. For the summer of 2021, mental health support will be provided in another program with separate funding and guided by Dr. Duschner. Summer programs are scheduled for the two weeks in advance of the start of the school year. These programs are held to facilitate opportunities for students who have support from the LSS multi-disciplinary staff during the school year and are involved in tier three level supports. As the 2020-2021 school year comes to a close, LSS will have a better sense of the participating students and schools, and those who will be involved in serving them in this work.

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Manager Kay described that similar to last year's summer transition program, there will be a range of transition activities that will be available to students based on their individualized needs. Some activities will be virtual and some in-person however the majority of the in-person opportunities will likely be scheduled for the final week before the start of the school year.

Dr. Duschner highlighted that the Ministry of Education is prioritizing the mental health of students through additional funding for services. Social work and psychology staff from LSS will be providing ongoing counseling support for students who are currently on their caseloads. The District will be in a position to accept new referrals from families over the summer. The referral mechanism will be through an email address and targeted towards students in grades 6 and 9 who could benefit from participating in stress management and coping skills groups. The sessions will be offered twice a week for a four week period. Some of the LSS mental health staff will be helping to reengage and transition students with mental health needs during the last two weeks of August 2021.

Dr. Duschner reported that LSS is in the process of completing a video for parents and caregivers on supporting mental health over the summer. Drop-in sessions will be offered in August 2021 where parents can attend focused discussions on preparing their children for a mentally healthy return to school.

System Principal Kessler outlined that an After School Skills Development Program will be offered over the summer. Accessing unspent funds from the program that was held during the regular school year, LSS is able to operate virtual social skills programming for ASD students in mid-August 2021 for kindergarten to grade 12 students.

8. Committee Reports

8.1 Board

There was no report from the Board.

8.2 Committee of the Whole

Chair Nadon-Campbell highlighted that at the Committee of the Whole meeting on 11 May 2021 Director Camille Williams-Taylor spoke highly of staff engaged in the work at Clifford Bowey Public School and Crystal Bay Centre for Special Education.

8.3 Committee of the Whole, Budget

Ms. Miedema reported that there was a Committee of the Whole Budget meeting on 26 May 2021 and 1 June 2021. She noted that the materials were sent out 4 hours before the meeting last evening and therefore she did not have any time to review the documents in advance. She noted that Superintendent Symmonds had fulsomely reviewed the staff recommended budget allocations for special education in his superintendent's report.

8.4 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

8.5 Indigenous Education Advisory Council

Chair Nadon-Campbell reported that the District hired two additional Indigenous graduation coaches to support the Indigenous students in secondary schools.

8.6 Parent Involvement Committee

Mr. Morris reported that in the 12 May 2021 Parent Involvement Committee meeting, a subcommittee was struck to develop a communication strategy to connect with all parents in the District. He suggested that SEAC consider following a similar route to effectively communicate with families accessing special needs support.

8.7 Advisory Committee on Extended Day and Child Care Programs

Mr. Warner shared his plans to continue to advocate for early identification of children who may require special education support in the extended day and child care programs.

9. New Business

9.1 Update on the Police Involvement in Schools Consultations

As the appointed representative for SEAC on the steering committee for the review of police involvement in schools, Dr. Mamen submitted a written report on her experience as a member of the committee (Appendix A).

She noted that when the program was being introduced two decades ago, her professional expertise was sought for methodologies to train the school resource officers (SRO), preparing them for direct interactions with youth.

In response to a question by Trustee Boothby, Dr. Mamen stated that the recommendations were not presented to the steering committee in advance of being sent in the Committee of the Whole agenda package because the trustees were provided the opportunity to read the results of the consultation first.

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Trustee Campbell requested that the Board of Trustees receive a copy of Dr. Mamen's report.

10.   Adjournment

The meeting adjourned at 10:10 p.m.

Sonia Nadon-Campbell, Chair,
Special Education Advisory
Committee

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Police Involvement in Schools Steering Committee

SUMMARY for SEAC, June 2, 2021

Dr. Maggie Mamen

Leadership:

This project was led by Carolyn Tanner, Human Rights Lawyer, hired by the Board, but acting at arm's length. The Steering Committee consisted of 23 members, representing Black, Indigenous, People of Colour, 2SLGBTQ+ and Individuals with Disabilities. The OCDSB was represented by Mary Jane Farrish and Ann McCrimmon. The Committee met seven times from March to May, with varying attendance. The final meeting was held on May 27 with 7 members present. My role was to represent SEAC, and I assumed Individuals with disabilities, but is not clear to me how the remaining members of the Committee were selected/appointed. A number of them were high school students, others were community-involved adults, many clearly have a background in advocacy for a broad range of diverse interests..

Purpose:

The purpose of the project has been to examine the role of police in schools within the OCDSB, in particular of the School Resource Officers (SROs), but also when the police are called in following a mandatory report of a specific incident outlined in Board policy (e.g., involving a weapon, assault, fights, etc.). Carolyn stated from the very beginning that the assumption was that police presence causes harm, especially to marginalized youth, and those traumatized by their history with police in their countries of origin or as refugees, and that the aim was to remove police from schools wherever possible.

Process:

The process consisted of a number of discussion groups formed of individuals of similar or shared lived experiences in order to provide a space that was as comfortable as possible.

Student groups: Ridgemont and Gloucester High Schools (considered high needs)
2SLGBTQ+
African Descent/Black
Indigenous
General
Parents/Community   Somali-speaking
Arabic-speaking
General (two sessions)
Gloucester and Ridgemont Parents
African Descent/Black
Indigenous

2SLGBTQ+
Disability

The groups were reported to be facilitated by Dennery Resources, an outside company, or by Carolyn. Dennery personnel were apparently taking notes, as was Carolyn, to ensure accurate recording of the proceedings, but the Steering Committee was not informed as to which facilitators were at which meetings.

According to Carolyn, there were also discussions with some Administrators and some SROs, but it is unclear what form these took, who attended, and what the outcomes were.

The Steering Committee was not made aware of the numbers of people attending the discussion groups. It is my understanding that the Indigenous community was not well represented in terms of numbers, and that a second group was organized to try to attract more attendees. Indigenous Educators within the Board were present at the Indigenous group discussions in order to provide an appropriately safe context.

In addition, an on-line survey was compiled for general distribution throughout the OCDSB, although it is not clear who received it. There was some discussion regarding the format of the survey, the need for freedom from bias, the scientific rigour of the process, and the need for it to be made available via text-to-voice software to those whose English reading skills were not adequate to cope with the level of language being used. The survey was not available in any language other than English.

Results:

Other than a brief overview of some of the discussions, and despite many requests on my own part, the Steering Committee has not seen the results of the survey, the notes from any of the discussion groups, or any draft of any part of the final report which is slated to go to Trustees for their upcoming meeting on June 8. Information has not been made available to the Steering Committee regarding: the actual job description of the SROs, the number of SROs, the number/type of incidents to which police were called or were involved, whether the situations reported in the survey or at discussion groups involved SROs or general police personnel responding to incidents. It is unclear to me whether a clear distinction was made or asked for between the presence of SROs and the presence of other officers called in for incidents.

The Steering Committee was shown the Table of Contents of Carolyn Tanner's report. There is a section on Students with Disabilities. There was no discussion of this at any of the meetings, I was not invited to join the Discussion Group, my request for information/notes from the Discussion Group was unsuccessful, as was my request to see the draft of this section, and I have therefore no information upon which to comment.

There has been no discussion at the Steering Committee about any of the recommendations that will be forthcoming.

At the COW Budget Meeting last week, a recommendation was apparently made to withdraw the OCDSB funding given to support the SROs at Gloucester and Ridgemont (approximately $92,000). This was approved, with a decision to reallocate the resources, but I am unaware of how this will be done.

Given that neither the report nor the recommendations will not be made available prior to its presentation to the Trustees, it is not possible for me to report anything concrete back to SEAC. When I asked what I would be able to report, I was told I could discuss some of the "themes" that had emerged, based on some comments from the Discussion Groups as reported by Carolyn Tanner at our most recent meeting, and backed by selected quotes from participants.

Examples:

- A strong theme that police presence in the schools was generally perceived as negative across all groups; significant preference for alternative interventions to be used
- There were some positive comments but no examples were given
- Reports of police bias against black, indigenous, students of colour (e.g., when two students were involved in an altercation, only the black student was spoken to by police)
- The need for accountability on the part of administrators who call on the police for assistance – no records available of incident reports kept within the schools
- Issue of mandatory requirement for administrators to report certain types of incidents to police but not to request police intervention; this would be left up to the discretion of the police
- Administrators using threats of police involvement to intimidate/scare students
- Too 'cozy' a relationship developed between Administrators and SROs, resulting in inappropriate sharing of confidential information
- A preference for other types of trained professionals to be used as intervenors, rather than the police

Recommendations

Other than the recommendation to remove OCDSB funding supporting the Ridgemont/Gloucester SROs, no other recommendations have been presented to the Steering Committee, so I am afraid I cannot comment on what will be put forward.

Building Brighter Futures Together at the Ottawa-Carleton District School Board

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Thursday, September 9, 2021, 7:00 pm
Zoom Meeting

Members:	Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Susan Cowin (Community Representative), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Lisa Paterick (VIEWS for the Visually Impaired), 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, School Support Personnel), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network)
Staff and Guests:	Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Kate Stoudt (System Principal, Learning Support Services), Emily Balla (Mental Health Lead, Learning Support Services), Stacey Kay (Manager, Learning Support Services), Joan Oracheski (Manager, Research and Analytics Division), Kathryn Langevin (Supervisor Social Work Services, Learning Support Services), Sue Baker (Acting Board/Committee Coordinator)

1. Call to Order

   Chair Nadon-Campbell called the meeting to order at 7:15 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land.

2. Approval of the Agenda

   Moved by Trustee Boothby,

   THAT the agenda be approved.

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Carried

3. <u>Information</u>

   3.1 <u>Policy P.019.GOV Special Education Advisory Committee</u>

   Policy P.019.GOV Special Education Advisory Committee was provided for information.

4. <u>Delegations</u>

   There were no delegations.

5. <u>Review of Special Education Advisory Committee Report</u>

   5.1 <u>2 June 2021 SEAC Report</u>

   Moved by Trustee Campbell,

   THAT the Special Education Advisory Committee Report dated 2 June 2021 report be received.

   Carried

   5.2 <u>Forward Agenda 2021-2022</u>

   The Special Education Advisory Committee (SEAC) forward agenda was provided for information.

   Superintendent Symmonds requested that members of SEAC review the forward agenda and advise staff if there are any additions and/or updates.

6. <u>Presentations</u>

   6.1 <u>Report 21-046, Examination of Elementary and Secondary Program Pathways and Achievement Outcomes (M. Giroux)</u>

   Manager Joan Oracheski and Superintendent Symmonds presented Report 21-046, Examination of Elementary and Secondary Program Pathways and Achievement Outcomes.

   The report examines enrolment distribution in elementary and secondary programs and student achievement outcomes in relation to demographic data collected through the Valuing Voices – Identity Matters! Student Survey conducted in 2019-2020. The information presented seeks to address the following questions:

   - What is the representation of students across elementary programs (English with core French, early French immersion, middle French immersion) and secondary pathways (academic, applied, locally developed)?

- How well is the system doing to support students in meeting high expectations in French, language, and mathematics (elementary panel) and English, math, and science (secondary panel).

The report aligns with the OCDSB 2019-2023 Strategic Plan; Indigenous, Equity, and Human Rights Roadmap (2020); Grade 9 de-streaming of mathematics; the Annual Student Achievement Report (ASAR); the Anti-Racism Act (2017) and accompanying Data Standards (2018), and the QuantCrit Framework (Gilbert et al., 2018).

The report shows the program enrolment distribution for elementary students in grade 1 to 8, and mathematics for grades 9-10. For each group, enrolment patterns were similar over the past three years.

Disproportionality measures a group's over-representation or under-representation in a program, service or function. relative to their representation in the reference population. A value of 1 means equal representation relative to their representation in population.

In the Early French Immersion (EFI) program, representation was lower amongst the English Language Learners (ELLs), identifying as Indigenous, students with special education needs, students identified as Middle Eastern, students who identified as trans boy/man or two spirit, students with disabilities including addiction, autism, blind/low vision, developmental, learning, mobility, and speech impairment.

In the secondary applied mathematics group, representation was disproportionate for low-socio-economic status (SES) students, students identifying as Indigenous, Black, students who identified as gender fluid, gender non-conforming, non-binary, and two spirit, and all disabilities with the exception of developmental and mobility.

Conversely, when looking at the elementary and secondary in the English and core French programs, the representation was higher for the same groups over the past three years. Both groups met the provincial standards.

Disparity measures group differences in outcome. Disparities in achievement outcomes were most pronounced for students with special education needs (excluding gifted). French (writing) showed the greatest variation and mathematics showed the least variation in outcomes across groups. Outcomes were generally higher for South Asian and White (race), and generally lower for Indigenous, Black, Latino, Middle Eastern, and disability groups. In the secondary panel, there was great variation in English, mathematics and science with locally developed courses having the lowest outcomes.

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Central departments, including Learning Support Services (LSS), Program and Learning, and Indigenous, Equity and Human Rights, are using an equity lens and sharing responsibility for the work.

Learning and Support Services is taking the lead to reinforce conditions for learning to create positive relationships with a focus on mental health, and ensuring a safe, warm and welcoming environment.

Key strategies and next steps to support students in their learning includes the following:

Program and Learning Department:

- grade 9 de-streaming of mathematics and other compulsory subjects;

- detailed scope and sequence in all curricular areas in grades 1-8;

- literacy assessment field tests for grades 1, 2, 5, 7, 8, and 9;

- introduction of the intensive reading intervention program (kindergarten to grade 9) as part of the Summer Learning Program; and

- Student Achievement Through Equity (SATE) inquiry to look at factors contributing to student success and creating situations to overcome barriers;

Learning and Support Services Department:

- implementation of the Third Path - A Relationship-based Approach to Student Well-Being and Achievement;

- online resource to support the development of quality IEPs; and

- mental health promotion and prevention (including Culturally Response Social-Emotional Learning Resource);

Indigenous, Equity & Human Rights Division:

- expanded partnership with Inuuqattigiit education hubs for Inuit students;

- expansion of Indigenous Speakers Series and credit-bearing courses for Rainbow Youth Forum and Black Student Forum;

- hiring of a Gender Diverse and Trans Student Support Coordinator;

- expansion of reach ahead and summer courses to support Indigenous students, Black students, and English Language Learners (ELLs); and

- introduction of Indigenous Languages (elementary and secondary).

Innovation & Adolescent Learning Department:

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- creation of multi-credit packages for English as a Second Language/English Language Development (ESL)/ELD students (grade 8 secondary schools);

- experiential learning to promote student engagement and create school-community partnerships;

- collaboration with the Indigenous Education team to create a multi-credit package to include land-based and language learning; and

- support new Canadians for granting credits for educational experiences that have occurred outside of Canada.

Identity-based data will be used to identify patterns and trends. A system-wide capacity to understand disproportionality and disparity and how to address these issues will be developed. Developing strategies which recognize the unique learning needs of students and shifting conditions to support the learning needs of all students is critical.

In response to queries from SEAC members, the following points were noted:

- staff has prioritized the work on intersectionality for this year along with the establishment of thresholds and identifying systemic barriers to success and unintended outcomes of placement in specialized program classes to help with program planning for students with special needs;

- with respect to the lower outcomes for students with special needs, LSS will work with staff to identify specific strategies to support learning such as ensuring teachers in specialized program classes have current information to improve practices in schools;

- with respect to the possibility of delineating different special education exceptionalities enrolled in French immersion programs and/or academic and applied courses to assist with program planning and support for students, the Research and Analytics Division is working on intersectionality with LSS and this could be one of the first explorations;

- some instructional coaches, multi-disciplinary team members, psychologists, speech language pathologists, a community engagement worker and the Research and Analytics Division will support the work of the Student Achievement Through Equity (SATE) initiative;

- the Right to Read inquiry will help educators look at evidence-based reading instruction;

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- the District has received funding for a math project in grades 4, 5 and 6 to support students in achieving provincial standards for math. The project will focus on lagging skills and early intervention;

- the grade 9 math de-streaming documentation has explicit expectations about monitoring student achievement; and

- students with lagging speech skills can be successful in EFI with support. The school multi-disciplinary team may identify an appropriate intervention.

Chair Nadon-Campbell thanked Manager Oracheski and Superintendent Symmonds for their presentation.

7. Matters for Action

7.1 Election of a SEAC Representative for the Advisory Committee on Equity (ACE)

Chair Nadon-Campbell called for a volunteer to represent the Special Education Advisory Committee at meetings of the Advisory Committee for Equity.

As there were no volunteers, Chair Nadon-Campbell advised that this item will be brought back to the next meeting.

8. Discussion

8.1 Memo 21-093, Students Requesting Remote Learning from Specialized Program Classes (P. Symmonds)

Superintendent Symmonds provided an overview of Memo 21-093 with respect to students requesting remote learning from specialized program classes.

During the 2020-2021 school year, students in specialized program classes were supported through a blended model of remote and in-person learning. Many strategies used to support students in specialized classes did not work well in a virtual environment without additional funding. For the current 2021-2022 school year, specialized program classes will be only offered in-person; however, 24 students who would have normally been placed in specialized program classes have requested virtual learning. These students will be supported by learning support teachers, educational assistants, and LSS central supports in regular classes in the Ottawa-Carleton Virtual (OCV) school. They will not lose their spot in a specialized program class; however, they may not be able to return this year if there are no existing vacancies.

9. Department Update

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9.1   Superintendent's Report

a.   Launch of School Year 2021-2022

Superintendent Symmonds welcomed everyone back to SEAC and expressed the hope that everyone had a good summer break. He introduced System Principal Kate Stoudt who is replacing Christine Kessler, and Mental Health Lead Emily Balla who is replacing Petra Duschner to lead the mental health support division.

Superintendent Symmonds advised that staff had three professional development (PD) days prior to the start of school on 9 September 2021. PD focussed on establishing connections and creating conditions for learning in a safe, warm and welcoming environment, normalizing the return to school, health and safety requirements to keep children in school for as much as possible, and literacy and numeracy instruction. Staff is aware that students have had varying experiences over the pandemic and are taking an asset-based approach on what students are now bringing to the table. LSS is working on ensuring Tier 2 and Tier 3 supports are in place for consultation, direct support and referral.

Superintendent Symmonds noted that the Board has mandated that staff, volunteers and coaches must provide proof of vaccination against COVID-19 by the end of September unless an exemption for medical or religious/creed human rights reasons has been granted. All staff and students in kindergarten to grade 12 must wear a mask and the District is required to report on the requirement for vaccination status.

The Ministry of Education's Policy/Program Memorandum (PPM) 81 sets out responsibilities for school staff and nurses for the provision of school health support services. There is currently a nursing shortage across the province and some students who require nursing procedures such as tube feeding may not be able to attend school if there is no nurse available. Nursing services in schools are the responsibility of Home and Community Care Support Services (HCCSS) which is currently being transferred from the Local Integration Health Network (LIHN) to CHEO. Staff are aware of fewer than 5 students who are unable to attend due to the nursing shortage. Staff continue to collaborate with CHEO for the provision of nursing services and with schools to maintain connection and support programming while students remain home.

There is currently a shortage of yellow school bus and small vehicle drivers necessitating the cancellation of some transportation runs. This situation is similar in all school districts and the District is assessing whether students who currently receive individual

transportation in a small vehicle are still in need of it or if they can be transported with other students on a yellow school bus. If transportation is not available, the student may be marked as absent with the same code used for missing school due to the cancellation of busses in inclement weather.

b.   Summer Transition Programs

System Principal Amy Hannah advised that the District received funding from the Ministry of Education for a summer transition program for students with high special education needs. Approximately 100 elementary and 22 secondary students participated virtually in the program. Learning was individualized for each student depending on their requirements and early reports indicate that the program was successful. The program ended on 2 September 2021 and further information about the program will be provided in a memo in late September.

Manager Stacey Kay advised that 50 speech and language assessments and 50 psychoeducational assessments were conducted over the summer. Staff did not have the same opportunity to complete assessments over the past school year because of the pandemic, and they will continue to monitor the impact of last year as LSS utilizes support staff this year.

System Principal Kate Stoudt reported that one elementary and one secondary evidence-based social skills program was provided virtually for students with Autism Spectrum Disorder (ASD). The students were recommended by the central ASD team and the program has received positive feedback.

c.   Continuity of Mental Health Supports

Mental Health Lead, Emily Balla, advised that mental health support was provided by psychologists and social workers. The support consisted of wellness checks, weekly meetings with students, groups for stress management for students in grades 7-11, and support for summer transition programs. Three drop-in sessions were held for parents wishing to speak with mental health professionals on supporting their children when returning to school. Students were identified by psychologists and social workers and parents of identified groups including Indigenous, Black, and People of Colour (BIPOC) students were invited by email to register for support groups.

Chair Nadon-Campbell advised that the Wabano and Odawa centres also provided summer programs for families and camps for students over the summer.

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Trustee Ellis suggested that SEAC discuss mental health oversight at a future meeting and that this topic be added to the Forward Agenda for SEAC.

9.2 Schedule for the Review of the Special Education Plan (Standards)

System Principal Hannah advised that the schedule for the review of the Special Education Plan (Standards) was provided for information. The process that was used last year will continue for 2021-2022. Some standards will remain unchanged and some are out of the District's purview, for example, health supports. Staff will be looking for feedback from SEAC members via independent review or discussion at upcoming SEAC meetings.

Superintendent Symmonds noted that some of the content is provided to the District and cannot be changed, but having SEAC review the standards and providing feedback to staff on the readability and accessibility of the information to the community is very much appreciated. He encouraged the members to read the standards and provide feedback as they come forward to SEAC.

10. New Business

Chair Nadon-Campbell advised that the Indigenous Education Advisory Council (IEAC) did not meet in June 2021. She noted that the Advisory Committee on Equity (ACE) needs a representative from SEAC. Terry Warner and Trustee Ellis represent SEAC on the Advisory Committee for Extended Day and Child Care Programs.

Mr. Warner advised that Chief Financial Officer Carson will replace Superintendent Duah as the Director's designate on the Advisory Committee for Extended Day and Child Care Programs.

11. Adjournment

The meeting adjourned at 9:20 p.m.

Sonia Nadon-Campbell, Chair,
Special Education Advisory
Committee

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**Building Brighter Futures Together at the
Ottawa-Carleton District School Board**

PARENT INVOLVEMENT COMMITTEE

**Wednesday, September 15, 2021
6:00 pm
Zoom Meeting**

Members: Abdulnaser Atef, Annette Dillon, Diana Mills, Jacquie Samuels, Martyn Reid (OCASC Member), Seyi Okuribido-Malcolm, Suzanne Lyon, Kahmaria Pingue, Kristina Price

Non-Voting Members: Justine Bell (Trustee), Prince Duah (Superintendent of Instruction), Alain Brule (Principal, Cedarview Middle School), Sarah Pope (Principal, Castlefrank Elementary School)

Staff and Guests: Trustee Donna Blackburn, Trustee Lynn Scott, Shawn Lehman (Superintendent of Instruction), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager, Board Services), Erin Paynter (Principal, Stittsville Public School) Kristen Grant (Vice-Principal, Business & Learning Technologies), Joe Koraith (Communications Coordinator),Sue Baker (Acting Board/Committee Coordinator)

1.   Call to Order

Chair Reid called the meeting to order at 6:03 p.m.

2.   Approval of Agenda

Moved by Diana Mills,

THAT the agenda be approved

Carried

3.   Action Items

3.a   Appointment of New Parent Member - Suzanne Lyon

Chair Reid recalled that the Parent Involvement Committee (PIC) approved the recommendation from the PIC Membership Sub-Committee to add Suzanne Lyon to the waiting list in the event of a vacancy of a parent member. Noura Ahmed resigned her two-year term in May 2021, and PIC may now appoint Suzanne Lyon as a parent member to the PIC for the duration of the current term ending 30 November 2021.

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Moved by Diana Mills,

THAT Suzanne Lyon be appointed as a parent member of the Parent Involvement Committee, for the term ending Movement 30, 2021.

Carried.

Chair Reid introduced Ms. Lyon and welcomed her to the meeting.

Ms. Lyon noted that she is interested in how PIC can be effective with respect to Indigenous issues, special education, and ensuring that schools are inclusive and equitable.

4.   <u>Discussion Items</u>

4.a   <u>Review of Policy P.100.IT Appropriate Use of Technology</u>

Superintendent Lehman introduced Erin Paynter, Principal of Stittsville Public School, Kristen Grant, Vice-Principal of Business & Learning Technologies, and Sandy Owens, Manager of Business & Learning Technologies, to the PIC and noted that they are working on the review of Policy. P.100.IT, Appropriate Use of Technology.

Principal Paynter advised that this policy was developed in 2001 as the Acceptable Use of Technology policy. It was updated in 2012 and renamed as the Appropriate Use of Technology policy, and is now under review with a view to updating it to address mandatory cyber security training, rapidly changing technology, virtual learning, digital citizenship, and to align with the Board's Strategic plan and other issues as identified in the consultation phase. In addition to the discussion at this meeting, members may provide feedback at a meeting of advisory committee representatives on 27 October 2021, or via email to aup.consultation@ocdsb.ca

During the ensuing discussion, the following points were noted:

- Consult with information privacy experts with respect to changes to privacy legislation, monitoring, and enforcement in the learning and working environment;

- What are the implications of students who are using a private computer from their home to access the District's network and lose their privileges and cannot access education;

- How would the policy increase the involvement and engagement of parents in their child's learning process;

- How would the policy remove barriers to engagement for families without electronic devices or internet access;

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- The District's website is difficult for parents to navigate and find contact information for their child's teacher or principal;

- Students in some classes are asked to login with their name, turn on their video, and provide pictures of themselves engaged in various activities which may invade their privacy open them up to online bullying;

- Some students may be uncomfortable about having images of their room at home shared with the class;

- Has the District considered using a uniform background for students and/or teachers who wish to have their cameras turned on;

- Recording virtual class sessions and redistributing them raises privacy concerns and more online bullying;

- Consider the role and timeliness of response of the District when students' accounts are hacked and inappropriate materials are uploaded and distributed to the class;

- Resetting passwords should be simplified;

- Virtual meetings of school councils has increased parent participation because they are not required to attend the school for evening meetings;

- Consider virtual meetings for discussion rather than using online surveys;

- Is there any merit in having separate policies for staff and students;

- Chromebooks seem to have replaced textbooks in schools; is there any consideration of providing the same standard devices to all students;

- Could children remain at school to use the internet if necessary?

- Provide guidance to school councils who wish to purchase devices for students, recognizing that some school councils have more fundraising capability than others; and

- Consult with students in a variety of programs about the policy.

Staff provided the following comments in response to some of the issues raised by PIC members:

- There has been a huge increase in how technology is being used over the past two year;

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- The District is providing Chromebooks to approximately 50% of students who do not have devices for learning;

- Business & Learning Technologies has a new security team to investigate hacks and other issues in a timely manner;

- It is not a requirement for students to have their camera on when learning remotely;

- Most classes use "Google Meet" which has the option of using a generic background;

- The procedures to accompany and implement the policy will also be reviewed and revised after the policy has been completed and approved by the Board;

- It is hoped that future meetings can be a hybrid model of both in-person and virtual meetings;

- The Ottawa Catholic School Board also provides Chromebooks and tablets for students who need them;

- A broad representation of students will be invited to take part in focus groups to provide input on the policy;

- The Educational Computing Network of Ontario (ECNO) conducts privacy impact assessments for member school boards;

- All curriculum documents include prompts for teachers to consider how best to imbed technology to enhance learning and connect with the outside world. It is up to the teacher, who knows their students best, to select the appropriate way to imbed technology in their classrooms;

- It is a priority for the District to provide training to staff on the use of technology in learning and meeting the needs of their students; and

- Staff training is provided on professional activity (PA) days, online modules, or summer programs. In addition, staff may take self-funded leaves of absence to further their learning.

Chair Reid thanked staff for their presentation and noted that PIC will look forward to seeing the revised policy.

4.b   Parent Involvement Committee Work Plan

The Parent Involvement Committee (PIC) had before it the PIC work plan, revised as of September 2021. Chair Reid advised that he would like PIC to focus on barriers to parental engagement and what PIC can do to support the District with financial resources and engaging school councils

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for discussion at the October 2021 meeting. During discussion of the work plan, the following points were noted:

PIC and communications with the parent community (Q3/4 2022):

- How can PIC help parents have a voice with the District;

- How can PIC reach out to marginalized groups and give parents a voice who might not know how, or be confident to do so;

Helping parents be part of their children's education (Q2 2021):

- How can PIC, trustees, members of advisory committees, and staff reach out to non-traditional parental groups/clusters to inform and engage;

- The reference to "non-traditional parental groups/clusters" refers to methods of reaching parents other than notes to parents that are sent home in students' backpacks;

- Ms. Dillon noted that she talks to people about school while out walking in different neighbourhoods in the community;

- Ms. Lyon noted that when she was a member of a school council, the school sent out a package of information to new families at the school. The information was customized for the school, short and easy to read, and available in several languages. As a result, the school had a high level of engagement in a very diverse neighbourhood;

* * * Quorum having been lost, it was agreed that the discussion would continue and no actions would be taken. * * *

What does the future look like as COVID pandemic response develops (Q3 2022):

- How can PIC support parents moving from virtual to in-person learning or if virtual learning continues;

- It was agreed that this question would be addressed later in the school year;

Funding/resource support for parental engagement (Q3 2022)

- Oversight of spending PIC financial resources will be discussed at the October PIC meeting;

- It is anticipated that the District will receive the same level of Parents Reaching Out (PRO) grant funding as was received in 2020-2021;

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- It has been suggested that PIC may want to consider using some of the funding to pay for a dedicated person to support PIC; and

- PRO grant funding may continue to be used to support the provision of virtual learning for school councils rather than returning to an in-person school council training day in 2021-2022.

Chair Reid advised that he attended a useful training session for chairs of the Board's advisory committees.

The PIC work plan will be added to the agenda for the next PIC meeting on 13 October 2021.

5. Review of PIC Report, 12 May 2021

The Parent Involvement Committee report, dated 12 May 2021, was received.

6. Information Items

6.a Chair's Report

The chair's report was provided for information. Chair Reid noted that he and Co-Chair Diana Mills attended a regional meeting of PIC chairs.

He noted that he would not run again for Chair of PIC when his term of office expires next year, and that he would be happy to discuss the role of the chair with anyone who might be interested in running. Co-Chair Mills advised that she would also be happy to discuss the role and responsibilities of the chair.

6.b Director's Report

Superintendent Duah advised that he is the Superintendent of Instruction for the Central area, as well as having responsibility for family and community engagement (FACE) and support for the Parent Involvement Committee (PIC).

The Family and Communication Engagement department (FACE) was established to cultivate partnerships between schools and families. Some families may not feel welcome in their child's school or may not have opportunities to access information or provide input. Where there are partnerships based on trust and practices that are respectful, there is growth. One of the challenges is that educators may not have been exposed to training on family engagement. Some families have not been exposed to engagement with their child's school or may have had a negative past experience and not feel invited to become involved. Some parents may feel disrespected, unheard or not valued.

FACE will focus on building relational trust and linking to asset-based learning and development. It will look at policy and programming goals and consider organizational and systemic conditions that may be present.

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FACE will work on skills and knowledge, build networks, share beliefs and values, and develop self-efficacy. Evidence of success is when families are seen as co-creators, supporters, encouragers, monitors, advocates and models of engagement. The District is hiring a FACE coordinator who will work with PIC and the Ottawa-Carleton Association of School Councils (OCASC), and going forward, FACE will share information and communicate with PIC.

The District uses a Resource Allocation Index based on Socioeconomics (RAISE) index using data collected on poverty, family/community, mobility, cultural/linguistic diversity, and readiness to learn, to identify schools that will receive additional funding based on their need to mitigate barriers to learning.

The Student Achievement Through Inquiry (S.A.T.E.) is a pilot project in 11 OCDSB elementary schools to reduce barriers, overcome emotional and psychological hurdles, and create the right learning conditions. S.A.T.E. 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; family engagement; use of data; effective use of students' voice; and the celebration of cultural diversity.

Superintendent Duah advised that he has reached out to many groups in the community who are willing to partner with the District on this initiative.

During discussion of Superintendent Duah's report, the following points were noted:

Ms Lyon expressed the view that parent and family engagement is one of the most important determinants of success in school. The level of engagement matters and doing things together to support and enrich the child's education will help to ensure good student outcomes and student success.

Superintendent Duah advised that a school in another school board had a large Muslim population and they held their school council meetings at a mosque on Saturdays with a good turnout of parents.

Ms Dillon noted the time needed to bring resources together and asked what parents can do to ensure their child has access to the resources they need to succeed no matter where they live. Superintendent Duah commented on the importance of developing relationships with parents and inviting them to talk about issues such as saving for post-secondary

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education and how to access grants and other resources that may be available to them.

Trustee Scott expressed the view that parent involvement is not only about how often parents go to meetings or teacher interviews, send emails to trustees, or make delegations at Board meetings. She noted the value of informal conversations with parents in the community about having high expectations for their child's success in school.

6.c   <u>OCASC Report</u>

The website address for the Ottawa-Carleton Association of School Councils (OCASC) was provided for information.

6.d   <u>PIC Correspondence</u>

Chair Reid briefly reviewed the PIC correspondence received since 8 May 2021.

With respect to parents making a delegation to PIC, he suggested that non-members may provide a written submission or complete a questionnaire if they are uncomfortable speaking directly to the Committee.

A volunteer wishing to become involved with PIC was advised of the meeting schedule and possible positions on PIC.

The Ontario College of Teachers (OCT) has advised that the online application process for council, committee, and roster members will be available until 30 September 2021.

7.   <u>New Business</u>

Ms Samuels asked for clarification regarding the eligibility of school council members at the Ottawa-Carleton Virtual School (OCV) to be members of their designated in-person school council to maintain ties with their home school. Superintendent Duah advised that he would seek clarification and provide a response.

(*Note: Following the meeting, Superintendent Duah provided the following response:*

> *"As a follow up to the question regarding parents holding positions in both virtual and in-person school councils, we will adhere to the same practice as last year.*

Similar to last year, parents of students enrolled in a virtual school can do the following:

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• *Seek election to the school council of the virtual school;*

• *Be non-voting members of their child's home school council;*

• *Seek election to the school council of the home school if there are insufficient numbers of parents of in person students who have put their names forward for election; and*

• *Be eligible for appointment to any position on the executive if they have been elected to the home school council;*

A message will be shared in the school council newsletter.")

In response to a query, Superintendent Duah advised that there are no plans to return to in-person meetings or school visits for parent at the present time. Staff is working on "easy to understand" digital and hard copy information documents for parents.

Chair Reid advised that he would update the work plan and seek assistance from PIC members to help implement the work plan activities at the October meeting.

8. <u>Adjournment</u>

Chair Reid thanked everyone for attending the meeting. The meeting adjourned at 7.55 p.m.

Martyn Reid, Chair, Parent
Involvement Committee

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Building Brighter Futures Together at the Ottawa-Carleton District School Board

INDIGENOUS EDUCATION ADVISORY COUNCIL

September 16, 2021
6:00 pm
Zoom Meeting

Members:	Albert Dumont, Inini McHugh, Monique Monatch, Jo VanHooser
Indigenous Education Staff:	Kris Meawasige (Indigenous Student Support and Re-engagement Coordinator)
Other Staff and Guests:	Justine Bell (Trustee), Donna Blackburn (Trustee), Lynn Scott (Trustee), Sonia Nadon-Campbell (Special Education Advisory Committee Representative), Jennifer Michif (Guest), Julie Williams (Guest), Shannon Smith (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Joan Oracheski (Manager, Research, Evaluation & Analytics Division (READ)), Sait Atas, (Research Officer, Research, Evaluation, & Analytics Division (READ)), Sue Baker (Acting Board/Committee Coordinator)

1. **Opening (Elder Albert Dumont)**

   Elder Albert Dumont opened the meeting at 6:10 p.m.

2. **Student Voice**

   There were no students present.

3. **Community Discussion**

   There was no community discussion.

4. **Presentations**

   4.1 **Report 21-046, Examination of Elementary and Secondary Program Pathways and Achievement Outcomes (M. Giroux / J. Oracheski)**

   Research Officer Sait Atas and Superintendent Shannon Smith presented Report 21-046, Examination of Elementary and Secondary Program Pathways and Achievement Outcomes.

   The report examines enrolment distribution in elementary and secondary programs and student achievement outcomes in relation to demographic data collected through the Valuing Voices – Identity Matters! Student

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Survey conducted in 2019-2020. The information presented seeks to address the following questions:

- What is the representation of students across elementary programs English with core French (ENG), Early French Immersion (EFI), Middle French Immersion (MFI) and secondary pathways (academic, applied, locally developed)?

- How well is the system doing to support students in meeting high expectations in French, language, and mathematics (elementary panel) and English, math, and science (secondary panel).

The report aligns with the OCDSB 2019-2023 Strategic Plan; Indigenous, Equity, and Human Rights Roadmap (2020); Grade 9 de-streaming of mathematics; the Annual Student Achievement Report (ASAR); the Anti-Racism Act (2017) and accompanying Data Standards (2018), and the QuantCrit Framework (Gilbert et al., 2018).

The report shows the program enrolment distribution for elementary students in grades 1 to 8, and mathematics for grades 9-10. For each group, enrolment patterns were similar over the past three years.

Disproportionality measures a group's over-representation or under-representation in a program, service or function. relative to their representation in the reference population. A value of 1 means equal representation relative to their representation in population.

In the EFI program, representation was lower amongst the English Language Learners (ELLs), students identifying as Indigenous, students with special education needs, students identified as Middle Eastern, students who identified as trans boy/man or two spirit, students with disabilities including addiction, autism, blind/low vision, developmental, learning, mobility, and speech impairment.

In the secondary applied mathematics group, representation was disproportionate for low-socio-economic status (SES) students, students identifying as Indigenous, Black students, students who identified as gender fluid, gender non-conforming, non-binary, and two spirit, and all disabilities with the exception of developmental and mobility.

Conversely, when looking at the elementary and secondary in the ENG program, the representation was higher for the same groups over the past three years. Both groups met the provincial standards.

Disparity measures group differences in outcome. Disparities in achievement outcomes were most pronounced for students with special education needs (excluding gifted). French (writing) showed the greatest variation and mathematics showed the least variation in outcomes across groups. Outcomes were generally higher for South Asian and White

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(race), and generally lower for Indigenous, Black, Latino, Middle Eastern, and disability groups. In the secondary panel, there was great variation in English, mathematics and science with locally developed courses having the lowest outcomes.

Central departments, including Learning Support Services (LSS), Program and Learning, and Indigenous, Equity and Human Rights, are using an equity lens and sharing responsibility for the work.

LSS is taking the lead to reinforce conditions for learning to create positive relationships with a focus on mental health, and ensuring a safe, warm and welcoming environment.

Key strategies and next steps to support students in their learning includes the following:

Program and Learning K-12 Department:

- grade 9 de-streaming of mathematics and other compulsory subjects;

- detailed scope and sequence in all curricular areas in grades 1-8;

- literacy assessment field tests for grades 1, 2, 5, 7, 8, and 9;

- introduction of the intensive reading intervention program (kindergarten to grade 9) as part of the Summer Learning Program;

- Student Achievement Through Equity (SATE) inquiry to look at factors contributing to student success and creating situations to overcome barriers;

Learning Support Services Department:

- implementation of the Third Path - A Relationship-based Approach to Student Well-Being and Achievement;

- online resource to support the development of quality Individual Education Plans (IEP);

- mental health promotion and prevention (including Culturally Response Social-Emotional Learning Resource);

Indigenous, Equity & Human Rights Division:

- expanded partnership with Inuuqattigiit education hubs for Inuit students;

- expansion of Indigenous Speakers Series and credit-bearing courses for Rainbow Youth Forum and Black Student Forum;

- hiring of Gender Diverse and Trans Student Support Coordinator;

- expansion of reach ahead and summer courses to support Indigenous students, Black students, and English Language Learners (ELLs);

- introduction of Indigenous Languages (elementary and secondary);

Innovation & Adolescent Learning Department:

- creation of multi-credit packages for English as a Second Language (ESL)/English Language Development (ELD) students (grade 8 secondary schools);

- experiential learning to promote student engagement and create school-community partnerships;

- collaboration with the Indigenous Education team to create a multi-credit package to include land-based and language learning; and

- support new Canadians for granting credits for educational experiences that have occurred outside of Canada.

Identity-based data will be used to identify patterns and trends. A system-wide capacity to understand disproportionality and disparity and how to address these issues will be developed. Developing strategies which recognize the unique learning needs of students and shifting conditions to support the learning needs of all students is critical.

In response to queries from members of the Indigenous Education Advisory Council (IEAC), the following points were noted:

- One goal of the Indigenous population is to revitalize their own languages, for example, Ojibway, Cree and Inuktitut;

- Although this question was not asked in the "Valuing Voices - Identity Matters student Survey", there are very few exemptions from French instruction granted to students who are learning their Indigenous language;

- The universal screening tool may be used to identify students who would benefit from Tier 1 intervention;

- Indigenous students generally had lower achievement rates compared to other students in the District, and they are over-represented in the ENG program and under-represented in EFI and MFI programs;

- students may apply for high school credits for sports or learning experiences obtained outside of secondary school through the Prior Learning Assessment and Recognition Process (PLAR);

- although the age of the student, previous place of residence outside of Ontario or Canada, and lack of previous French instruction may be

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considered when students apply for entry into the Early or Middle French Immersion programs, students are encouraged to enter French immersion programs if they are requesting them; and

- Additional information on the Valuing Voices - Identity Matters Student Survey can be found on the OCDSB website at ocdsb.ca/cms/one.aspxportalld+55378&pageid=30470354.

Chair Monatch thanked staff for their presentation.

5. Reports

5.1 Indigenous Education Team Update

There was no report from the Indigenous Education Team.

5.2 Superintendent's Report

a. <u>Update on Police Involvement in Schools</u>

Superintendent Farrish advised that the Board, at its meeting of 24 June 2021, approved a number of recommendations with respect to limiting the involvement of the Ottawa Police Services (OPS) in schools of the Ottawa-Carleton District School Board. Report 21-049, Presentation of the Policy and Practice Review of Police Involvement in Schools, provides background information to reflect the intended outcomes of the OCDSB practices when engaging with the OPS as well as a presentation of the impacts as shared by participants in the multiple consultation activities. The report also includes considerations and recommendations pertaining to the summary observations in each section. The following recommendations were approved:

"Moved by Trustee Lyra Evans, seconded by Trustee Penny,

A. THAT the Ottawa-Carleton District School Board immediately and completely end its engagement with the School Resource Officer program.

B. THAT the Ottawa-Carleton District School Board (OCDSB) provides notice to Ottawa Police Service that as of 1 September 2021, the OCDSB shall only meet its minimum statutory obligations under the relevant provincial protocols and acts until further evaluation is complete.

C. THAT the Ottawa-Carleton District School Board (OCDSB) issue a formal apology, published on the OCDSB website, social media, and in the local papers, to the communities and students who have been harmed by the School Resource Officer program.

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D. That the OCDSB invite other Ottawa school districts, the City of Ottawa, Ottawa Police Services, and community partners representing equity- seeking groups and groups that experience discrimination and oppression, to work collaboratively through a process that is guided by a human rights based approach on improving services and supports for youth in crisis, in alignment with our shared commitments to The United Nations International Decade for People of African Descent 2015-2024 and the Truth and Reconciliation Commission's Calls to Action;

E. That the Chair of the Board write a letter to the City of Ottawa, including the Anti-Racism Secretariat and to Ottawa Police Services recommending that any savings accruing from a reduction in police services to OCDSB schools be redirected to support the development of alternative approaches to crisis intervention for youth in collaboration with community partners, and requesting a meeting to discuss further.

F. THAT the Board adopt a do no harm approach as a guiding principle when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion.

G. THAT the Board of Trustees reaffirm its commitment to incorporating an intersectional and anti-racism analysis lens as new policies are adopted and existing policies are updated.

H. THAT the Board of Trustees commit to undertake anti-racism and decolonization training with support from Board Services."

Superintendent Farrish reported that Part A has been completed.

With respect to Part B, the District's ongoing involvement with the OPS has been limited to its minimum statutory obligations. OPS has. advised that they will not continue the School Resource Officer (SRO) program and are considering other ways of supporting youth in their neighbourhoods.

With respect to Part C, the following formal apology was written and signed by the Director of Education, Camille Williams Taylor ,and Chair of the Board, Lynn Scott. It was published in local newspapers, social media, and on the District's website, and read aloud to the Council by Trustee Scott:

"We apologize...

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This year, the Ottawa-Carleton District School Board has been reviewing practices through an equity, human rights and anti-oppression lens. One important part of this work was a review of police involvement in schools through both the School Resource Officer (SRO) program and times when the OCDSB calls police to respond to incidents. Through conversations with students, families, community members, staff and administrators, we heard that both the presence of police and how and when they are used in schools can create a sense of fear, increased anxiety and vulnerability for some, and especially for students who identify as Indigenous, Black, racialized, 2SLGBTQ+ and people with disabilities. That's not okay, and we apologize to the students and communities who have been harmed.

We want every student to feel safe at school, and we recognize that will require changes in practice. The OCDSB has withdrawn from the SRO program and we are inviting other Ottawa school boards, community partners, the City of Ottawa and Ottawa Police Service to collaborate on new ways to move forward. We have increased budget funding to support further work in equity, anti-racism, anti-oppression and mental health supports. We are updating policies and procedures relating to Safe Schools to improve our practice and accountability, and developing both a Human Rights and an Indigenous Rights policy. We remain committed to strengthening our relationships with families and community through the creation of the Families and Community Engagement office.

The OCDSB is committed to ensuring that our schools welcome, include, honour and respect all students, so that every student can reach their full potential."

Superintendent Farrish advised that the District continues to consult about police involvement as it updates its policies and procedures for safe schools to ensure that policy direction aligns with the Board motions.

During the ensuing discussion, the following points were noted:

- Schools will continue to call the police using 911, if needed in an emergency;

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- Elder Dumont expressed the opinion that he supported having police in schools to encourage children not to be afraid of the police;

- The consultation process recognized that there was not an issue with the intent of the origins of the SRO program: to help build positive relationships and help students make good choices and be better able to assess risks. That objective was not being accomplished in a way that could be quantified and it was recognized that harms were being done with a police presence in schools;

- The structure of the SRO program was a barrier to engagement;

- Police and schools may be oppressive institutions for Indigenous people and others;

- Schools need to be places where dignity, well-being, and access to education is the focus;

- Restorative justice and restorative circles that focus on healing and resolving conflict were raised as possible ways to support reconciliation;

- One of the goals for the revision of the safe schools policies is to place a greater focus on informal restorative practices that could include a circle;

- The District wishes to promote actions that are educational, supportive, and healing. It is also looking at community circles in classrooms for discussions, making decisions, and resolving conflicts or feelings of exclusion;

- The District has staff who have been formally trained in the tenets of restorative justice to repair damage and help people be accountable; and

- There is a need for education on the Truth & Reconciliation recommendations.

b. Update on Plans for Orange Shirt Day

Superintendent Smith provided an overview of plans for Orange Shirt day on 30 September and Truth & Reconciliation Week on 27 September to 1 October 2021. She advised that a group of educators were brought together to do the planning, acknowledging that, as an educational institution, the District has a responsibility to further understand the truths of residential schools and spend time on the Calls to Action. They recognize that 30 September is a day

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of mourning for Indigenous people. Although that day is not recognized by the Province of Ontario as a statutory holiday, staff and students may stay home on that day. Staff and students will be expected to participate in learning and resources will be made available to families and the community who wish to engage. Some aspects of the day will be live-streamed, for example, traditional opening exercises will be replaced with an opening provided by IEAC Chair Manatch with a land acknowledgement and a message to bring listeners to a space of reflection.

Mr. McHugh thanked Superintendent Smith and her team for encouraging community partners to come into schools. With respect to the addition of six itinerant educational assistants in support of mental health, Mr. McHugh queried whether any of them will be supporting the Indigenous team. Superintendent Smith advised that she will bring an answer to the next meeting of the Indigenous Education Advisory Council.

5.3 IEAC Report, 20 May 2021

The Indigenous Education Advisory Council report of 20 May 2021 was received.

6. Information

6.1 Update from Committee of the Whole, Budget

The minutes of the Committee of the Whole, Budget and Special Board meetings of 15 June 2021 were provided for information.

6.2 Meeting Dates for 2021-2022

The following meeting dates for the Indigenous Education Advisory Council were provided for information:

- 6 September 2021

- 21 October 2021

- 16 December 2021 (to be rescheduled to 18 November 2021)

- 20 January 2022

- 17 February 2022

- 19 May 2022

7. Closing (Elder Albert Dumont)

Chair Monatch thanked everyone for coming to the meeting.

Elder Dumont offered a closing at 7:58 p.m.

Building Brighter Futures Together at the Ottawa-Carleton District School Board

AUDIT COMMITTEE REPORT (PUBLIC)

Wednesday, September 22, 2021
6:00 pm
Zoom Meeting

Members: Mark Fisher (Trustee), Sandra Schwartz (Trustee), Jennifer Jennekens (Trustee), Shannon Hoeft (External Member)

Staff and Guests: Lynn Scott (Trustee), Camille Williams-Taylor (Director of Education), Mike Carson (Chief Financial Officer), Sandra Lloyd (Manager of Risk and Supply Chain Management), Genevieve Segu (Regional Internal Audit Team Manager), Gordon Champagne (Senior Regional Internal Auditor), Pasquale L'Orfano (Regional Internal Auditor), Rebecca Grandis (Senior Board Coordinator), Susan Baker (Board Coordinator)

Others Present   Robert Clayton (Lead Audit Engagement Partner KPMG LLP)
                      Rebecca Prophet (Audit Senior Manager KPMG LLP)

1. Call to Order

    Trustee Fisher called the public session to order 6:00 p.m and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

    Moved by Shannon Hoeft,

    THAT the agenda be approved.

    Carried

3. Delegations

    There were no delegations.

4. Superintendent's Report

    Chief Financial Officer (CFO) Carson noted that he would include the COVID-19 update with his superintendent's report.

    CFO Carson advised that there have been no significant issues with the return to school. He acknowledged the exceptional work of all staff and departments that led to a seamless start to the year. CFO Carson advised that enrolment numbers have

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increased from what was projected in the 2021-2022 budget. The increase will have a positive financial impact but did result in staffing adjustments and the reorganization of classes.

CFO Carson reported that the shortage of bus drivers is a significant challenge provincially and in the Ottawa region in particular. He noted that he along with the superintendent of business of the Ottawa Catholic School Board (OCSB) and Vicky Kyriaco, General Manager of the Ottawa Student Transportation Authority (OSTA) have met daily with the Ministry of Education (the Ministry) to look at ways to manage routes effectively. CFO Carson acknowledged the challenges students and families face and noted that principals and teachers are focused on supporting those students who are unable to attend class due to lack of transportation.

CFO Carson advised that there are challenges for community groups that require access to school spaces. Staff have been in contact with representatives from the coterminous school boards and Ottawa Public Health (OPH) to look at the feasibility of issuing permits. Community Use of School (CUS) permits will not be issued in September 2021 by any of the local school boards but staff will re-examine the issue for October 2021.

CFO Carson reported that a significant amount of staff time has been allocated to ensuring the District is in compliance with Ministry guidance on the mandatory vaccine protocol and the required attestation of vaccine status from staff and regular visitors to school sites. He noted that Human Resources and Business and Learning Technologies staff have worked diligently to ensure the employee attestation information was collected.

Director Williams-Taylor acknowledged the efforts of staff and the Board of Trustees to ensure structures were in place to provide for the safe return of students and staff. Director Williams-Taylor reported that the Board of Trustees passed a motion that required the mandatory vaccination of employees. She advised that the mandate adheres to the Ontario Human Rights Code (OHRC).

Director Williams-Taylor reported that 93% of staff have completed the attestation and over 90% of respondents are fully vaccinated. There will be follow-up with staff who have not completed the attestation. Director Williams-Taylor acknowledged the exceptional work of the Communications Team in ensuring information was shared with students and staff, the community, and the Ministry and she also recognized the efforts of Supply Chain staff who obtained the test kits and ensured their safe storage. She also noted that the election activities at school sites were very well managed by Facilities staff.

Director Williams-Taylor summarized by acknowledging the exceptional work of administrative and Facilities staff in addition to the education teams, for their dedication to students within the District.

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

- CFO Carson advised that during the 2020-2021 school year, the District procured several hundred high efficiency particulate absorbing (HEPA) filters that meet the American Society of Refrigerating and Air Conditioning Engineers (ASHRAE) standards. The Ministry of Education and the Government of Ontario allocated an additional 700 to 800 units for the fall of 2021 and the units have been received. CFO Carson reported that District staff meet regularly with OPH, as well as the Ministry of Labour to ensure ventilation systems are compliant with ASHRAE standards. Staff has requested that the Ministry supply filters for the units they provided to ensure the District does not incur additional costs; a commitment has not been received;

- ASHRAE provided a document outlining guidance to schools for air exchanges and filtration and staff have been following those guidelines. In buildings with automated systems there are no areas where those systems are not meeting the established standards. Ministry of Labour inspectors also receive their guidance from the ASHRAE standards. Personal protective equipment (PPE) has more often been the subject of concern during labour inspections;

- Air quality inspections are not conducted daily but the systems are inspected to ensure they are operating as they were programmed;

- If there are concerns about air quality in a particular room staff will investigate to ensure the monitoring system is operating effectively;

- Ventilation systems are programmed to operate in accordance with specific standards and if the operation of the system has not changed it can be assumed that the air quality is acceptable;

- The preventative maintenance schedule for ventilation systems was conducted during the summer. Fans and belts were replaced on a timely basis to mitigate any system problems;

- CFO Carson reported that he was confident that most rooms with mechanical ventilation are achieving the acceptable targets in accordance with the standards; and

- Director Williams-Taylor reported that the District has committed to adhere to the inter-board extracurricular sporting activities schedule that has been established for the 2021-2022 school year and agreements are in place among the coterminous boards. She advised that it is difficult to comment on what extracurricular sporting activities are taking place at District schools as programs vary from site-to-site.

5. COVID-19 Update

   The COVID-19 update was combined with the Superintendent's Report at item 4.

6. Matters for Action

6.1 <u>Review of Audit Committee Report</u>

    a.   <u>Audit Committee, 19 May 2021</u>

    Moved by Trustee Shannon Hoeft,

    THAT the report from the Audit Committee, dated 19 May 2021, be received.

    Carried

    b.   <u>Business Arising</u>

    There was no business arising from the 19 May 2021 Audit Committee report.

6.2 <u>Report 21-062, External Auditor's Audit Plan for the 2020-2021 Year End Audit (M. Carson)</u>

Your Committee had before it Report 21-062, the External Auditor's Audit Plan for the 2020-2021 Year-End Audit.

Mr. Rob Clayton, and Ms. Rebecca Prophet of KPMG LLP, were in attendance to present the audit plan. Mr Clayton noted that in September 2021 the Ministry of Education (the Ministry) advised school boards that they will be required to report the value of PPE that was supplied during the 2020-2021 year in financial statements. KPMG and District staff are working on determining how PPE will be accurately reported based on the inventory received at a weighted cost the Ministry has provided.

Ms. Prophet reviewed the executive summary noting that the external audit applies a risk-based approach. She advised that audit of the Ottawa-Carleton District School Board (OCDSB) is a group audit including the components of the Ottawa-Carleton Education Network (OCENET), school council funds, the Ottawa Student Transportation Authority (OSTA), and school-generated funds.

Ms Prophet reported that the materiality for the 2020-2021 audit is $13.0 million and is consistent with the 2019-2020 year. She noted that the proposed fees outlined in the audit plan and the engagement letter are in line with the quote that was previously provided.

Ms. Prophet advised that a new auditing standard is being applied to how estimates are identified and reflected in financial statements.

    Moved by   Trustee Jennekens

    THAT KPMG LLP's plan for the audit of the 2020-2021 Consolidated Financial Statements be approved.

    Carried

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Carried

6.3   Multi-Year Internal Audit Plan (G. Segu)

Ms. Segu presented the Multi-Year Internal Audit Plan and noted that meetings were held with CFO Carson to discuss the plan to ensure that the work of the Regional Internal Audit Team (RIAT) was not being duplicated by District staff. The timeline of the plan has changed from five years to three.to manage the changing risk landscape more effectively. The RIAT is required to conduct a minimum of two engagements in a year for each school board.

Moved by Shannon Hoeft,

THAT the Ottawa-Carleton District School Board Audit Committee Approves the 2021-2024 Multi-Year Internal Audit Plan.

CFO Carson advised that the areas of focus identified in the report are aligned with District priorities and he is comfortable with the recommendation in the report.

Moved by   Shannon Hoeft

> **THAT the Ottawa-Carleton District School Board Audit Committee Approves the 2021-2024 Multi-Year Internal Audit Plan.**

Carried

6.4   2021-2022 Regional Internal Audit Plan (G. Segu)

Ms. Segu presented the 2021-2022 Regional Internal Audit Plan.

The plan for 2021-2022 year includes the following:

- The completion of work finalized in 2020-2021 and not yet reported;
- The initiation of work postponed by management in 2020-2021;
- Cyclical follow-up procedures;
- One new engagement; and
- A placeholder to account for in-year requests and potential changing priorities during the year.

Moved by Trustee Schwartz,

THAT the Ottawa-Carleton District School Board Audit Committee: recommends for approval the 2021-2022 Internal Audit Plan as presented in Appendix 3.

In response to a query from Trustee Schwartz, RIAT Manager Segu noted that the proposed COVID-19 response has been delayed as school districts continue to be impacted by the pandemic. The timeframe for completing this engagement remains uncertain but will occur when there is sufficient distance from the pandemic to conduct a proper review.

Moved by   Trustee Schwartz

> **THAT the Ottawa-Carleton District School Board Audit Committee: Recommends for approval the 2021-22 Internal Audit Plan as presented in Appendix 3.**

Carried

6.5   <u>2020-2021 Annual Report on (RIAT) Internal Audit Activities (G. Segu)</u>

Ms. Segu presented the 2020-2021 Annual Report on RIAT Internal Audit Activities that outlined the following:

- A confirmation of the independence of the audit activities;

- A description of its function;

- A confirmation of conformance with the Code of Ethics; and

- A summary of the 2020-21 activities.

Moved by Trustee Jennekens,

THAT the Ottawa-Carleton District School Board Audit Committee:

1. Receives for information the 2020-21 Annual Report on Internal Audit Activities;

2. Approves the 2021-22 Regional Internal Audit Team Charter; and

3. Receives for information the SAIV Final Report.

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

- In response to a query about a reference in the Charter to audit committees as Boards of Trustees, and the fact the OCDSB Audit Committee has external members, Ms. Segu advised that the reference was intended to describe the Audit Committee as a sub-committee of the Board and not describe the composition of the committee; and

- CFO Carson confirmed that th Chair of the Audit Committee would sign the Charter once the Audit Committee Report of 22 September 2021 is approved by the Board.

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Moved by   Trustee Jennekens

THAT the Ottawa-Carleton District School Board Audit Committee:

1. **Receives for information the 2020-21 Annual Report on Internal Audit Activities;**

2. **Approves the 2021-22 Regional Internal Audit Team Charter; and**

3. **Receives for information the SAIV Final Report.**

Carried

7. Matters for Discussion

7.1 Regional Internal Audit Update (G. Segu)

Ms. Segu provided the Audit Committee with an update on the progress of the 2020-2021 RIAT work.

In response to a query,Ms. Segu advised that the RIAT could not complete two audits in the 2020-2021 year; the COVID Response Review and the Educational Assistant Deployment Review. These outstanding items are reflected in the Audit Plan 2021-2022.

8. New Business

There were no items of new business.

9. Adjournment

The public meeting adjourned at 7:14 pm.

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Mark Fisher, Chair, Audit Committee

INTERNAL AUDIT TEAM

Appendix 3 - 2021-22 RIAT Plan – Ottawa-Carleton DSB

Status	Audit & Scope	Schedule
Postponed from 2020-21	**Educational Assistant Deployment Engagement** This engagement is in alignment with the board's Strategic Enterprise Risk Management (SERM) Corporate Risk Profile which identified staff well-being, under Culture of Caring, as one of the top threats in the portfolio. This engagement also aligns with the Region-Wide Strategic Risk Assessment which identified student and staff health and safety as a priority. More specifically, the presence of appropriate controls and capabilities to best ensure student and staff well being and safety. The scope is to provide Management with a current assessment of the deployment of Educational Assistants and challenges faced relating to an increase in student aggression and challenging behaviours.	Met with Senior Management in March 2021. Postponed to 2021-22 per Management's request.
Postponed from 2020-21	**COVID Lessons Learned** This engagement is in-line with the Board's risk profile on crisis management. The scope focuses on the strengths and opportunities relating to the Boards' preparation or plan activation, response and transition to the new "normal". A report will be prepared which will prioritize recommendations to provide the Board with a road map moving forward.	Terms of Reference approved Postponed to 2021-22 per Management's request

INTERNAL AUDIT TEAM

Cyclical	**Follow-up Procedures** This is a recurring item on RIAT's annual plan. RIAT continues to follow-up on the remaining recommendation, as they come due.	Ongoing
As Needed	**Management Request Engagement** To cover any important items that may be required to during the school year.	If Requested

Regional Internal Audit Charter

PURPOSE AND DEFINITION

The purpose of the regional internal audit team is to provide independent, objective assurance and consulting services designed to add value and improve the district school boards' operations in the Ontario East region. It helps the district school boards accomplish their objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

ROLE

The regional internal audit activity is established by the Ministry of Education through the annual Grants for Student Needs funding. The oversight role of the Audit Committee of the Board of Trustees over the regional internal audit activity is established by Regulation 361/10.

PROFESSIONALISM

The regional internal audit activity will adhere to the Institute of Internal Auditors' mandatory guidance including the Core Principles for the Professional Practice of Internal Auditing, the Definition of Internal Auditing, the Code of Ethics, and the International Standards for the Professional Practice of Internal Auditing (Standards). This mandatory guidance constitutes principles of the fundamental requirements for the professional practice of internal auditing and for evaluating the effectiveness of the regional internal audit activity's performance.

AUTHORITY

The regional internal audit activity, with strict accountability for confidentiality and the safeguarding of records and information is authorized full, free and unrestricted access to any and all of the district school boards' records, physical properties, and personnel pertinent to carrying out any engagement. All school board employees are requested to assist the regional internal audit team in fulfilling its responsibilities. The regional internal audit team will also have free and unrestricted access to school board leaders and to the Audit Committee of the Board of Trustees.

ORGANIZATION

The internal audit function follows a regional model. The function consists of a Regional Internal Audit Manager (RIAM) responsible to district school boards in one of the eight regions in the province of Ontario as identified by the Ministry of Education. The Regional Internal Audit Manager will report functionally to their regional audit committees of the Boards of Trustees and administratively are supported by a host school board Senior Business Official. Every effort is made to adequately staff the internal audit function, within available financial resources, in order to perform its audit activities.

The functional reporting relationship between the RIAM and each Audit Committee of the Board of Trustees will be further demonstrated by each Audit Committee of the Board of Trustees for their Board performing the following functions:

- Approve the regional internal audit charter;
- Recommend for approval the risk based internal audit plan;
- Receive information from the Regional Internal Audit Manager about the internal audit activity performance to plan and other relevant matters;
- Inquire of the Regional Internal Audit Manager whether there are resource or scoping limitations; and
- Review annually the performance of the regional internal audit activity and provide the Board of Trustees with their comments regarding the performance of the Regional Internal Audit Manager.

The Regional Internal Audit Manager will interact directly with the Audit Committee of the Board of Trustees, including in-camera sessions and between audit committee meetings as appropriate.

INDEPENDENCE AND OBJECTIVITY

The regional internal audit activity will remain free from interference by any element in the district school board including matters of audit selection, scope, procedures, frequency, timing or report content to permit maintenance of a necessary independent and objective mental attitude.

Regional internal auditors will have no direct operational responsibility or authority over any of the activities audited. Accordingly, they will not implement internal controls, develop procedures, install systems, prepare records or engage in any other activity that may impair judgment.

Regional internal auditors will exhibit the highest standards of professional objectivity in gathering, evaluating and communicating information about the activity or process being examined. Auditors will make a balanced assessment of all the relevant circumstances and not be unduly influenced by their own interests or by others in forming judgments.

The Regional Internal Audit Manager will confirm to the Audit Committee of the Board of Trustees, at least annually, the organizational independence of the internal audit activity.

RESPONSIBILITY

The scope of work of the regional internal audit team encompasses but is not limited to:

- Evaluating risk exposure relating to the achievement of the district school board's strategic objectives;

- Evaluating the reliability and integrity of information and the means used to identify measure, classify and report information;

- Evaluating the systems which ensure compliance with policies, procedures, applicable laws and regulations which impact the district school board;

- Evaluating whether resources are acquired economically, used efficiently, and are adequately protected;

- Evaluating operations and processes to ascertain whether results are consistent with established objectives and whether processes are functioning as planned;

- Performing consulting and advisory services or assessments of specific operations as requested by the Audit Committee of the Board of Trustees or district school board management as appropriate;

- Evaluating the effectiveness of the district school board's risk management and governance processes;

- Reporting periodically on the regional internal audit performance against plans; and

- Reporting significant risk exposures and control issues, including fraud risks, governance issues and other matters requested by the Audit Committee of the Board of Trustees.

INTERNAL AUDIT PLAN

Annually, the Regional Internal Audit Manager will submit to district school board management and to the Audit Committee of the Board of Trustees an internal audit plan for recommendation to their Board of Trustees for approval. If there are any resource limitations or interim changes, these will be communicated.

The internal audit plan will be developed based on a prioritization of the internal audit universe using a risk based methodology which includes input of district school board management. The Regional Internal Audit Manager will review and adjust the plan as required in response to changes in the risk profile. Any significant deviation from the approved internal audit plan will be communicated through periodic status reports. The Regional Internal Audit Manager or any of his or her team may initiate and conduct any other audit or review deemed necessary for potential illegal acts, fraud, abuse, or misuse of funds. Reasonable notice shall be given to appropriate personnel of intent to audit in their areas except when conditions warrant an unannounced audit.

**INTERNAL
AUDIT TEAM
Ontario East**

REPORTING AND MONITORING

Opportunities for improving internal control may be identified during audits. A written report will be issued by the Regional Internal Audit Manager at the conclusion of each audit and will be distributed according to the school board's requirements. (This could include the head of the audited activity or department, the director of education, the audit committee and the external auditor of the district school board.)

Each report will describe opportunities to strengthen district school board risk, internal control and governance processes and conclude on the adequacy and effectiveness of the processes. The district school board management will provide action plans and timelines to address each opportunity (observation). The regional internal audit team is responsible to perform appropriate follow-up procedures to attest to the completion of action plans. Significant observations will remain in an open issue status until cleared.

When the RIAM concludes that management has accepted a level of risk that may be unacceptable to the organization, the RIAM will discuss the matter with senior management. If the RIAM determines that the matter has not been resolved, they will communicate the matter to Audit Committee of the Board of Trustees.

QUALITY ASSURANCE

The regional internal audit team will maintain a quality assurance and improvement program that covers all aspects of the internal audit activity and conformance with the International Standards for the Professional Practice of Internal Auditing.

The Regional Internal Audit Manager will communicate to district school board management and the Audit Committee of the Board of Trustees on the internal audit activity's quality assurance and improvement program, including the results of ongoing internal assessments and external assessments conducted as appropriate, usually on a five year cycle.

Geneviève Segu   September 1st, 2021

_____
Regional Internal Audit Manager Signature & Date

_____
Audit Committee Chair Signature & Date

_____
Director of Education Signature & Date

INTERNAL
AUDIT TEAM
Ontario East

DEFINITION OF SELECTED TERMS

Add Value	Value is provided by improving opportunities to achieve organizational objectives, identifying operational improvement, and/or reducing risk exposure through both assurance and consulting services.
Advisory/Consulting Services/Review	Advisory and related client service activities, the nature and scope of which are agreed to with the client and which are intended to add value and improve a school board's governance, risk management and control processes without the regional internal auditor assuming management responsibility. Examples include counsel, advice, facilitation and training. These activities can also be described as "review", interchangeably with "consulting".
Assurance	An objective examination of evidence for the purpose of providing an independent assessment on governance, risk management, and control processes for the organization. Results can be relied upon for supporting informed decision making.
Board of Trustees	A legislative body that that has overall responsibility and accountability for the district school board. For purposes of this Charter, this also includes committees that support the Board of Trustees including the audit committee.
Compliance	Conformity and adherence to policies, plans, procedures, laws, regulations, contracts or other requirements.
Control Environment	The attitude and actions of the Board of Trustees and district board management regarding the significance of control within the organization. The control environment provides the discipline and structure for the achievement of the primary objectives of the system of internal control. The control environment includes the following elements: ☐ Integrity and ethical values. ☐ Management's philosophy and operating style. ☐ Organizational structure. ☐ Assignment of authority and responsibility. ☐ Human resource policies and practices. ☐ Competence of personnel.
Control/Internal Controls	Any action taken by district board management and other parties to enhance risk management and increase the likelihood that established objectives and goals will be achieved. Management plans, organizes and directs the performance of sufficient actions to provide reasonable assurance that objectives and goals will be achieved. The system of management controls (business plans, capturing and analyzing data, performance reporting, code of conduct, etc.) that are implemented within a school board to ensure that assets (human, physical and information) are protected and to provide reasonable assurance that its objectives can be achieved.

Control Processes	The policies, procedures and activities that are part of a control framework, designed to ensure that risks are contained within the risk tolerances established by the risk management process.
Fraud	Any illegal acts characterized by deceit, concealment or violation of trust. These acts are not dependent upon the application of threat of violence or of physical force. Frauds are perpetrated by parties and organizations to obtain money, property or services; to avoid payment or loss of services; or to secure personal or business advantage.
Governance	The combination of processes and structures implemented by the Board of Trustees in order to inform, direct, manage and monitor the activities of the organization toward the achievement of its objectives.
In-camera	A separate discussion between members of the Audit Committee and the Regional Internal Audit Manager promoting open communication and discussion of any sensitive issues or problems.
Independence	The freedom from conditions that threaten objectivity or the appearance of objectivity. Such threats to objectivity must be managed at the individual auditor, engagement, functional and organizational levels.
Objectivity	An unbiased mental attitude that allows regional internal auditors to perform engagements in such a manner that they have an honest belief in their work product and that no significant quality compromises are made. Objectivity requires regional internal auditors to not subordinate their judgment on audit matters to that of others.
Risk	Effect of uncertainty on objectives or outcomes.
Risk Management	A structured and disciplined approach aligning strategy, processes, people, technology and knowledge with the purpose of evaluating and managing the risks an organization faces. Overall, it is about choices made under conditions of uncertainty, balanced by acceptable levels of risk.

INTERNAL
AUDIT TEAM
Ontario East

Quality Assurance Report
Final Report

Genevieve Segu, Regional Internal Audit Manager

June 18, 2021

Distribution List:
Ontario-East District School Boards Audit Committee Members
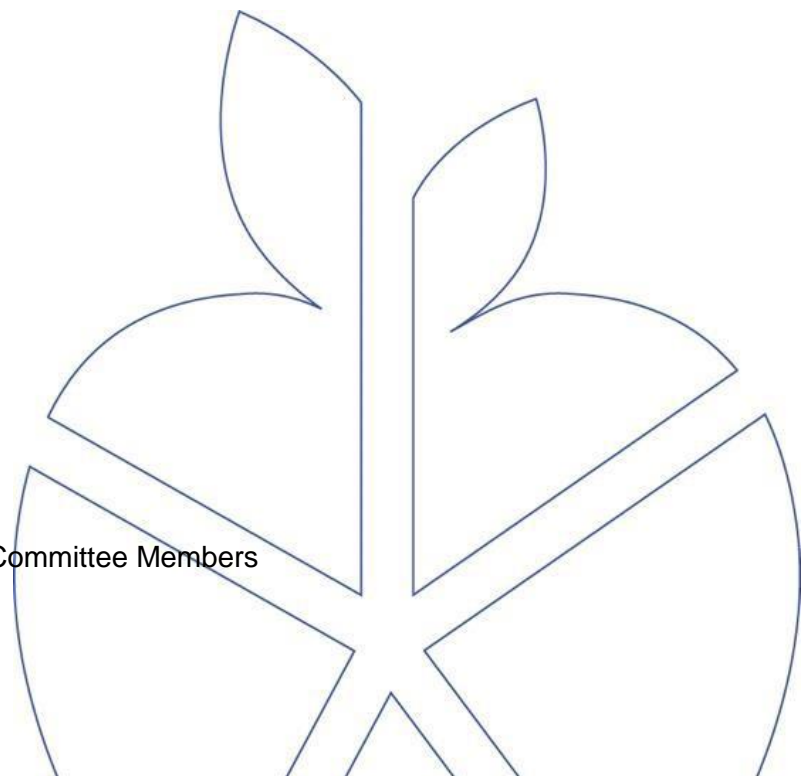
Executive Summary

Introduction

The International Standards for the Professional Practice of Internal Auditing requires that an external quality assessment (QA) of an internal audit activity be conducted at least once every five years by a qualified, independent assessor or assessment team from outside the organization. The qualified assessor or assessment team must demonstrate competence in both the professional practice of internal auditing and the QA process. The QA can be accomplished through a full external assessment or a self-assessment with independent validation.

The Regional Internal Audit Manager (RIAM) discussed the form and frequency of the QA, as well as the independence and qualifications of the external assessor or assessment team from outside the organization, including any potential conflicts of interest with the board. Upon presentation of the requirements to the Audit Committee in September 2020, the Regional Internal Audit Team (RIAT) conducted a self-assessment of its internal audit activity (IA) and selected the Institute of Internal Auditors as the qualified, independent external assessor to conduct a validation of RIAT's self-assessment.

Objectives

- The main objective of the QA was to assess RIAT's conformance with the Standards and the Code of Ethics.

- RIAT also evaluated its effectiveness in carrying out its mission (as set forth in the internal audit charter and expressed in the expectations of Management); identified successful internal audit practices demonstrated by RIAT; and identified opportunities for continuous improvement to enhance the efficiency and effectiveness of the infrastructure, processes, and the value to their stakeholders.

- An external independent assessor validated the results of RIAT's self-assessment. The main focus was to validate the conclusion of RIAT related to conformance with the *Standards* and the Code of Ethics. They also reviewed RIAT observations related to successful internal audit practices and opportunities for continuous improvement. They offered additional observations as they deemed appropriate.

Scope

- The scope of the QA included RIAT's operations and responsibilities, as set forth in the internal audit mandate and approved by the board.

- The QA concluded on 28 May 2021, and provides senior management and the board with information about RIAT as of that date.

- The Standards and the Code of Ethics in place and effective as of 28 May 2021, were the basis for the QA.

Methodology

- RIAT compiled and prepared information consistent with the methodology established in the *Quality Assessment Manual for the Internal Audit Activity*. This information included completed and detailed planning guides, together with all supporting documentation; an evaluation summary, documenting all conclusions and observations; and the self-assessment report by the IA.

- RIAT identified key stakeholders (IA staff, senior management and audit committee members) and sent surveys to each individual identified. The results were tabulated by the Institute of Internal Auditors, and THE INSTITUTE OF INTERNAL AUDITORS is to maintain confidentiality in responses. Survey results were shared with RIAT during their self-assessment process.

- Prior to commencement of the on-site validation portion of the RIAT self-assessment, THE INSTITUTE OF INTERNAL AUDITORS held a preliminary meeting with RIAT to discuss the status of preparation of the self-assessment, identification of key stakeholders to be interviewed during the on-site validation, and finalization of logistics related to the QA.

- To validate the objectives, THE INSTITUTE OF INTERNAL AUDITORS reviewed information prepared by RIAT and the conclusions reached in the QA report. THE INSTITUTE OF INTERNAL AUDITORS (IIA) also conducted interviews with selected key stakeholders, including the audit committee chair, senior executives, and IA management and staff; reviewed a sample of audit projects and associated working papers and reports; reviewed survey data received from stakeholders and RIAT management and staff; and prepared diagnostic tools consistent with the methodology established for a QA in the *Quality Assessment Manual for the Internal Audit Activity*.

- The validators from the IIA prepared an "Independent Validation Statement" to document conclusions related to the validation of IA's self-assessment. This statement is included as Attachment B to this report.

Conclusion

It is the overall opinion of the IIA that RIAT generally conforms with the Standards and the Code of Ethics.

The ranking of "Generally Conforms" means that an internal audit activity has a charter, policies, and processes that are judged to be in conformance with the Standards and the Code of Ethics. A detailed description of conformance criteria can be found in attachment A.

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As a result of this assessment, RIAT will include the mention that "work was conducted in conformance with the International Standards for Professional Practice of Internal Auditing" in its reports going forward.

The detailed report presents the observations, validated by an independent third party as well as an action plan with timeline and status to implement the required changes, where RIAT was found to be in partial conformance or not in conformance (see "Ratings definition" in Attachment A).

Limitation on Use of Internal Audit Report

This report is intended primarily for the information and use of the individuals on the distribution list on the cover page of this report and should not be provided to any other individual without the consent of the Regional Internal Audit Manager, Ontario East Region.

Detailed Report

RIAT believes that the environment in which we operate is well structured and progressive, where the *Standards* are understood, the Code of Ethics is being applied, and management endeavors to provide useful audit tools and implement appropriate practices. Consequently, our comments and recommendations are intended to build on this foundation.

Observations are divided into three categories:

1. **Successful Internal Audit Practices** – Areas where RIAT is operating in a particularly effective or efficient manner when compared to the practice of internal auditing demonstrated in other internal audit activities. The identification of these practices is intended to provide IA stakeholders with a view on things IA is doing in a leading practice manner when compared to other internal audit activities.

2. **Gaps to Conformance** – Areas identified where RIAT is operating in a manner that falls short of achieving one or more major objectives, and attains an opinion of "partially conforms" or "does not conform" with the *Standards* or the Code of Ethics. These practices will include recommendations for actions needed to be "generally in conformance," and will include an IA response and an action plan to address the gap.

3. **Opportunities for Continuous Improvement** – Observations of opportunities to enhance the efficiency or effectiveness of RIAT's infrastructure of processes. These practices do not indicate a lack of conformance with the *Standards* or the Code of Ethics, but rather offer suggestions on how to better align with criteria defined in the *Standards* or Code of Ethics. They may also be operational ideas based on the experiences obtained while working with other internal audit activities. A management response and an action plan to address each opportunity noted are normally included.

1. *Successful Internal Audit Practices*
Observation

GOVERNANCE

- Training of AC members – continue to build on this, as new members come on board.

- RIAT was instrumental in helping the organization establish the foundation for a Strategic Risk Management framework thus contributing to the achievement of key strategic organizational objectives.

RIAT STAFF

Staff are viewed by Senior Management and AC members as very competent, professional, courteous, good listeners.

RIAT MANAGEMENT

- Surveys conducted by the IIA showed very positive results for 5 out of the 6 groups surveyed
- Great Follow-Up process established, with a concerted effort to clear out old outstanding recommendations that were either obsolete or no longer relevant;
- Use of COSO, COBIT, ISO, NIST frameworks, which RIAT should bring forward in its reports, as part of the audit objectives; and
- Use of IDEA software for continuous auditing (Data Analytics).

RIAT PROCESS

- Audit Reports are concise, clear and of very good quality;
- Use of an audit software package for engagements and follow-up (Pentana); and
- Good use of report templates, planning checklists, and IA Manual is very good.

2. *Gaps to Conformance*
Observations

GOVERNANCE

- Partially Conforms (PC) with *Standard 1110* - Organizational Independence:

  - The RIAT? should report functionally to the AC (on paper as well as in practice); and

  - The Internal Audit Mandate should reflect the specifics of the nature of the functional reporting relationship, including the implementation conditions.

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- Does Not Conform (DNC) with *Standard 1111* - Direct interactions with the AC: do not occur

- Partially Conforms with *Standard 1300* - Quality Assurance and Improvement Plan (QAIP):

    - Develop a QAIP that covers all aspects of the RIAT activity (to demonstrate conformance to all Standards and Code of Ethics)

    - **Internal** periodic assessments need to be developed (*1311*)

    - **External** independent assessments should happen at least every 5 years (*1312*)

    - Report results of these ongoing and periodic **internal** and **external** assessments to Audit Committee, including Action Plans for improvements identified (*1320*)

IA MANAGEMENT

- Partially Conforms with *Standard 2600*: Communication of Risk that states: "When the RIAM concludes that management has accepted a level of risk that may be unacceptable to the organization, the RIAM must discuss the matter with senior management. If the RIAM determines that the matter has not been resolved, he or she communicates the matter to the Audit Committee."

    - When presenting the Risk Based Audit Plan (RBAP) to the Audit Committee, the RIAM must communicate the residual risks stemming from the gap between the high risk auditable areas identified in the process and the actual engagements that can be done, based on the available resources. This is the distinction between a Risk-Based Audit Plan, and a Resource-Based Audit Plan. The gap represents a risk due to resource limitations and this must be communicated to the Audit Committee.

3. Opportunities for Continous Improvement
Observations

GOVERNANCE

Increase access and direct interactions between RIAM and all Audit Committees through:

- Have a one-on-one sit-down or virtual meeting between AC Chair and RIAM - prior to each AC meeting - to go through IA items on agenda or other issues.

- Have regular, private in-camera sessions at the AC meetings – without the presence of management - between the AC members and the RIAM i.e. automatic, standard agenda item – and this would occur, whether you have something to say, or not.

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• The organizational Chart must indicate functional reporting relationship of RIAT to the AC. The current organizational chart from the Ottawa Catholic School Board only shows a dotted line (i.e. admin relationship) to its Superintendent of Business Services. • IA does not have a 'seat at the table': not viewed as part of senior executive cadre or C-suite. • IA Mandate: strengthen definition of consulting engagements. e.g. Procurement Data Analytics 'Review' is an Advisory/Consulting engagement.	

Action Plan	

1110 - Organizational Independence:
 	
(a) Update the mandate to reflect the functional reporting relationship to the AC, by including the following examples:
    • Approving the internal audit charter.
    • Approving the risk-based internal audit plan.
    • Receiving communications from the RIAM on the internal audit activity's performance relative to its plan and other matters.
    • Making appropriate inquiries of management and the RIAM to determine whether there are inappropriate scope or resource limitations.
 	
(b) Update the organizational chart to reflect the functional reporting relationship to the AC.
	Timeline:
	 September 2021
	
	Status:
	In Progress

1111 - Direct interaction with the AC: a) Offer AC chairs to have a short meeting prior to each AC meeting to go through RIAT items on agenda or other issues. b) Communicate to the AC chairs the requirement to have a regular, private in-camera session at AC meetings without the presence of management between the AC members and the RIAT as an automatic, standard agenda item AND, where in place, to exercise it. *This has already been implemented at 2/9 of the Ontario-East district school boards in 2020-21. The standing item is also in place at another 2/9 but is not exercised.* c) Reach out to each AC chair to seek input into the annual and multi-year plan. *This has already been implemented in 2020-21 for the upcoming 2021-22 plan and out-years.*	**Timeline**: September 2021 **Status**: In Progress

	Timeline: August 2022

1300 - Quality Assurance and Improvement Plan:
 	
a) 1311 – Internal Assessment:
   • Send one staff for training on conducting periodic internal assessments. *This has been implemented in June 2021.*
   • Set up a spreadsheet with the results of the 2021 QAIP.
   • Set up a task to perform the review in the summer of 2022.
 	
b) 1312 – External Assessment:
   • Set up a reminder to perform an External Assessment in 5 years, during the school year 2025-26.
 	
c) 1320 – Reporting on the QAIP:
   • Report on the results and action plan in the annual report to AC each September.
	Status:
	In Progress

2600 – Communication of Risk a) Formalize, in the Mandate, the dispute resolution process and communication to AC when there is a disagreement with Management on the risk acceptance level. b) Communicate the effect on the Risk Based Annual Plan (RBAP) of the level of resources, where and if applicable, prior to requesting the approval of the plan.	**Timeline:** September 2021 **Status:** In Progress
Opportunities for improvement: a) Update the mandate to include the term "Review" as meaning "Consulting". b) Formalize the Ontario-East RIAT strategy and objectives. c) Continue training AC members on Ontario Regulation 361/10 and emerging risks. d) Reference frameworks used during audits (i.e. IPPF, COSO, COBIT, ISO, NIST, etc…).	**Timeline:** September 2021 for items a) and b) Ongoing for c) and d). **Status:** In Progress

Attachment A – Evaluation Summary and Rating Definitions

	GC	PC	DNC
Overall Evaluation	X		

Attribute Standards (1000 through 1300)		GC	PC	DNC
1000	Purpose, Authority, and Responsibility	X		
1010	Recognizing Mandatory Guidance in the Internal Audit Charter	X		
1100	Independence and Objectivity	X		
1110	Organizational Independence		X	
1111	Direct Interaction with the Board			X
1112	Chief Audit Executive Roles Beyond Internal Auditing	X		
1120	Individual Objectivity	X		
1130	Impairment to Independence or Objectivity	X		
1200	Proficiency and Due Professional Care	X		
1210	Proficiency	X		
1220	Due Professional Care	X		
1230	Continuing Professional Development	X		
1300	Quality Assurance and Improvement Program		X	
1310	Requirements of the Quality Assurance and Improvement Program	X		
1311	Internal Assessments		X	

1312	External Assessments		X	
1320	Reporting on the Quality Assurance and Improvement Program		X	
1321	Use of "Conforms with the *International Standards for the Professional Practice of Internal Auditing*"	N/A		
1322	Disclosure of Nonconformance	N/A		

Performance Standards (2000 through 2600)		GC	PC	DNC
2000	Managing the Internal Audit Activity	X		
2010	Planning	X		
2020	Communication and Approval		X	
2030	Resource Management	X		
2040	Policies and Procedures	X		
2050	Coordination and Reliance	X		
2060	Reporting to Senior Management and the Board	X		
2070	External Service Provider and Organizational Responsibility for Internal Auditing	X		
2100	Nature of Work	X		
2110	Governance	X		
2120	Risk Management	X		
2130	Control	X		
2200	Engagement Planning	X		
2201	Planning Considerations	X		
2210	Engagement Objectives	X		

2220	Engagement Scope	X		
2230	Engagement Resource Allocation	X		
2240	Engagement Work Program	X		
2300	Performing the Engagement	X		
2310	Identifying Information	X		
2320	Analysis and Evaluation	X		
2330	Documenting Information	X		
2340	Engagement Supervision	X		
2400	Communicating Results	X		
2410	Criteria for Communicating	X		
2420	Quality of Communications	X		
2421	Errors and Omissions	N/A		
2430	Use of "Conducted in Conformance with the *International Standards for the Professional Practice of Internal Auditing*"	N/A		
2431	Engagement Disclosure of Nonconformance	N/A		
2440	Disseminating Results	X		
2450	Overall Opinions	N/A		
2500	Monitoring Progress	X		
2600	Communicating the Acceptance of Risks		X	

Code of Ethics		GC	PC	DNC
	Code of Ethics	X		

Rating Definitions

GC – "Generally Conforms" means that the assessor or the assessment team has concluded that the relevant structures, policies, and procedures of the activity, as well as the processes by which they are applied, comply with the requirements of the <u>individual</u> standard or elements of the Code of Ethics in all material respects. For the <u>sections</u> and <u>major categories</u>, this means that there is general conformity to a majority of the individual standard or element of the Code of Ethics and at least partial conformity to the others within the section/category. There may be significant opportunities for improvement, but these should not represent situations where the activity has not implemented the *Standards* or the Code of Ethics and has not applied them effectively or has not achieved their stated objectives. As indicated above, general conformance does not require complete or perfect conformance, the ideal situation, or successful practice, etc.

PC – "Partially Conforms" means that the assessor or assessment team has concluded that the activity is making good-faith efforts to comply with the requirements of the <u>individual</u> standard or elements of the Code of Ethics, or a <u>section</u> or <u>major category,</u> but falls short of achieving some major objectives. These will usually represent significant opportunities for improvement in effectively applying the *Standards* or the Code of Ethics and/or achieving their objectives. Some deficiencies may be beyond the control of the internal audit activity and may result in recommendations to senior management or the board of the organization.

DNC – "Does Not Conform" means that the assessor or assessment team has concluded that the internal audit activity is not aware of, is not making good-faith efforts to comply with, or is failing to achieve many or all of the objectives of the <u>individual</u> standard or element of the Code of Ethics, or a <u>section</u> or <u>major category</u>. These deficiencies will usually have a significantly negative impact on the internal audit activity's effectiveness and its potential to add value to the organization. These may also represent significant opportunities for improvement, including actions by senior management or the board.

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| IIA The Institute of Internal Auditors | QUALITY *Ensuring Excellence* | **ATTACHMENT B** *INDEPENDENT VALIDATION STATEMENT* |

The Validator was engaged to conduct an independent validation of the Regional Internal Audit Team of East Ontario (IA) activity's self-assessment. The primary objective of the validation was to verify the assertions made in the attached quality self-assessment report concerning adequate fulfillment of the organization's basic expectations of the IA activity and its conformity to The Institute of Internal Auditors' (The IIA's) *International Standards for the Professional Practice of Internal Auditing* (*Standards*). Other matters that might have been covered in a full independent assessment, such as an in-depth analysis of successful practices, governance, consulting services, and use of advanced technology, were excluded from the scope of this independent validation by agreement with the chief audit executive (CAE).

In acting as Validator, I am fully independent of the organization and have the necessary knowledge and skills to undertake this engagement. The validation, conducted from virtually from Ottawa, consisted primarily of a review and testing of the procedures and results of the self-assessment. In addition, interviews were conducted with a Director of Education, Chairs of Audit Committees, Superintendents of Business Services and Manager who were the subject of an audit.

We concur with the IA activity's conclusions in the self-assessment report attached. Implementation of all the recommendations contained in the self-assessment report will improve the effectiveness and enhance the value of the IA activity and ensure its full conformity to the *Standards.*

_____   _____

Elaine Maheu, CIA, CPA, CA   Gregory E. Geisert, CIA, CPA, CFE

Independent Validator   Managing Director, Global Certification Strategy & Development

IIA Quality Services, LLC   IIA Quality Services, LLC

Building Brighter Futures Together at the Ottawa-Carleton District School Board

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

ADVISORY COMMITTEE ON EQUITY REPORT

September 23, 2021
6:00 pm
Zoom Meeting

Voting Members:	Ayan Karshe (Chair), Deepika Grover (Co-Chair), Nasrin Javanfar, Seema Lamba, Bronwyn Funiciello, Carrie-Lynn Barkley, Larrisa Silver, Maria Teresa Garcia (Ottawa Community Immigrant Services), Chandonette Johnson (Jaku Konbit)
Non-Voting Members:	Elaine Hayles, Said Mohamed, June Girvan, Yazhuo Zhang, Inini McHugh (Indigenous Education Advisory Committee), Edil Adan Ahmed, Rob Campbell (Trustee), Justine Bell (Trustee)
Staff and Guests:	Donna Blackburn (Trustee), Lynn Scott (Trustee), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Tess Porter (Community Education Liaison), Sherwyn Solomon (Principal, Le Phare Elementary School), Melissa Collins (Principal of Equity, ESL/ELD K-12, Family Reception Centre and OCDSB/OCISO MLO Liaison), Chantel Smith (Vice-Principal, Robert. E. Wilson Public School), Sandy Owens (Manager, Business & Learning Technologies), Nicole Guthrie (Manager, Board Services), Sharan Samagh (Student Achievement Through Equity (SATE) Learning Coach), Jessica Munharvey (Student Achievement Through Equity (SATE) Learning Coach), Lorna Evans (Equity Coach (Anti-racism Focus)), Joanna Jackson Kelly (ESL/ELD Coach Itinerant, Equity), Sait Atas (Research Officer, Research, Evaluation & Analytics Division), Jacqueline Lawrence (Diversity and Equity Coordinator), Susan Gardner (President, Ottawa-Carleton Elementary Teachers' Federation), Lisa Levitan (Guest), Lili Miller (Guest), Sharon Martinson (OCDSB Educator), Christian McCuaig (Communications Coordinator), Mike Guilbault (Audio/Visual Technician), Sue Baker (Acting Committee Coordinator)

1. <u>Welcome</u>

Chair Ayan Karshe called the meeting to order at 6:08 p.m. She acknowledged that the committee is presently meeting on the unceded, unsurrendered Territory of the Anishinaabeg – Algonquin Nation whose presence here reaches back to

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time immemorial. We extend our deepest gratitude for the ability to build our lives and meet on their land. We seek and will continue to seek to support and affirm, in whatever way possible, their rights as this land's rightful stewards and keepers.

On behalf of Co-Chair Grover and herself, Chair Karshe expressed the hope that all participants speak with compassion and intention, and that staff and trustees note the inherent power imbalance when they speak and that they speak from a place of ownership and accountability. Chair Karshe expressed the hope that "while we seek to change schools for the better, we also create space for those of us who, in the here and now, have experienced the consequences of white supremacy and systemic racism. Your lived experience is an asset here, everything you say or feel is valid and please know that I am immensely grateful for your presence in whatever capacity you have tonight and throughout the school year". It is also hoped that the Advisory Committee on Equity (ACE) moves forward from feelings of frustration and stagnation towards progress and aspirational action. She urged the members to speak up if there are issues, concerns or questions.

2.   Approval of the Agenda

Moved by Larissa Silver,

THAT the agenda be approved.

Carried

3.   Community Discussion - Open Space

There was no community discussion.

4.   Presentations

4.1   Family and Community Engagement (FACE) (P.Duah)

Superintendent Duah provided an overview of the Family and Community Engagement department (FACE) that was established to cultivate partnerships between schools and families. Some families may not feel welcome in their child's school or may not have opportunities to access information or contribute to their child's education. Where there are partnerships based on trust and practices that are respectful, partners can work together to support student achievement. One of the challenges is that educators may not have been exposed to training on family engagement practices. Some families have not been exposed to engagement with their child's school or may have had a negative past experience and not feel invited to become involved. Some parents may feel disrespected, unheard or not valued.

FACE will focus on building relational trust and linking to asset-based learning and development. It will look at policy and programming goals

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and consider organizational and systemic conditions that may be present. FACE will work on skills and knowledge, build networks, share beliefs and values, and develop self-efficacy. Evidence of success is when families are seen as co-creators, supporters, encouragers, monitors, advocates and models of engagement. The District is hiring a FACE coordinator who will work with schools and central departments to share information with families and communities.

The District uses a Resource Allocation Index based on Socioeconomics (RAISE) index using data collected on poverty, family/community, mobility, cultural/linguistic diversity, and readiness to learn, to identify schools that will receive additional funding based on their need to mitigate barriers to learning.

During discussion, and in response to queries, the following points were noted:

- Staff is working on a comprehensive framework for FACE which will be shared with ACE when completed;

- FACE is working with other central departments and community agencies to prepare a list of existing resources that can be accessed by parents;

- Principals are sharing their experiences with family and community engagement with their staff and other principals, for example, somebody is brought into the school to explain terminology and programs to parents when report cards are issued;

- Various groups in the community (i.e., Equity Ottawa, a local immigrant organization, Britannia Woods Community House) have offered their services in supporting students and families. This information has been shared with principals and teachers;

- With respect to monitoring the impact of the FACE initiative over time, staff will establish annual goals and success indicators for schools. Some of these goals can be found in the District's 2020-2023 Indigenous, Equity and Human Rights Roadmap, and the Board's 2019-2023 Strategic Plan;

- Recognizing that some school councils may not be fully representative of the school's demographics, staff will seek informal feedback from parents and community groups in addition to input from school councils;

- In the next few weeks, schools will work on their equity plans for the year and identify parent engagement as part of their work and track their progress in this area;

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- One of the goals of FACE is to ensure that schools are reaching out and making schools more accessible, for example, holding school council meetings at a time and location convenient to the members;

- With COVID-19 safety measures restricting parents' access to schools, schools will reach out to parents and families to provide information or seek input;

- A family and community liaison committee will be established and interested people who are willing to help reach out to people would be welcome to join in;

- A job description for the permanent position of community coordinator has been developed and sent to Human Resources for review and salary classification. The job description will be shared after it has been approved by Human Resources;

- The job posting, screening of applicants, interview process, and selection of the successful candidate will be done in compliance with the Board's new policy on equitable recruitment and hiring;

- In response to a query regarding any internal process that may have been conducted to determine if there are underrepresented groups with lived experiences or designating the position for a particular marginalized community, Superintendent Duah advised that this is a new position without any comparators;

- At this time, the position does not require the successful applicant to be Indigenous or a person of colour;

- There may be a need to designate the position for a particular marginalized community for employment equity purposes based on a comparison with all other positions at the same level and pay scale;

- Qualifications for the position include, but are not limited to, having an equity lens and positive asset-based approach, familiarity with the community, and how to access resources;

- With respect to targeting specific minorities or schools, Superintendent Duah advised that there are many groups of families who are under-represented and some schools that may have a particular demographic. The goal is to remove traditional and historical barriers for anyone who is accessing resources and opportunities without any prioritizing of particular minority groups; and

Speaking in support of focusing on particular groups, Elaine Hayles noted that, through discussion, ACE favoured a focus on Black and Indigenous students.

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4.2   The Student Achievement Through Equity Inquiry (P. Duah)

Superintendent Duah and some members of the Student Achievement Through Equity (SATE) team provided a presentation on the SATE Inquiry which will launch in October 2021. SATE is a pilot project in 11 OCDSB elementary schools to reduce barriers, overcome emotional and psychological hurdles, and create effective learning conditions by bringing children, families and communities together into the educational environment as participants and partners in the learning process.

Sharan Samagh advised that the SATE priorities include building capacity of educators to implement innovative, culturally relevant and responsive curricula within an anti-colonial, anti-racist and anti-oppressive framework; improve academic achievement and well-being for underserved students through early targeted intervention and support; foster teacher efficacy by using data to inform teaching and learning; cultivate inclusive school leaders who are committed to student achievement and well-being; create welcoming and inclusive classrooms and schools; establish strong school-parent/caregiver partnerships; and recognize, value, integrate, and celebrate diversity of the school and community.

Sherwyn Solomon advised that 11 English program schools were selected for the SATE inquiry based on provincial, district and school demographic data; scores on the Resource Allocation Index based on Socioeconomics (RAISE) index using data collected on poverty, family/community, mobility, cultural/linguistic diversity, and readiness to learn; input from instructional and graduation coaches, the Indigenous Education Team, the Equity Team; University of Ottawa teacher training program, and other external partners.

Tess Porter noted that she works with principals to establish a network of local agencies, residents and parents/caregivers, and school representatives to provide advice, support, and resources to the identified schools and their community. She establishes positive relationships and models effective cross-cultural communication. She also collaborates with schools and local agencies to establish community-based programs to support elementary students' literacy and numeracy skills.

Sharan Samagh noted that SATE work will focus on Tier 1 of the tiered intervention model with equity at the core to build a safe and collaborative learning community, deepen understanding for teaching and learning, and explore the interaction among teacher, students and content.

Chantal Smith advised that indicators of success include:

- Shifts in educator mindsets, language and instructional focus;

- Educators can identify the strengths and needs of students;

- Educators work collaboratively to meet the needs of students;

- Increase in teacher/student efficacy; and

- Building learning partnerships with students and families.

Jessica Munharvey advised that quality implementation depends both on the development of knowledge and skill and the companionship provided by peers as the new knowledge and skills are used to change the students' learning environment and as the effects on those students are studied.

Superintendent Duah advised that a learning network hub is a facilitated, peer-to-peer learning approach that builds capacity by leveraging the group's collective efficacy. Key features include purpose and focus, relationships, collaboration, inquiry, leadership, accountability, and capacity-building and support. Approximately 70% of the work is working with students learning through practice, 20% is collaborating with peers, and 10% is intentional learning.

The collective work will champion high learning expectations for all students; promote collaborative environments which foster reflection, inquiry and partnership with parents, caregivers and communities; ensure the breadth and depth of Tier 1 instructional practices are utilized and documented before moving to Tier 2; innovate instruction and administrative processes; and participate in the learning hub work in collaboration with SATE learning coaches.

Data will drive the work and be examined with an equity lens to learn who is underserved and what instructional actions will be taken. A school improvement plan will be a focus for SATE inquiry.

During the ensuing discussion, and in response to queries, the following points were noted:

- Diversity and Equity Coordinator Jacqueline Lawrence is a member of the SATE Inquiry team. She noted that this work is representative of ACE's requests over the past 10-15 years to expand pathways for underserved students;

- It is not mandatory for all teachers in the SATE Inquiry schools to take the training program. Each principal will identify three teachers who, along with the principal or vice-principal and central instructional coaches, will take part in the learning and share their training with their colleagues;

- Substitute teacher coverage will be provided for teachers who are taking part in the learning during the school day;

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- If the project is successful, it will be offered at a later date to other principals who have expressed interest;

- Nasrin Javanfar expressed the opinion that culturally appropriate learning materials can resonate with diverse families and connect them to the school. Sharan Samagh noted that culturally relevant resource materials can be harmful if the educator has not learned how to work appropriately with them;

- The first Wednesday in November is "Take Our Kids to Work Day". Nasrin Javanfar suggested that students whose parent(s) are unable take them to work, be matched with professionals in the community who might be willing to host a student at their workplace;

- Hub work is part content and part practicing new strategies with a set group of students over five sessions. The hub focus will be the school's focus as outlined in their school improvement plan;

- The intent of the learning is to "go deep" in order to make transformative change, and principals will consider the teachers' work on equity and community engagement when assessing their performance;

- ACE members were asked to share this information with their communities;

- Parents will be informed about the SATE Inquiry in written communications, as well as being offered an opportunity to participate in virtual sessions to learn more;

- While expressing support for the SATE Inquiry, Ottawa-Carleton Elementary Teachers' Federation (OCETFO) Representative Susan Gardner expressed concern about asking teachers who are already working hard to keep their students safe during the pandemic, to do more; and

- The OCDSB Facilities department is negotiating price reductions for community use of schools to encourage basketball programs and coaches to use the District's schools, when permitted.

4.3   Report 21-046, Examination of Elementary and Secondary Program Pathways and Achievement Outcomes (M. Giroux)

Superintendent Smith and Research Officer Atas presented Report 21-046, Examination of Elementary and Secondary Program Pathways and Achievement Outcomes.

The report examines enrolment distribution in elementary and secondary programs and student achievement outcomes in relation to demographic

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data collected through the Valuing Voices – Identity Matters! Student Survey conducted in 2019-2020. The information presented seeks to address the following questions:

- What is the representation of students across elementary programs English with core French (ENG), Early French Immersion (EFI), Middle French Immersion (MFI) and secondary pathways (academic, applied, locally developed)?

- How well is the system doing to support students in meeting high expectations in French, language, and mathematics (elementary panel) and English, math, and science (secondary panel).

The report aligns with the OCDSB 2019-2023 Strategic Plan; Indigenous, Equity, and Human Rights Roadmap (2020); Grade 9 de-streaming of mathematics; the Annual Student Achievement Report (ASAR); the Anti-Racism Act (2017) and accompanying Data Standards (2018), and the QuantCrit Framework (Gilbert et al., 2018).

The report shows the program enrolment distribution for elementary students in grades 1 to 8, and mathematics for grades 9-10. For each group, enrolment patterns were similar over the past three years.

Disproportionality measures a group's over-representation or under-representation in a program, service or function, relative to their representation in the reference population. A value of 1 means equal representation relative to their representation in population.

In the EFI program, representation was lower amongst the English Language Learners (ELLs), students identifying as Indigenous, students with special education needs, students identified as Middle Eastern, students who identified as trans boy/man or two spirit, students with disabilities including addiction, autism, blind/low vision, developmental, learning, mobility, and speech impairment.

In the secondary applied mathematics group, representation was disproportionate for low-socio-economic status (SES) students, students identifying as Indigenous, Black students, students who identified as gender fluid, gender non-conforming, non-binary, and two spirit, and all disabilities with the exception of developmental and mobility.

Conversely, when looking at the elementary and secondary in the ENG program, the representation was higher for the same groups over the past three years. Both groups met the provincial standards.

Disparity measures group differences in outcome. Disparities in achievement outcomes were most pronounced for students with special education needs (excluding gifted). French (writing) showed the greatest variation and mathematics showed the least variation in outcomes across

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groups. Outcomes were generally higher for South Asian and White (race), and generally lower for Indigenous, Black, Latino, Middle Eastern, and disability groups. In the secondary panel, there was great variation in English, mathematics and science with locally developed courses having the lowest outcomes.

Central departments, including Learning Support Services (LSS), Program and Learning K-12 , and Indigenous, Equity and Human Rights, are using an equity lens and sharing responsibility for the work.

LSS is taking the lead to reinforce conditions for learning to create positive relationships with a focus on mental health, and ensuring a safe, warm and welcoming environment.

Key strategies and next steps to support students in their learning includes the following:

Program and Learning K-12 Department:

- grade 9 de-streaming of mathematics and other compulsory subjects;

- detailed scope and sequence in all curricular areas in grades 1-8;

- literacy assessment field tests for grades 1, 2, 5, 7, 8, and 9;

- introduction of the intensive reading intervention program (kindergarten to grade 9) as part of the Summer Learning Program;

- Student Achievement Through Equity (SATE) inquiry to look at factors contributing to student success and creating situations to overcome barriers;

Learning Support Services Department:

- implementation of the Third Path - A Relationship-based Approach to Student Well-Being and Achievement;

- online resource to support the development of quality Individual Education Plans (IEP);

- mental health promotion and prevention (including Culturally Responsive Social-Emotional Learning Resource);

Indigenous, Equity & Human Rights Division:

- expanded partnership with Inuuqattigiit education hubs for Inuit students;

- expansion of Indigenous Speakers Series and credit-bearing courses for Rainbow Youth Forum and Black Student Forum;

- hiring of Gender Diverse and Trans Student Support Coordinator;

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- expansion of reach ahead and summer courses to support Indigenous students, Black students, and English Language Learners (ELLs);

- introduction of Indigenous Languages (elementary and secondary);

Innovation & Adolescent Learning Department:

- creation of multi-credit packages for English as a Second Language (ESL)/English Language Development (ELD) students (grade 8 secondary schools);

- experiential learning to promote student engagement and create school-community partnerships;

- collaboration with the Indigenous Education Team to create a multi-credit package to include land-based and language learning; and

- support new Canadians for granting credits for educational experiences that have occurred outside of Canada.

Identity-based data will be used to identify patterns and trends. A system-wide capacity to understand disproportionality and disparity and how to address these issues will be developed. Developing strategies which recognize the unique learning needs of students and shifting conditions to support the learning needs of all students is critical.

In response to queries from members of the Advisory Committee on Equity (ACE), the following points were noted:

- In response to a query with respect to whether staffing allocations have increased to support the workload of teachers with a high number of students with special education needs, Superintendent Smith advised that, as well as interrogating structures, the mindset needs to change to see learners as bearers of strength rather than bearers of deficit;

- Noting that mathematics is very language-based, Nasrin Javanfar suggested that a different approach be taken when teaching mathematics, for example, using the Kumon approach of repetitive number drills for students whose first language is not English;

- Elaine Hayles queried whether data for particular groups could be shared with community groups for their analysis and possible suggestions for improvement. Staff advised that the full report, attached as Appendix A to Report 21-046, contains the disaggregation of data for every community group that was surveyed. The data is not disaggregated by race. He noted that the District is developing a policy regarding the sharing of identity-based data with the community;

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- Hayles expressed the opinion that the OCDSB is failing Indigenous students, students with special needs, and students of race, and that she requires simplified data to bring to the community for their information;

- Lili Miller expressed the view that the data demonstrates racism in the education system because Black and Indigenous students may be perceived as less intelligent than White students. She added that this perception needs to be addressed as soon as possible;

- Superintendent Smith noted that there are many ways that parents and students receive messaging that guides their decision-making with respect to programs and courses;

- Equity Coach Lorna Evans noted that a grade 9 Reach Ahead course was offered to Black and Indigenous students over the summer where they learned about their culture and background;

- Indigenous Education Advisory Council Representative Inini McHugh noted that the graduation rate for Indigenous students is 60%. He contended that the educational system is failing these students and they need land-based teaching on language, culture and community for them to be successful;

Trustee Lynn Scott reiterated the need to provide information to teachers to help them provide advice to parents on course and program selection. She submitted that interested students who express an interest in a particular program or course should be allowed to pursue their interests.

5. Matters for Action

5.1 The Establishment of Sub-Committees

Co-Chairs Karshe and Grover proposed that ACE strike the following seven sub-committees:

1. Equity and Human Resources

2. Data Reports

3. Governance of Equity

4. Equity in Curriculum Design

5. Equity in Policy Design

6. 2SLGTBQ+

7. Community Outreach

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Co-Chair Grover submitted that ACE members are committed to investing time in ACE if they can see results in equity. They are looking for the Indigenous, Equity, and Human Rights Roadmap to deliver results quickly, for policy reviews to achieve their intended impact, and ways for ACE to drive the equity conversation and propose recommendations to the Committee of the Whole. Some members have expressed concern about how ACE stays connected to community perspectives.

Co-Chair Grover and Chair Karshe expressed the view that these sub-committees could provide an opportunity to increase community engagement if they are open to ACE non-members. It is their intent to send out a newsletter to ACE members with more information, and call for members to select one or more sub-committees that are of interest to them.

Ms. Hayles, expressed concern that the list of proposed sub-committees includes only one group (2SLGTBQ+) and excludes all other groups, including the Black community. She requested that the 2SLGTBQ+ group be eliminated so that other groups can be represented.

Lisa Levitan expressed the opinion that Jewish people are dealing with antisemitism and oppression of their religious freedoms. She noted that Jewish people are not only white and include many races from around the world. Many are living in fear and hiding their identity, and they need protection.

With respect to Jewish representation on ACE, Diversity and Equity Coordinator Jacqueline Lawrence noted that ACE has had Jewish members in the past.

6. Reports

   6.1 Superintendent's Report

   Due to the lateness of the hour, Chair Karshe requested that the Superintendent's report be added to the newsletter.

   6.2 27 May 2021, ACE Report

   Receipt of the 27 May 2021 ACE report was deferred to the 28 October 2021 ACE meeting.

7. New Business and Event Announcements

   There was no new business.

8. Adjournment

   The meeting adjourned at 9:32 p.m.

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Ayan Karshe

**Building Brighter Futures Together at the
Ottawa-Carleton District School Board**

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE (PUBLIC)　　　　　**8 June 2021**
Report No. 21-046

Examination of Elementary and Secondary Program Pathways and Achievement Outcomes

Key Contact:　Michèle Giroux, Executive Officer, Corporate Services,
613-596-8211 ext. 8310
Nadia Towaij, Superintendent of Program and Learning, ext. 8573
Eric Hardie, Superintendent of Instruction, ext. 8401

PURPOSE:

1.　To present a report that examines enrollment distribution in elementary and secondary programs and student achievement outcomes in relation to demographic data collected through the *Valuing Voices – Identity Matters! Student Survey* conducted in 2019-2020. The information presented seeks to address the following questions:
   - What is the representation of students across elementary programs (English with core French, early French immersion, middle French immersion) and secondary pathways (academic, applied, locally developed)?
   - How well is the system doing to support students in meeting high expectations in French, Language, and mathematics (elementary panel) and English, math, and science (secondary panel)?

STRATEGIC LINKS:

2.　The OCDSB Strategic Plan 2019-2023 has three main objectives designed to drive a cultural shift to build and promote a culture of innovation, caring and social responsibility. This report is directly linked to goals that focus on the system's responsibility to foster positive learning conditions for students and allow them to reach their full potential, including:
   - Championing high expectations for all students in all programs;
   - Prioritizing the dignity and well-being of students in inclusive and caring classrooms; and
   - Removing barriers to equity of access, opportunities and outcomes.

Specifically, the disaggregation of program enrolment data by student demographics provides insight into who is being served within each program. Where there are differences in student demographics across programs, barriers to student access must be identified and removed. Similarly, setting high expectations for all students requires a mindset that all students are capable of achieving high standards with the proper infrastructure and supports. Examining student achievement data through the lens of the provincial standard (equivalent to a mark of 70%) reinforces this goal. When this standard is not met, it is important to determine what barriers or biases exist within our system that could be preventing them from doing so, and work towards dismantling these oppressive practices.

CONTEXT:

3.   In 2012, the Organisation for Economic Cooperation and Development (OECD) reported that "streaming" practices such as those employed in Ontario secondary schools have significant negative and long-term impacts on students. One of the recommendations emerging from this report was for school systems to eliminate streaming for students who are younger than 15 years of age. Over the past decade, streaming practices in Ontario secondary schools have come under heavy criticism, pointing to issues of systemic racism and bias (Bush, 2017; Brown & Tam, 2017; People for Education, 2019; Pichette et al., 2020). Critics have also argued that streaming occurs long before students get to secondary school, citing such practices as program choice (e.g., French immersion vs. English) or grouping students into classes based on real or perceived ability (e.g., special education).

4.   In the OCDSB, there are multiple programs available to students in Kindergarten through Grade 12. In the elementary panel, for example, families have access to four programs: English/core French (grades 1-8), alternative program (also English with core French, grades 1-8), early French immersion (grades 1-8), and middle French immersion (grades 4-8). While French immersion and core French continue to be available in the secondary panel, beginning in grade 9 students must choose between academic, applied, and locally developed courses. Not all secondary courses are necessarily taken at the same level. For example, a student may be enrolled in an academic English course, but an applied level math course. In grade 11, course designations change to University (U), College/University (sometimes referred to as Mixed, M), College (C), and Workplace (E).

   Although not the focus of this report, students identified with an exceptionality may also be placed in specialized special education classes, depending upon the severity of their needs – this occurs in both the elementary and secondary panels. There are also several district-level programs at secondary (e.g., Adaptive, Alternate, Arts, High Performance Athlete, International Baccalaureate) offering even more choice for students and parents.

5.   Effective September 2021, school districts in Ontario will begin the process of "destreaming", beginning with Grade 9 mathematics. The Ontario Ministry of Education will require school districts to undertake comprehensive monitoring of program enrolment and outcomes, particularly for students who have historically been underserved by the system. A key component of this work will be the establishment of baseline measures of disproportionality and disparity against which progress can be evaluated.

6.   Annually, as part of the *Annual Student Achievement Report* (ASAR), the OCDSB analyzes provincial assessment data (grades 3 and 6 reading, writing, and mathematics; grade 9 applied and academic mathematics; OSSLT), as well as report card data for grades 9 and 10 compulsory courses. For several years, this data has been disaggregated for specific groups of students including English Language Learners (ELLs), students who identify as Indigenous (INDG), students with special education needs (SPED), students residing in lower-income neighbourhoods (SES), and by gender.

    Given the absence of provincial assessment data for 2019-2020, report card data for the subjects that are most closely aligned with the provincial assessments has been used to measure achievement outcomes in this report. Disaggregation of data by student group has been undertaken for the full population of students, as well as for the subset of students who participated in the *Valuing Voices – Identity Matters! Student Survey* conducted in the 2019. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for a deeper analysis of additional groups of students based on self-reported Indigenous identity, race, gender identity, and disability from the *Valuing Voices – Identity Matters! Student Survey.*

KEY CONSIDERATIONS:

Collection, Analysis and Reporting of Identity Based Data
7.   The OCDSB has a commitment to improving equity of access and opportunity for all students. The collection of identity-based data that resulted from this commitment serves the following purposes:

    (i) to gather demographic information about the unique and diverse characteristics of the OCDSB's student population;
    (ii) to identify and respond to barriers to student learning and well-being; and
    (iii) to enhance the District's capacity to serve its increasingly diverse student population and client communities.

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

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

9. Ongoing discussions with the OCDSB Technical Advisory Group over the course of this year have helped guide our approach to analysis and reporting. In order to make the information more accessible to a broader audience, reporting has shifted to simplify the language and presentation of information for the reader, and include calculations of disproportionality and disparity in tables at the end of the document for reference.

Bringing Together the Data Sets

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

11. Three years of data (2017-2018, 2018-2019, and 2019-2020) have been examined. In order to allow for the establishment of a baseline to support district monitoring of efforts to dismantle the structures and practices associated with streaming students into grade 9 applied, academic, and locally developed mathematics. Results are primarily discussed in relation to 2019-2020 (the most recent full year of data currently available).

Calculating Disproportionality and/or Disparity Indices

12. This phase of reporting requires the calculation of disproportionality and/or disparity indices for each unit of analysis (Standard 29). In an attempt to create greater distinction between these two terms, only one measure has been calculated, depending upon the data being examined. Specifically, in the case of program enrolment, disproportionality indices have been calculated to reinforce that the focus is on over/underrepresentation of a particular group in a program, service, or function relative to their representation in the overall population. Language has been simplified in this section of the report referring to whether there are "higher" or "lower" proportions of specific groups of students enrolled in a particular program.

In the case of achievement, where the focus is on measuring group differences in outcomes, disparity indices have been calculated. To reinforce responsibility is on the system to support students in meeting high expectations, language has been simplified in this section of the report to indicate which subjects (elementary) tend to yield higher outcomes and for which groups of students, and at secondary which program pathways and subjects do so.

Meaningful interpretation of both disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32)

to support monitoring of progress over time.

Measuring Equity: Overview of Findings

13.   For the benefit of the reader, Appendix A presents more detailed results and explains some of the more detailed technical/methodological elements of analysis that are required under the provincial *Data Standards*. Highlights of District-level results for 2019-2020 are as follows:

Program Enrolment

Elementary:

- Early French Immersion (EFI) continues to be the most popular program amongst families, with 53% of students enrolled. 37% of students are enrolled in English with Core French, and 6 % of students are enrolled in Middle French Immersion (MFI - grades 4-8 only).
- The Early French Immersion program had 1.5 to 2.8 times lower proportions of English language learners (ELLs), students who identify as Indigenous (INDG), males, those with special education needs (SpED), and those residing in lower income neighbourhoods (Low-SES), relative to their representation in the overall student population.
- The English with core French program had 1.5 to 2 times higher proportions of English language learners (ELLs), students who identify as Indigenous (INDG), males, those with special education needs (SpED), and those residing in lower income neighbourhoods (Low-SES), relative to their representation in the overall student population.
- The MFI program had higher proportions of ELLs and females.
- Specific groups of students identified through the *Valuing Voices* survey were disproportionately represented in the Early French Immersion program. The following groups had at least 1.5 times the proportion of students enrolled relative to their representation in the population: First Nations, Inuit, Middle Eastern, Trans Boy or Man, Two-Spirit and students identifying with the following disabilities - addiction, Autism, Blind or Low Vision, Developmental, Learning, Mobility, and Speech Impairment.
- Many groups of students identified through the *Valuing Voices* survey were disproportionately represented in the English with core French program. The following groups had at least 1.5 times the proportion of students enrolled relative to their representation in the population: First Nations, Inuit, Middle Eastern, Trans Boy or Man, Two-Spirit, Gender Fluid and students identifying with the following disabilities - addiction, Autism, and Mobility.
- The disproportionate representation in the MFI program was most pronounced for students who identified as East Asian, Non-Binary, Trans Boy or Man, Two Spirit, and Blind or Low Vision who had at least 1.5 times higher proportion relative to their representation in the population.

Secondary:
- The vast majority of students in the OCDSB are enrolled in academic level courses in grades 9 and 10, ranging from 72% in mathematics to 83% in English.
- Applied and locally developed courses had higher proportions of English language learners (ELLs), students who identify as Indigenous, those with special education needs, and those residing in lower income neighbourhoods. This disproportionate representation was most pronounced in locally developed courses where the proportions of these students were 1.5 to 4.5 times higher relative to their representation in the population.
- For the subset of students who participated in the *Valuing Voices* survey, academic level courses (English, math, and science) had higher proportions of students who self-identified: as non-Indigenous, White, South Asian, Southeast Asian, East Asian, Girl/Woman, and those reporting no disability. In contrast, the proportions of students in applied and locally developed English, math, and science courses from the following groups were at least 1.5 times higher than their representation in the population: First Nation, Metis, Inuit, Black, Indigenous, Gender Fluid, and those reporting the following disabilities - addiction, Autism, learning, mental, physical, speech impairment, undisclosed, and another disability not listed.
- The program pathway students choose in Grade 9 is the pathway they are most likely to continue in as they progress through secondary school.

Achievement Outcomes
Elementary:
- The percentage of all students meeting or exceeding the provincial standard ranged from 77% in French (Reading and Writing) to 86% in Mathematics (a composite of all strands). The English with core French program tended to yield lower achievement outcomes, and immersion programs yielded higher ones.
- Differences in outcomes (disparities) were evident for ELLs, students residing in lower income neighbourhoods, males, and students residing in lower income neighbourhoods, however, they were most pronounced for students with special education needs (excluding gifted) who were between 0.76 times as likely to meet the provincial standard in French (Writing) and 0.84 times as likely to meet the standard in Language (Writing) compared to students who did not have special education needs.
- All five subjects-strands yielded higher outcomes for students who self-identified as East Asian, South Asian, Southeast Asian, White, and

Girl or Woman on the *Valuing Voices* survey compared to other students (disparities ranged from 1.02 to 1.15). In contrast, students who identified as First Nation, Inuit, Black, Indigenous, Latino, Middle Eastern, another race not listed, Boy or Man, Gender Fluid, Trans Boy or Man, a gender identity not listed, or any disability (other than addiction, chronic pain and undisclosed) were found to have lower outcomes compared to other students across all five subjects-strands. Differences in outcomes were most pronounced for students identifying as Trans Boy or Man in Language (Reading) where 55% of students met standard compared to 85% of all survey respondents (disparity of 0.65).

Secondary (Grades 9 and 10 English, Math, and Science):
- The percentage of all students meeting or exceeding the provincial standard ranged from 69% in Mathematics to 75% in English. Academic level courses yielded the highest percentages of students meeting/exceeding the provincial standard compared to applied and locally developed.
- Outcomes in academic, applied, and locally developed English, math, and science tended to be lower for males, ELLs, students residing in lower income neighbourhoods, students identifying as Indigenous, and students with special education needs (excluding gifted). The largest differences in outcomes (disparities) were observed for: students identifying as Indigenous in locally developed English (where 18% met the standard; disparity of 0.64) and locally developed science (where 36% met the standard; disparity of 0.68); and, students with special education needs (excluding gifted) in academic math (where 57% met the standard; disparity of 0.75).
- Outcomes for students who self-identified as First Nation, Metis or Inuit on the *Valuing Voices* survey were lower in all program pathways (academic, applied, and locally developed) and across all three subjects, compared to non-Indigenous students. Outcomes for students identifying as First Nations were higher than other students in locally developed math; higher outcomes were also observed in the Inuit population, where numbers were relatively small.
- Trends across programs and pathways were less consistent for race, gender identity and disability. Specifically,
  - in English, outcomes were higher in all three program pathways for students identifying as South Asian (60-89% of students meeting standard; disparity ranging from 1.09 to 1.79), White (40-85% meeting standard; disparity ranging from 1.05 to 1.57), and Questioning (58-100% meeting standard; disparity ranging from 1.04 to 2.65) when compared to all other students.

- ○ in math, only two of these groups, South Asian and Questioning, exhibited higher outcomes in all three program pathways (67-100% of students meeting standard; disparity ranging from 1.08 to 1.81); those identifying as Girl or Woman also had higher outcomes in this subject area (disparity ranging from 1.02 to 1.07).
- ○ in science, outcomes in academic, applied, and locally developed courses were higher for students identifying as East Asian (64-91% meeting standard; disparity ranging from 1.13 to 1.46).

In sum, the data confirms what other jurisdictions have reported - that there is disproportionate representation of some groups of students, particularly those who are racialized or have been minoritized, in certain programs which can limit opportunities as they transition from secondary to post secondary pathways. Similarly, these same groups of students tend to experience lower achievement outcomes regardless of the program/pathway in which they are enrolled. Together, these results are a call to action to address systemic barriers and biases that continue to oppress these individuals. The OCDSB *Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* express the District's commitment to equity and dismantling systemic barriers and bias.

Current Initiatives and Next Steps
15. The OCDSB has a number of key initiatives underway which are intended to narrow achievement gaps for specific groups of students and remove systemic barriers to their success. Many of these are detailed in the *Indigenous, Equity and Human Rights Roadmap* which provides a framework for work that is actively underway and/or planned. The following is an overview of some of the current key initiatives.

Equity:
- Creation of a core Culturally Relevant and Responsive Pedagogy (CRRP) team with the first year of implementation completed.
- The introduction of Indigenous and Black Students Graduation coaches which is showing early signs of a positive impact on student success (through increased credit accumulation) and overall well-being.
- Partnership with Inuuqattigiit education hubs for Inuit students
- Implementation of Indigenous Speakers Series, Rainbow Youth Forum, Black Student Forum.
- Expansion of Indigenous Education Team to include two additional graduation coaches.
- Hiring of Gender Diverse and Trans Student Support Coordinator.
- Expansion of reach ahead and summer courses to support Indingeous, Black and English Language Learners

Innovation and Adolescent Learning:

- Winning Attitudes is a full-time cooperative education program, supported by two teachers, for underserved youth who are at risk of disengaging from school. To-date this year 72 students have been re-engaged and 260 credits have been earned;
- Project True North which is designed to engage OCDSB students in primary document research focussing on the forgotten, and ignored, stories of Canadian history. The project's first focus has been the Black Canadian soldiers of the No 2 Construction Battalion from WWI; the research is being integrated into grade 10 History classes and aligns with the Equity Roadmap;
- Implementation of the Authentic Student Learning Experience (ASLE) Tool which is designed to support credit rescue and credit recovery that take into account student interests and pathways. The tool is being used by Student Success Teachers across the district to re-engage students by starting with their areas of interest and pathways and linking it to curricular expectations in order to earn credits and get back on track towards graduation. There are currently approximately 114 ASLEs currently in use, aimed at saving 190 credits;
- The development of a professional learning community in eight secondary schools (G8) to focus on the needs of students who are falling behind in credit accumulation through a learner focused experience. Schools have been using student voice, data, and ongoing monitoring to re-think and re-shape learning experiences for underserved students in order to better meet their needs. For example, schools have been creating multi-credit packages for ELD/ESL students which allow them to build deeper relationships with students while connecting their learning to their pathway goals.
- The new School Within a College (SWAC), run in partnership with Algonquin College, and established in September 2020, has produced 22 high school graduates. All of these students had left school and were re-engaged through the SWAC program, where they attend full time, in order to get them to the finish line with their diplomas. Programming for the students is highly individualized in order to meet their pathway goals. While earning their high school diplomas, these students also earned 18 college credits. In September 2021, 8 are going to college, 5 are connected with apprenticeships and 8 are working and exploring future options.
- The district's Dual Credit program with Algonquin (in this model students are still attending their high schools but take a single course with the college). This provides students the opportunity to explore post secondary opportunities while earning a college and a high school credit simultaneously. Students have earned 200 college credits this school year.
- Experiential Learning is being supported throughout the district to engage students in innovative learning, while connecting schools with community partners. For examples of some of the work from this year, please visit https://ocdsbxl.com/ .
- Innovation and Adolescent Learning, in response to the 16x16 data from the previous report, is working closely with the Indigenous team to create

new program offerings and content to support Indigenous students to improve their outcomes. For example, working on a mult-credit package which will include land-based and language learning, with the opportunity for students to earn more than 4 credits in a semester in order to get them back on track towards graduation.

- IAL has also been working with Indigenous, Equity and ESL to support new Canadians who come into the district via the Family Reception Centre to enhance the consistency and provision of credits to students whose education to-date has happened outside of Canada. For example, offering students credits for their first languages in order to support graduation requirements.

Learning Support Services
- Working collaboratively with several departments, Learning Support Services (LSS) is working to support the implementation of The Third Path - A Relationship-Based Approach to Student Well-being and Achievement. This work will help to reinforce setting the conditions for learning by creating intentional and responsive relationships across several key areas (e.g., identity, safety, belonging, etc.);
- A cross-departmental, multi-disciplinary team continues to explore the use of a Universal Screener to assist educators in identifying emerging student needs and determining appropriate instructional strategies to support students;
- The online resource "Learning Support for Students with Special Education Needs" will help to revisit the development of quality Individual Education Plans (IEPs) including a focus on the reason for developing an IEP, high yield strategies to support student learning, and articulate the key elements of quality special education programming in schools; and
- Mental health promotion and prevention is essential in building social emotional learning skills (e.g., identifying and managing emotions, healthy relationships, coping skills and problem solving skills) which helps reduce the likelihood of mental health problems developing or reduces the intensity of pre-existing mental health difficulties.

Program and Learning:
- The Student Achievement Through Inquiry (S.A.T.E) project which uses 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." This particular project involves 14 OCDSB schools (elementary and secondary) and focuses on the following factors: achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of pupil's voice; and celebration of cultural diversity.
- The Intensive Reading Intervention program is a new cross departmental Summer Learning Program which is available to support students in kindergarten to Grade 9 to address identified gaps in reading. Schools

involved have been identified based on multiple sources of data including raise index, student achievement and credit accumulation at the secondary level.

- The literacy assessment field test project is currently underway. Over 150 educators from across the district in kindergarten, Grade 1,2, 5, 7, 8, and 9 are testing a variety of new literacy assessment tools. The focus of this project is on early intervention, planning for learning, and gap filling.
- A detailed Scope and Sequence in all curricular areas in grades 1-8 has been developed cross-departmentally and is currently being employed across the system. Key instructional supports for both in-person and remote learning, diagnostic assessments, parent supports (Building Bridges) etc. have been embedded. Further considerations for CRRP, differentiation, and assessment continue to be added.
- A district de-streaming cross departmental team has been established including all departments to lead the work in de-streaming. Elementary and secondary school teams have been involved in a series of professional learning sessions focussed on the impacts of streaming and the disproportionate negative impact on specific groups of students through the streaming process. In addition to mathematics in grade 9, PAL is supporting schools who are focussing on de-streaming other compulsory courses including English, Science, Geography and Science in the 2021/2022 school year. This will involve cross-departmental support as well as cross-school learning re. key strategies, practices and supports that best address the needs of all learners through the lens of CRRP, universal design for learning and differentiation. All parents of grade 8 students registered in a locally developed or applied level course in grade 9 have been contacted and key information has been shared to ensure that parents are fully aware of the pathway options based on their present course selections, as well as graduation rates based on course pathway etc. These phone calls have resulted in an increase enrolment in Academic level courses at the grade 9 level.

Identity-based Data

16.   This marks the first year in which identity data has been analyzed in conjunction with other information about student experiences (i.e., suspension/discipline, program representation) and achievement outcomes. A measured approach to this work was taken to allow for important conversations to take place with community representatives and to integrate their perspectives into reporting. In so doing, some aspects of identity have yet to be examined, as does intersections between different dimensions of identity.

In the fall of 2021, a report that examines sense of belonging and experiences of students in our school system will be shared. A schedule for additional reports is yet to be determined, however, it is clear that the establishment of thresholds will be necessary in order to facilitate interpretation of the differences being observed and monitoring over time. Establishment of data sharing protocols with First Nations communities and development of an open data policy also remain priorities for the READ team.

RESOURCE IMPLICATIONS:

17. Over the past three years, the District has received $223,000 in one-time funding through Transfer Payment Agreements to support this work up to August 2021. These funds were used to hire research staff and consultant services for the facilitation of focus groups and community partner meetings. An additional $200,000 was allocated through the annual budget process for the 2020-2021 school year to support the governance work (e.g., establishment of data sharing agreements with First Nations communities, development of an open data policy) and extension of contract staff in the *Research, Evaluation and Analytics Division.*

18. The District receives annual funding from the Ministry of Education to support student success. Much of the funding is targeted for staffing (i.e., Student Success Lead, Student Success Teachers in each secondary school, and intermediate Student Success Teachers in sites offering grades 7 and 8), however, a portion of the funds is distributed to schools. The initiative involves ongoing monitoring of student achievement and progress towards successful completion of high school (e.g., pass rates in key subject areas and courses, credit accumulation, and completion of the compulsory community service hours and literacy requirements.

19. A Technical Advisory Group has been established to support ongoing work on reporting with identity based data to ensure alignment with the Data Standards. TAG has met four times over the course of this year, providing a forum for engaging community organizations in ongoing input/dialogue regarding research methodology and statistical analysis of identity data. These opportunities have been instrumental in helping to shape our thinking and shift our approaches to reporting to meet the needs of the diverse community we serve. TAG will continue to guide our work through the 2020-2021 school year.

20. A full day of professional learning in applying a data equity framework to project planning and implementation took place through We All Count in January/ February 2021. Twenty OCDSB staff, including the READ team, Communications, LSS, PAL, and HR participated in one of two sessions offered. The READ team, strategic business analysts, and evaluator from Learning Support Services have benefitted from participating in four 1.5 hour follow-up discussion sessions with the founder, allowing us to go deeper in our understanding and application of the work; two sessions remain and will be completed before the end of June. Costs associated with this portion of the work were approximately $8,000 and were absorbed by the operating budget.

21. Ongoing communication about the use of the survey data to the community, particularly to participants, is a vital part of the process. Sharing the process and results, both in report format, infographic and through an open data set for public use, increases credibility, usability and impact. It is important for participants to

see how the data is treated, how their responses are being used, and the impact that their participation has on the future work of the organization.

DISCUSSION QUESTIONS:
The following questions are provided for discussion purposes:
- What stands out for you in the data/information that is presented?
- What questions does the data/information raise?
- Will the key initiatives lead to the dismantling of systemic barriers and bias?
- What actions, next steps and/or resources should be considered?

_____   _____

Michèle Giroux   Camille Williams-Taylor
Executive Officer, Corporate Services   Director of Education/
                                            Secretary of the Board

Appendix A-Elementary and Secondary Program Streaming and Achievement Outcomes

Elementary and Secondary Program Streaming and Achievement Outcomes

Background

As part of its commitment to identify and eliminate systemic barriers to students' learning and well-being, the OCDSB has developed several reports since June 2020 that look at particular outcomes with an identity based data lens. These reports include: a summary report of the Valuing Voices-Identity Matters! Student Survey, the Student Suspension Report, and a Grade 10 Credit Accumulation Report. Findings from these reports shine a light on some of the inequities that exist in our system in relation to disciplinary practices and secondary student achievement outcomes.

The Ottawa-Carleton District School Board (OCDSB) annually produces student achievement reports that include data from provincial EQAO assessments and local sources (e.g., report card marks, credit accumulation, graduation rate) to help identify where there are achievement gaps for specific groups of students (i.e., females/males, English language learners, students with special education needs, students who have self-identified as Indigenous (INDG), and students residing in lower-income neighbourhoods (Low-SES), and whether or not these gaps are narrowing over time. At the secondary level, this has included the analysis of outcomes in grades 9 and 10 compulsory courses in academic, applied, and locally developed pathways.

This is the first year that this data analysis includes the identity data collected in 2019-2020 through the *Valuing Voices – Identity Matters! Student Survey*. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for a deeper analysis of additional groups of students based on self-identified Indigenous identity, race, gender identity, and disability, and supports the OCDSB's strategic priorities to identify and eliminate disproportionate representation in programs and differences in achievement outcomes between groups of students (disparity).

Why Examine Program Streams and Achievement

In 1999[1], the Ministry of Education introduced the current secondary program structure which includes applied, academic, and locally developed courses. The program structure was designed to provide a different pedagogical approach to learning for students beginning in grade 9. The program structure is often criticized as a vehicle for streaming students and Ontario is the only province in Canada that continues to use a secondary model that streams students into academic, applied, and locally developed courses at such a young age.

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[1] The Ministry of Education in Ontario introduced the policy OSS:99 to provide more alternatives and flexibility for students in Grades 9 and 10, before they chose pathways in Grades 11 and 12.

Streaming practices in Ontario have received heavy criticism from stakeholders, community partner organizations, parents, and students. National and international studies have repeatedly shown that streaming negatively impacts students, particularly those who have been racialized, marginalized, and those experiencing socioeconomic disadvantage. The Organization for Economic Cooperation and Development argues that these impacts are both significant and long-term (2012).

- The Toronto District School Board (TDSB) found students who are Black, Indigenous, racialized, from low-income neighbourhoods, and those with special needs are more likely to be enrolled in applied or locally developed courses, and are also less likely to graduate from high school compared to students in academic courses (Brown & Tam, 2017).
- Another study that tracked a cohort of students from 2010 to 2016 as they transitioned from high school to post-secondary found that only 33% of students who took applied math and language courses in Grade 9 attended post-secondary directly after graduation, compared to 73% of students who took academic courses (Pichette, Deller, & Colyar, 2020).
- Similarly, the latest available data from the Ministry of Education (2021), shows that only 59% of students in Ontario who took the Grade 9 Applied mathematics course in 2011-2012 transitioned into post-secondary education (college or university) within 7 years, compared to 88% of students who took the Academic course. Analyses conducted by the Education Quality and Accountability Office (EQAO, 2012) demonstrated that students with similar scores on the Grade 6 provincial assessments, even if they were poor, were far more likely to do better in an academic than applied courses.

Arguably, streaming does not start in high school. In 2014, Clandfield et al. published a report that detailed the discriminatory practices associated with streaming that are still taking place in elementary and secondary schools that have resulted in the most severe consequences being deferred to post-secondary, where students who have been minoritized are at greater risk of dropping out before completion of a degree or program. The authors argue there are several forms of streaming that occur in public education, including the presence of different types of schools, different programs within schools, and treating students differently within classrooms. One example in Ontario is the availability of French immersion or extended French program options in English-language school districts. In the OCDSB, in addition to the English with core French program, students may enrol in an elementary alternative program (which is also offered as an English with core French program), an early French immersion (EFI) program beginning in Grade 1, or in middle French immersion (MFI) beginning in Grade 4. Some students may also be placed in a specialized special education class based on an identified exceptionality and specific needs.

While there has been a plethora of research over the past several decades that indicates French immersion is a viable option for all students, including those with special education needs and those for whom English is not their first language, there is a tendency for these students to be underrepresented in these programs (OCDSB, 2007). Following a comprehensive review of French as a Second Language (FSL) programs in the OCDSB, marginal increases in the percentage of English language learners and students with special education needs enrolling in an immersion program in elementary school began to take hold (OCDSB, 2013). By 2015, 36% of English language learners, and 23% of students with special education needs, in the elementary panel were enrolled in French immersion (up from 22% and 12% in 2007, respectively; OCDSB, 2015). In September 2016, the OCDSB introduced a 50/50 bilingual kindergarten program with the intention of providing a universal opportunity for all students to learn in both official languages before needing to make a decision to enrol in a particular program in Grade 1. In the first year of implementation (2017-2018), overall enrolment in kindergarten and in the primary division remained stable, and interest in EFI continued to grow (OCDSB, 2017). Projected enrollment numbers for 2019-2022 indicates that the percentage of students choosing EFI and MFI programs will continue to grow (OCDSB, 2019).

By the spring of 2019, there was increasing concern about declining enrolment in the English/core French program and a desire to better understand how program delivery options (e.g., single-track, dual track, etc) and student demographics intersect, and how these may influence choice of program when students transition from Grade 8 to Grade 9. An examination of enrolment patterns showed higher proportions of students with special education needs, English language learners, and students who reside in lower income neighbourhoods enrolled in an English with core French program in a single-track school as compared to EFI centres. Further, when faced with a choice between academic and applied level programs in Grade 9, students enrolled in an English with core French program in Grade 8 were less likely than their peers in French immersion to select an academic pathway for either English or mathematics (OCDSB, 2019).

In addition to these more quantitative examinations of enrolment distribution, researchers have also pointed to differences in the learning environment and experiences for students. For example, students in applied programs are more likely to experience lower teacher expectations and a poorer quality of education (Bush, 2019; People for Education, 2019, p.9).

What We Heard

During the consultation and focus group sessions held with community partner organizations, parents, and students in 2019, participants expressed concerns about the negative impact of streaming practices on students at the OCDSB. The following quotes capture their voices and are very much aligned with the research in this area:

> *"Streaming process in schools are ill-structured. We have to find better ways without being directly told what to do."*

> *"Assumptions around poverty-that kids can't think/they can't achieve-judging is dangerous. It is limiting. If a child is not performing well-assumptions are made about home life, domestic abuse etc."*

> *"Students are being contained between high achievers and low achievers. Unique value of each individual student is not being recognized. Students who do not fit into the norm are being tracked off."*

> *"Bi-racial student not held to the same rules-not pushed academically, not asked to hand in work."*

> *"French immersion has elitist trajectory-son asked to move out, not pushed, held to high standard which parent suspects is due to his identity."*

> *"Teachers, guidance telling kids that they can't do certain things, i.e. Black-can't go to university. French Immersion-also creates elitist system."*

> *"Depends on teacher and administrator, one child so strong in identity, he has been able to navigate. Other child experienced racial bullying-asked to leave French immersion, low expectations which has impacted self-esteem and in academics"*

> *"Low expectations. Being streamed out of French Immersion. Streaming out of Academic into Applied."*

What We Know

The Organisation for Economic Cooperation and Development (OECD, 2012) recommended that school systems eliminate streaming for students who are younger than 15 years of age to ensure that options are kept open for students until they have enough experience to make decisions about their future.

In light of the research and ongoing analysis of data collected through OnSIS, the Ontario Ministry of Education has recently announced an end to streaming beginning with Grade 9 mathematics in September 2021. The intent behind this initiative is to address systemic discrimination and help break down barriers for Indigenous, Black,

and other racialized students, students who live in low-income households, and those with disabilities and other special education needs. The initiative aims to keep future pathways open for all students, so that all students have equal opportunities to succeed.

Purpose and Structure of this Report

In recognition of the OCDSB's commitment to providing equal opportunities to all students, this report aims to examine the degree to which there is disproportionate representation of specific groups of students in various OCDSB programs and to measure how well the system is doing to support all students in meeting high expectations. This can be measured by comparing the percentage of students meeting/exceeding the provincial standard (equivalent to a mark of 70% or B-) in select programs and subjects. This information will also be used to help establish baseline measures of disproportionality in program representation and disparity (differences) in outcomes to facilitate progress monitoring in support of mathematics destreaming, Board improvement planning for student achievement and well-being, and equity accountability. In each case, data is presented for the full population of students (based on information available through the student information system) and for the subset of students who participated in the *Valuing Voices - Identity Matters! Student Survey*.

The report has been organized into two main sections intended to address the following questions:

1. **Enrolment Composition - Elementary and Secondary**
   ○ What is the demographic composition of students in each of the following programs in elementary (English with core French, EFI, MFI) and secondary (academic, applied, locally developed) programs?
   ○ How likely is it that students will change program pathways as they progress through secondary school?

2. **Achievement Outcomes - Elementary and Secondary**
   ○ How well are students being served in the OCDSB?

Data analysis continues to be guided by the *Anti-Racism Act* (2017), *Data Standards for the Identification and Monitoring of Systemic Racism* (2018), and the QuantCrit Framework (Gilborn et al., 2018). Alignment of this work to the *OCDSB Strategic Plan 2019-2023*, the *Indigenous, Equity and Human Rights Roadmap* (2020), and Ministry expectations for monitoring grade 9 math destreaming, have also been taken into account. Input from the Technical Advisory Group also continues to shape our thinking as to how information is presented and the language that is used to convey our findings.

Elementary and Secondary Program Enrolment

Part 1: Overall Population Trends in Enrolment

Elementary Enrolment - Grades 1 to 8. In this section of the report, elementary enrolment data has been combined for students in grades 1 through 8, with a focus on the English with core French (ENG)[2], early French immersion (EFI), and middle French immersion (MFI) programs[3]. Percentages within each stacked bar reflect the enrolment distribution for each identity (group) across these three programs, respectively, and do not add to 100% as they are exclusive of enrolment in Specialized Special Education Programs (approximately 2% of the population), as well as students whose program could not be confirmed at the time of the June report card (approximately 1% of the population).

A three year trend (2017 to 2020[4]) has been provided in Figure 1, showing that the proportion of students enrolled in each of the three elementary programs has remained relatively stable over this time period, with EFI accounting for more than half of the elementary enrolment.

Figure 1. Elementary Program Enrolment, 2017 to 2020

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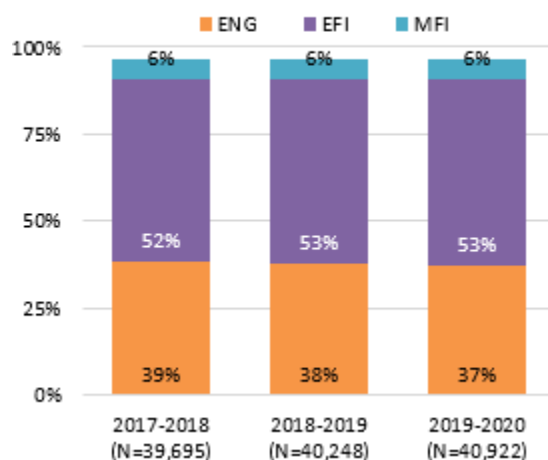
[2] English Programs include those programs that follow the English curriculum, which include offering English/Core French and Alternative Programs.

[3] The MFI Program is offered starting in Grade 4, therefore only reflects students in Gr.4-8.

[4] Enrolment numbers are based on the number of students in grades 1 through 8 with at least one available Final (June) Elementary report card mark, within each academic year, respectively. They are closely aligned with our October 31st official enrolment statistics.

Secondary Enrolment - Grade 9 and 10 Courses. Enrolment data has been aggregated for students enrolled in academic, applied, and locally developed courses in grades 9 and 10; analyses have been conducted separately for English, mathematics, and science[5]. A three year trend (2017 to 2020) has been provided in Figure 2, showing that the proportion of students enrolled in these compulsory courses has remained relatively stable over this time period, with academic level courses accounting for the majority of enrolment. Across three years, the proportion of students enrolled in applied level mathematics courses was higher compared to English and science courses.

Figure 2. Secondary Program Enrolment, 2017 to 2020
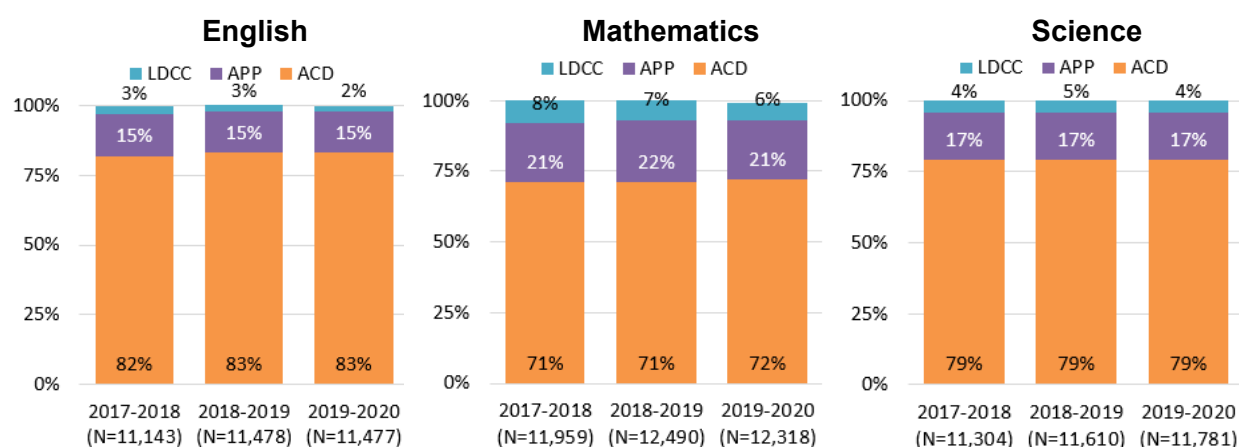
Part 2: Program Enrolment: Representation of Student Demographics/Identities, 2019-2020

In order to understand who is being served in each of these programs, an analysis of program enrolment by demographic characteristics has been conducted. Examination of the data in this way allows us to focus our attention on where there may be systemic barriers or biases that preclude some groups of students from accessing particular programs or services. Specifically, where there are higher or lower proportions of students who identify in a particular way enrolled in a specific program relative to their composition in the overall student population, the onus must first be placed on the system to identify the structures, policies and practices that may be contributing to this finding. In so doing, the dismantling of these barriers can begin to take place, and strategies and supports can be implemented to ensure that each program is equipped to meet the diverse needs of the students it is intended to serve.

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[5] These subjects were chosen to align with requirements to monitor the destreaming of Grade 9 mathematics. Disaggregation by subject at the secondary level was important, given that students may choose different program streams for each subject. Stacked bars add up to 100% as they reflect all available program options for English, Mathematics and Science courses in grades 9 and 10.

It is important to note that in the sections that follow, the presentation of results has been streamlined to help simplify information for the reader. Specifically, the graphical presentation is consistent with the presentation of District-level enrolment trends, the following section makes use of stacked bar graphs to illustrate the enrolment distribution for each respective group of students across programs. A cross-hatched "All Students" bar provides a District-level reference, reflecting the enrolment distribution across programs at a population-level, while "All Respondents" similarly reflects the enrolment distribution for the subset of students who answered the question on the Valuing Voices survey pertaining to each dimension of identity being reported. This serves as a benchmark for the expected enrolment distribution across all reporting groups, under the assumption that all groups of students/identities would be proportionately represented relative to the population. Where there are higher or lower percentages of students who identify in a particular way enrolled in a specific program relative to the full population, this indicates a disproportionate representation of this group within that program. In accordance with the Anti-Racism Data Standards, additional language has been embedded in the descriptive summary to provide relative magnitude of the disproportionality (i.e., values closer to 1.0 indicate equal representation, values less than 1.0 suggest underrepresentation, and values greater than 1.0 suggest overrepresentation). Additional details can be found in Tables 4 and 5 (pages 56 through 59) in the Technical Considerations section of the report.

Elementary Enrolment (Grades 1 to 8; District - Population).

Figure 3 reflects 2019-2020 program enrolment for specific groups of students based on data from the Trillium Student Information System. The English with core French program had higher proportions of English language learners (ELLs), students who identify as Indigenous, males, those with special education needs, and those residing in lower income neighbourhoods, relative to their respective proportions in the overall student population. These groups were between 1.5 and 2 times as likely to be enrolled in the English with core French program. In contrast, there were smaller proportions of these students in the EFI program.

The MFI program had higher proportions of ELLs and females, and lower proportions of students from the remaining groups. In the case of ELLs, some of this may be linked to parental choice. Specifically, at the time of the OCDSB's FSL review in 2007, parents of ELLs indicated a preference for MFI over EFI in order to provide time for learning English before introducing another language.

Figure 3. Representation of Specific Groups of Students across Elementary Programs (District, 2019-2020)
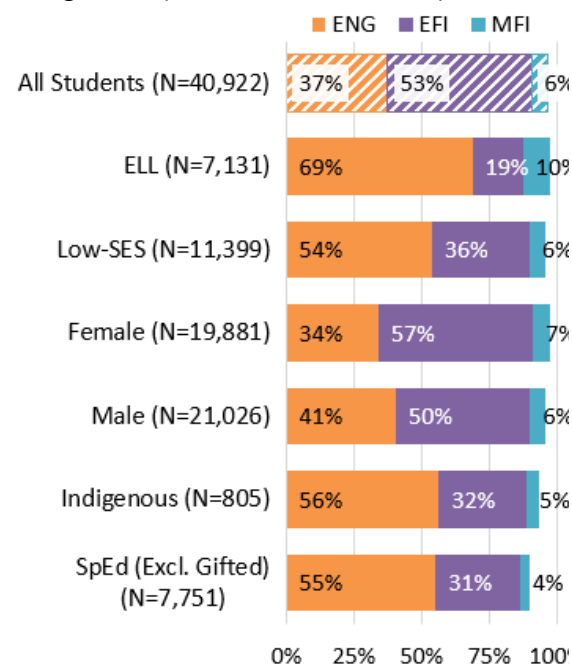
"All Students" reflects District-level Elementary (Gr.1-8) enrolment in 2019-2020.

Elementary Enrolment (Grades 1 to 8; Valuing Voices - Indigenous Identity).

The English with core French program had a higher proportion of students who self-identified as Indigenous relative to their proportion in the student population; this was especially true for First Nation and Inuit students, who were 1.5 and 1.7 times as likely to be enrolled in this program, respectively. Conversely, the EFI program had a lower percentage of First Nation and Inuit students and a higher percentage of Metis students compared to their proportion in the overall student population.

Figure 4. Representation of Students with Indigenous Identities across Elementary Programs (*Valuing Voices*, 2019-2020)
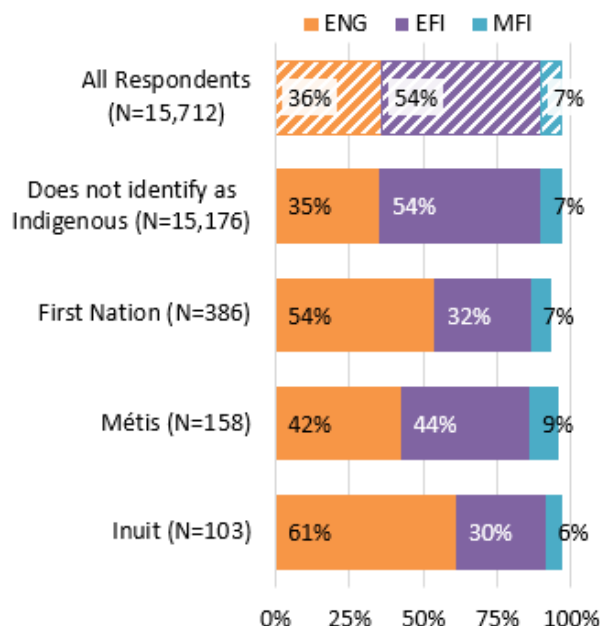
"All Respondents" reflects 38% of District-level Elementary (Gr.1-8) enrolment in 2019-2020.

Elementary Enrolment (Grades 1 to 8; Valuing Voices - Race).

Disaggregation of program enrolment by racial identity shows evidence of disproportionate representation of traditionally marginalized groups in each program. Specifically, the English with core French program had higher proportions of students who identify as Black, Indigenous, Latino, Middle Eastern, South Asian, and South East Asian, and lower proportions of students who identify as East Asian and/or White. The inverse was true for the early French immersion program. In fact, English with core French programs had 1.5 times as many Middle Eastern, Black, and Indigenous students enrolled relative to their representation in the population.

For some groups of students, the MFI program offers an alternative entry point for access in grade 4 and shows higher proportions of East Asian, Middle Eastern, South Asian, and Southeast Asian students enrolled relative to their representation in the population, with East Asian students being twice as likely to be enrolled in the MFI program.

Figure 5. Representation of Student Racial Identities across Elementary Programs (*Valuing Voices*, 2019-2020)
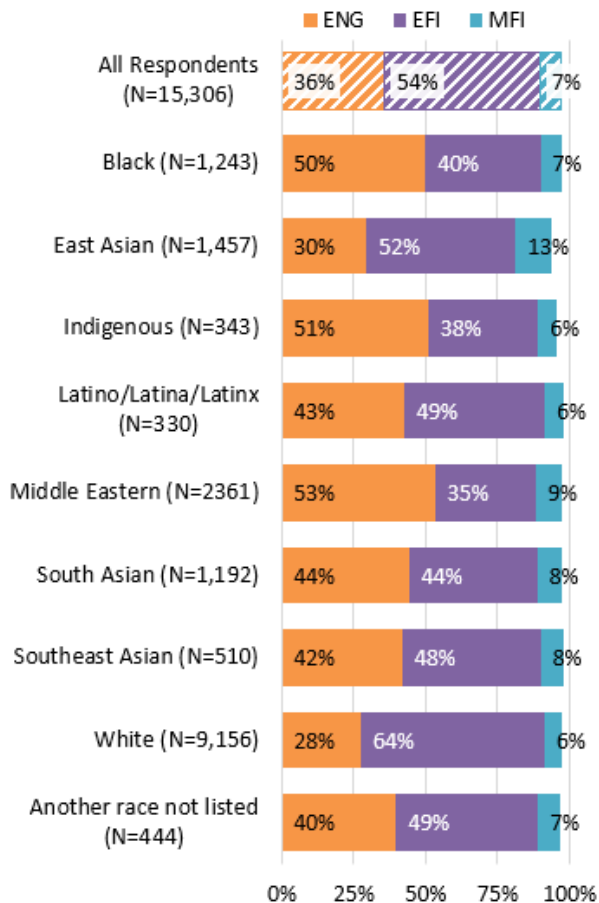
"All Respondents" reflects 38% of District-level Elementary (Gr.1-8) enrolment in 2019-2020.

Elementary Enrolment (Grades 1 to 8; Valuing Voices - Gender Identity).

Consistent with full District-level data, the English with core French program had a higher proportion of students who self-identified as a boy and a lower proportion of those who identified as a girl. This program also had higher proportions of students who self-identified as Trans, Two-Spirit, and Gender-Fluid.

The middle French immersion program had higher proportions of students who identified as Non-Binary, Trans-Boy and Two-Spirit, each making up almost 2 times what would be expected given their representation in the population.

Given the small number of students in some of the gender identity reporting groups, a "Gender Diverse"[6] grouping was created in an attempt to provide a more stable estimate of program representation over time. Results suggest that the English with core French and MFI programs had higher proportions of gender diverse students, whereas EFI had lower proportions.

Figure 6. Representation of Student Gender Identities across Elementary (Gr.1-8) Programs (*Valuing Voices*, 2019-2020)
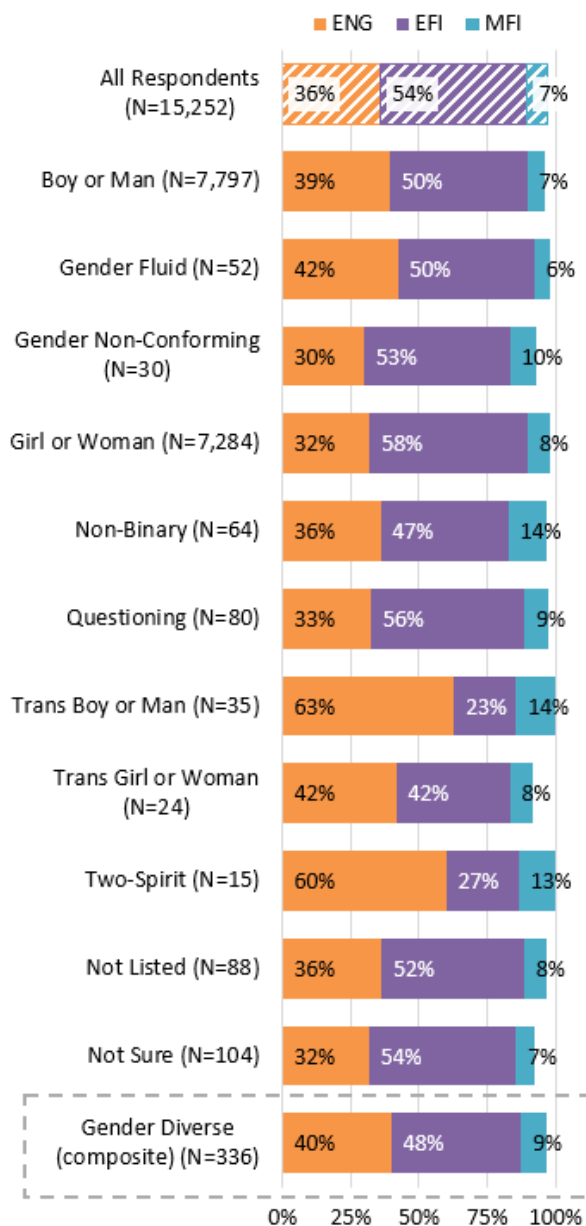
"All Respondents" reflects 38% of District-level Elementary (Gr.1-8) enrolment in 2019-2020.

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[6] "Gender Diverse" is a composite group that includes students who self-identified as at least one of the following (8) gender identities: Gender Fluid, Gender Non-Conforming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.

Elementary Enrolment (Grades 1 to 8; Valuing Voices - Disability).

As seen in Figure 7, the English with core French program contained higher proportions of students who reported having each of the disabilities listed on the Valuing Voices survey, as compared to all survey respondents. This disproportionate representation was most pronounced for students identifying with the following disabilities: Mobility (2x), Addiction(s) (1.7x), and Autism Spectrum Disorder (1.6x). Inverse trends were observed in the early French immersion program.

The MFI program had higher proportions of students who identified as Blind or Low Vision, with Chronic Pain, and a Physical disability, with rates being 1.8, 1.3, and 1.2 times higher than their representation in the population, respectively.

Figure 7. Representation of Students with Self-Identified Disability(ies) across Elementary Programs (*Valuing Voices*, 2019-2020)

"All Respondents" reflects 34% of District-level Elementary (Gr.1-8) enrolment in 2019-2020.

Secondary Enrolment (Grade 9 and 10 Courses; District - Population).

Program enrolment information for 2019-2020 was further disaggregated for specific groups of students for three compulsory courses based on data from the Trillium Student Information System (see Figure 8-A, 8-B, and 8-C). Applied and locally developed English, mathematics, and science courses had higher proportions of English language learners (ELLs), students who identify as Indigenous, those with special education needs, and those residing in lower income neighbourhoods. In contrast, there were smaller proportions of these students in the academic level courses with the exception of male students in academic mathematics courses.

The disproportionate representation of students in locally developed courses was more pronounced for students who self-identifed as Indigenous, students with special education needs, and those residing in lower income neighbourhoods who were between 1.54 and 4.46 times as likely to be enrolled.

Figure 8-A. Representation of Specific Groups of Students in Secondary English Courses (District, 2019-2020)
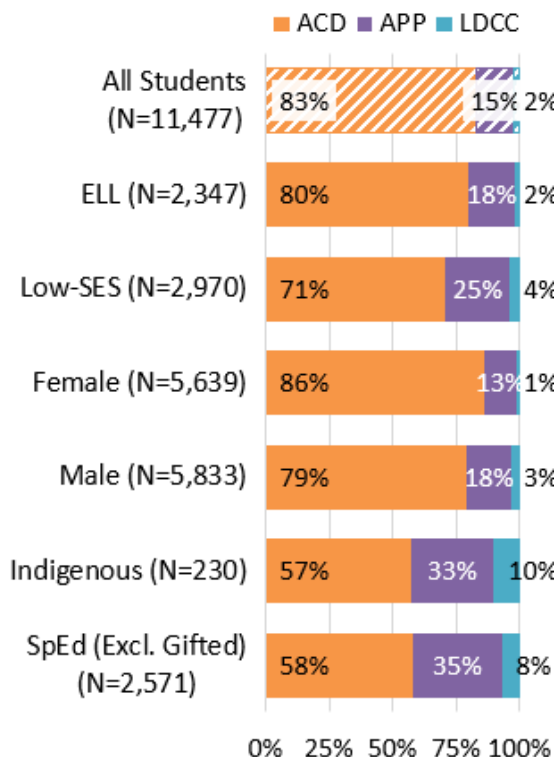
"All Students" reflects full District-level enrolment across Grade 9 and 10 English courses in 2019-2020.

Secondary Enrolment (Grade 9 and 10 Courses; Population).

Figure 8-B. Representation of Specific Groups of Students in Secondary Mathematics Courses (District, 2019-2020)
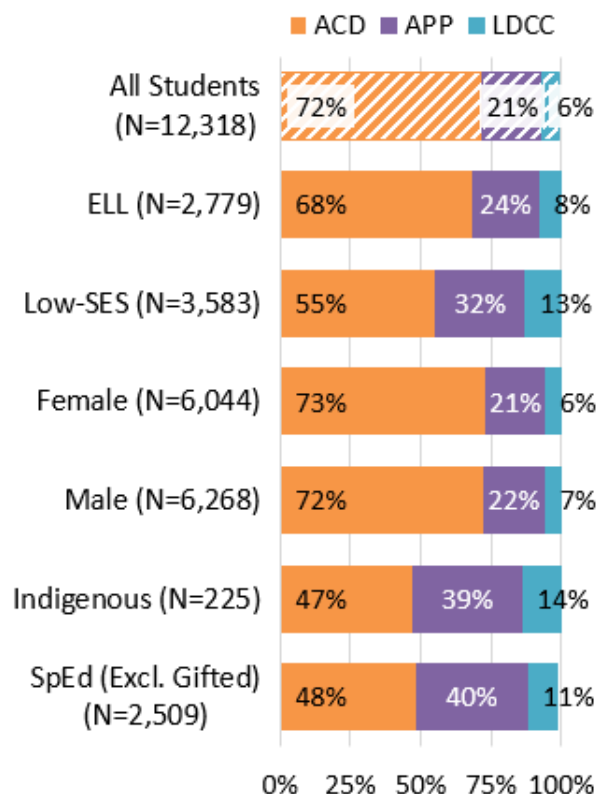
Figure 8-C. Representation of Specific Groups of Students in Secondary Science Courses (District, 2019-2020)
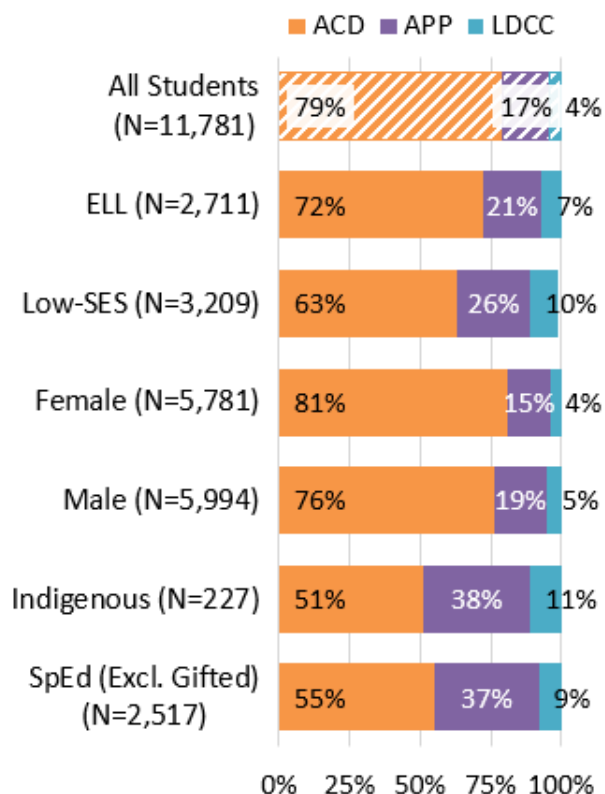
Group	ACD	APP	LDCC
All Students (N=12,318)	72%	21%	6%
ELL (N=2,779)	68%	24%	8%
Low-SES (N=3,583)	55%	32%	13%
Female (N=6,044)	73%	21%	6%
Male (N=6,268)	72%	22%	7%
Indigenous (N=225)	47%	39%	14%
SpEd (Excl. Gifted) (N=2,509)	48%	40%	11%

"All Students" reflects full District-level enrolment across Grade 9 and 10 Mathematics courses in 2019-2020.

Group	ACD	APP	LDCC
All Students (N=11,781)	79%	17%	4%
ELL (N=2,711)	72%	21%	7%
Low-SES (N=3,209)	63%	26%	10%
Female (N=5,781)	81%	15%	4%
Male (N=5,994)	76%	19%	5%
Indigenous (N=227)	51%	38%	11%
SpEd (Excl. Gifted) (N=2,517)	55%	37%	9%

"All Students" reflects full District-level enrolment across Grade 9 and 10 Science courses in 2019-2020.

Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Indigenous Identity).

As seen in Figures 9-A, 9-B, and 9-C, grades 9 and 10 academic level English, mathematics, and science courses had lower proportions of students who self-identified as Indigenous, while applied and locally developed level courses had higher proportions. This disproportionate representation was more pronounced for First Nation students who were 3.9 to 4.7 times as likely to be enrolled in a locally developed course and for Inuit students who were 2.5 to 4.8 times as likely to be enrolled in these same courses.

Figure 9-A. Representation of Students with Indigenous Identities in Secondary English Courses (*Valuing Voices*, 2019-2020)
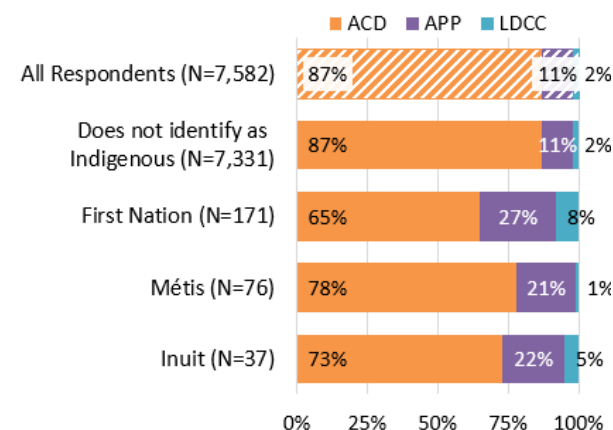
"All Respondents" reflects 66% of District-level enrolment in Grade 9 and 10 English courses in 2019-2020.

Figure 9-B. Representation of Students with Indigenous Identities in Secondary Mathematics Courses (*Valuing Voices*, 2019-2020)
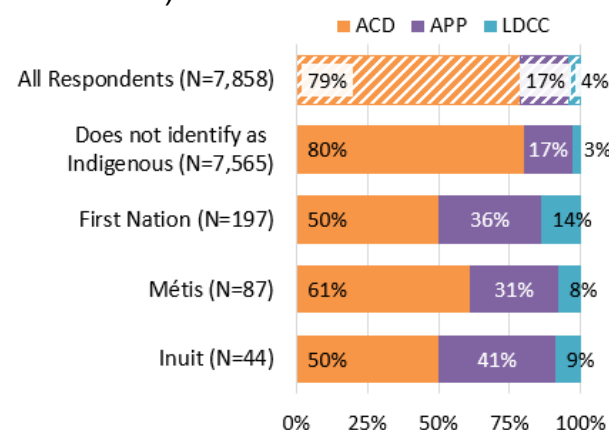
"All Respondents" reflects 64% of District-level enrolment in Grade 9 and 10 Mathematics courses in 2019-2020.

Figure 9-C. Representation of Students with Indigenous Identities in Secondary Science Courses (*Valuing Voices*, 2019-2020)
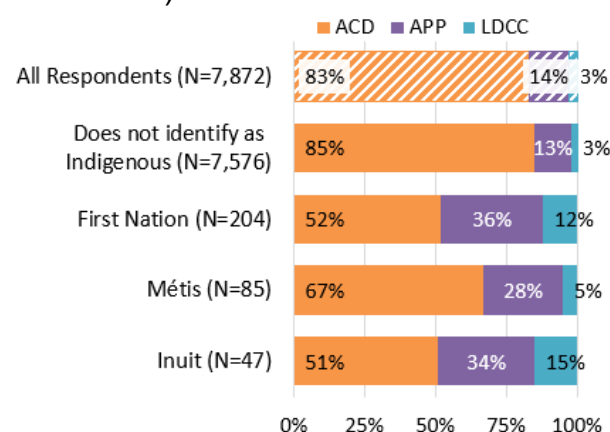
"All Respondents" reflects 67% of District-level enrolment in Grade 9 and 10 Science courses in 2019-2020.

Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Race).

Figure 10-A, 10-B, and 10-C show the distribution of students enrolled in grades 9 and 10 English, mathematics, and science courses disaggregated by race.

Across all academic courses, there were lower proportions of students who self-identifed as Black, Indigenous, Latino, and Middle Eastern. This disproportionate representation was most pronounced for students who identified as Indigenous who were 0.66 to 0.75 times as likely to be enrolled in this level of course.

In contrast, applied and locally developed courses had higher proportions of these same groups of students. Relative to their representation in the population , students who self-identified as Indigenous were at least 2.5 times as likely to be enrolled in an applied or locally developed courses. Similarly, students who identified as Black were approximately 1.5 times as likely to be enrolled in applied level courses and twice as likely to be enrolled in a locally developed math or science course.

Figure 10-A. Representation of Student Racial Identities in Secondary English Courses (*Valuing Voices*, 2019-2020)
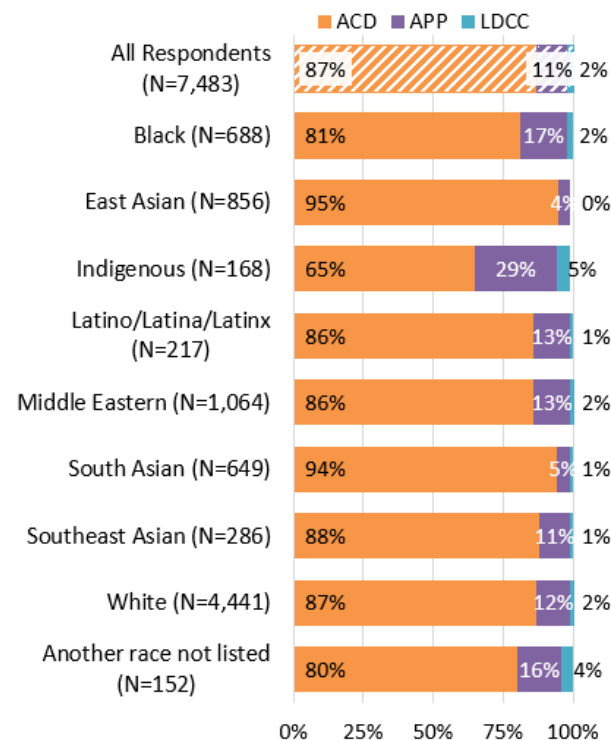
"All Respondents" reflects 65% of District-level enrolment in Grade 9 and 10 English courses in 2019-2020.

Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Race).

Figure 10-B. Representation of Student Racial Identities in Secondary Mathematics Courses (*Valuing Voices*, 2019-2020)
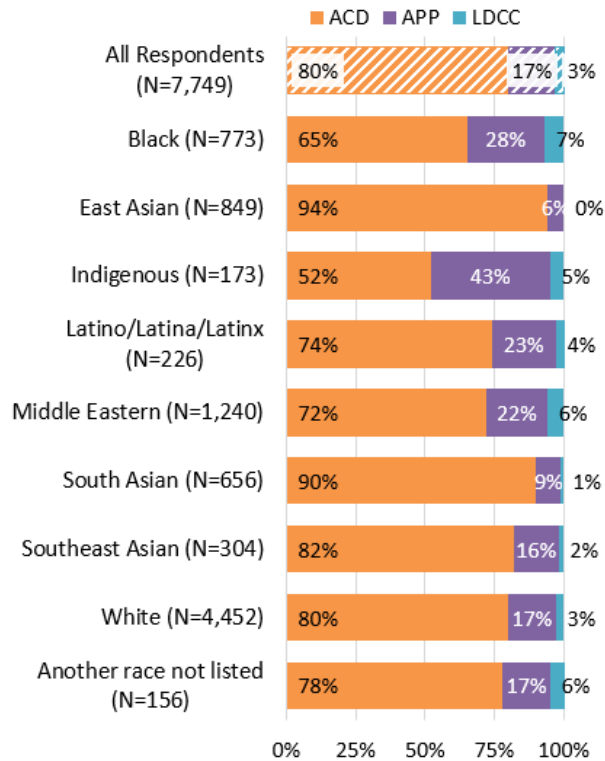
Figure 10-C. Representation of Student Racial Identities in Secondary Science Courses (*Valuing Voices*, 2019-2020)

"All Students" reflects 63% of District-level enrolment in Grade 9 and 10 Mathematics courses in 2019-2020.
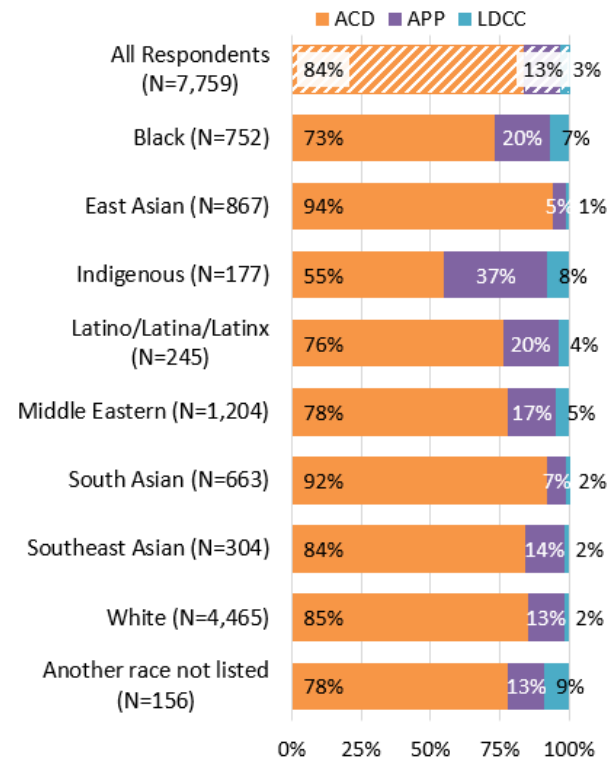
"All Students" reflects 66% of District-level enrolment in Grade 9 and 10 Science courses in 2019-2020.

Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Gender Identity).

Consistent with full District-level reporting, grades 9 and 10 applied level English, mathematics, and science courses had higher proportions of students who self-identified as Boy or Man, Gender Fluid, Gender Non-Confirming, Non-Binary, Questioning, Trans Boy or Man, and Trans Girl or Women relative to their proportion in the overall student population. In contrast, there were lower proportions of students who self-identified as Boy or Man, Gender Fluid, Non-Binary, Trans Girl or Women, and Two Spirit in academic English, mathematics, and science courses.

Due to the small number of students in some of these groups, and their subsequent smaller counts within each course pathway, disproportionality calculations for these groups are less reliable. In an attempt to provide a more stable estimate to measure representation, a "Gender Diverse[7]" grouping was created. The results for this composite reflect students identifying as "Gender Diverse" are between 1.3 and 1.5 times as likely to be enrolled in applied level courses relative to their representation in the population.

Figure 11-A. Representation of Student Gender Identities in Secondary English Courses (*Valuing Voices*, 2019-2020)
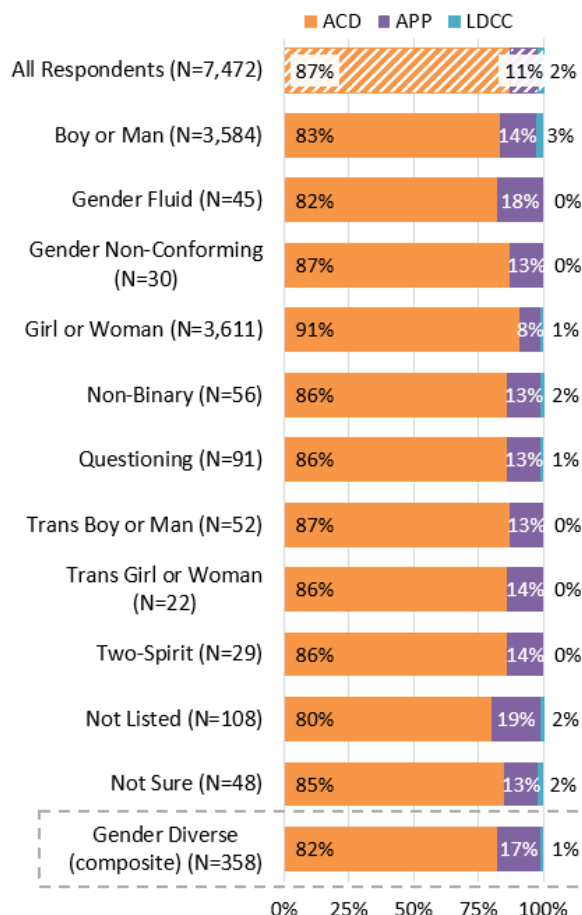
"All Respondents" reflects 65% of District-level enrolment in Grade 9 and 10 English courses in 2019-2020.

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[7] "Gender Diverse" is a composite group that includes students who self-identified as at least one of the following (8) gender identities: Gender Fluid, Gender Non-Conforming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.
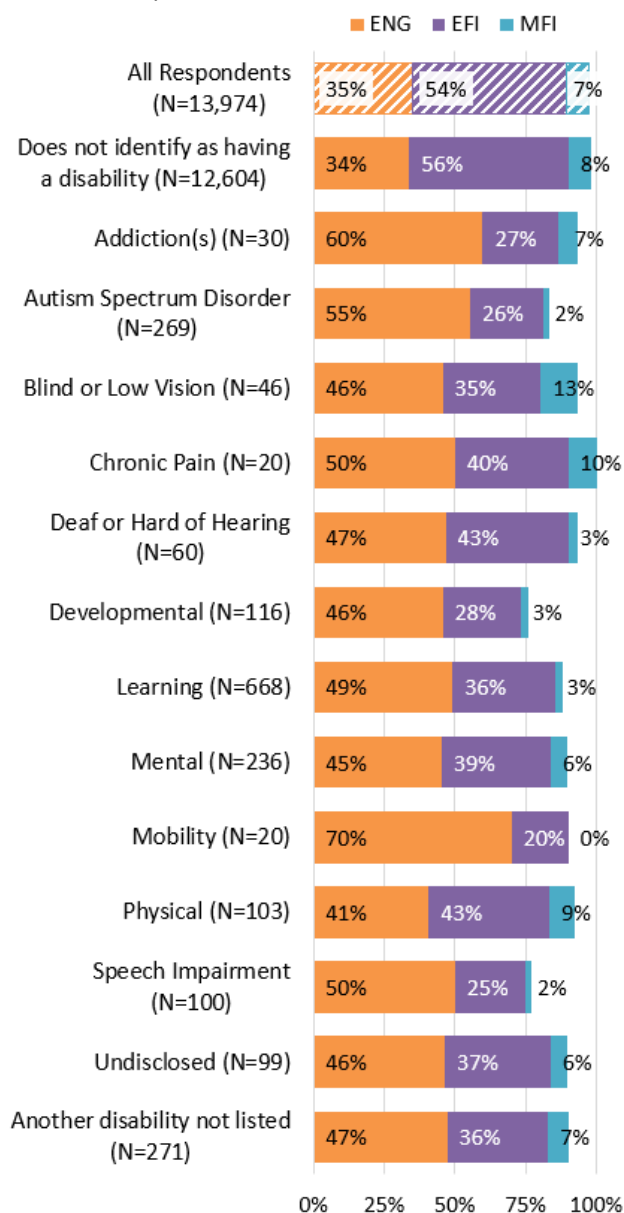
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Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Gender Identity[8]).

Figure 11-B. Representation of Student Gender Identities in Secondary Mathematics Courses (*Valuing Voices*, 2019-2020)

Legend: ACD, APP, LDCC

	ACD	APP	LDCC
All Respondents (N=7,734)	79%	17%	3%
Boy or Man (N=3,733)	78%	18%	4%
Gender Fluid (N=45)	71%	27%	2%
Gender Non-Conforming (N=31)	65%	32%	3%
Girl or Woman (N=3,724)	82%	16%	3%
Non-Binary (N=58)	71%	28%	2%
Questioning (N=86)	81%	17%	1%
Trans Boy or Man (N=50)	76%	22%	2%
Trans Girl or Woman (N=20)	70%	20%	10%
Two-Spirit (N=29)	69%	28%	3%
Not Listed (N=105)	79%	17%	4%
Not Sure (N=55)	75%	22%	4%
Gender Diverse (composite) (N=347)	74%	23%	3%
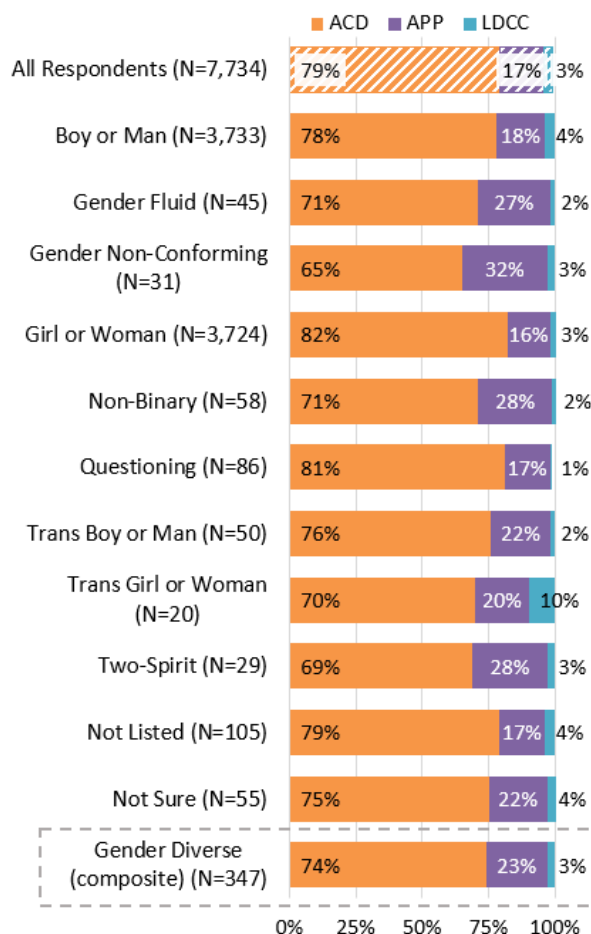
"All Students" reflects 63% of District-level enrolment in Grade 9 and 10 Mathematics courses in 2019-2020.

Figure 11-C. Representation of Student Gender Identities in Secondary Science Courses (*Valuing Voices*, 2019-2020)

Legend: ACD, APP, LDCC

	ACD	APP	LDCC
All Respondents (N=7,745)	84%	13%	3%
Boy or Man (N=3,726)	81%	15%	4%
Gender Fluid (N=47)	72%	23%	4%
Gender Non-Conforming (N=29)	86%	14%	0%
Girl or Woman (N=3,741)	87%	11%	2%
Non-Binary (N=57)	77%	23%	0%
Questioning (N=85)	85%	12%	4%
Trans Boy or Man (N=48)	81%	19%	0%
Trans Girl or Woman (N=25)	72%	20%	8%
Two-Spirit (N=28)	79%	18%	4%
Not Listed (N=110)	79%	16%	5%
Not Sure (N=55)	73%	22%	5%
Gender Diverse (composite) (N=349)	78%	19%	4%
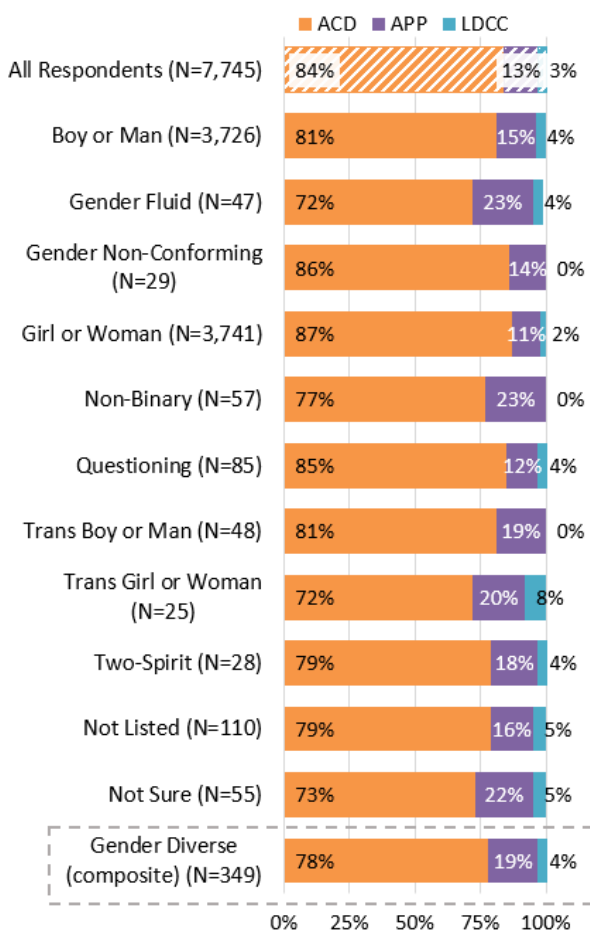
"All Students" reflects 66% of District-level enrolment in Grade 9 and 10 Science courses in 2019-2020.

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[8] "Gender Diverse" is a composite group that includes students who self-identified as at least one of the following (8) gender identities: Gender Fluid, Gender Non-Conforming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.

Secondary Enrolment (Grades 9 and 10; Valuing Voices - Disability).

As seen in Figures 12-A, 12-B, and 12-C, applied and locally developed English, mathematics, and science courses had higher proportions of students who self-identified as having a disability on the Valuing Voices survey.

This disproportionate representation in applied level English courses was most pronounced for students identifying with the following disabilities: Learning, Speech Impairment, Addictions, Developmental, Mental, and Autism Spectrum Disorder (i.e., where these groups were between 2.6 and 3.5 times as likely to be enrolled in applied level courses relative to their representation in the population). Similar trends were observed in the applied and locally developed mathematics and science courses.

Figure 12-A. Representation of Students with Self-Identified Disability(ies) in Secondary English Courses (*Valuing Voices*, 2019-2020)
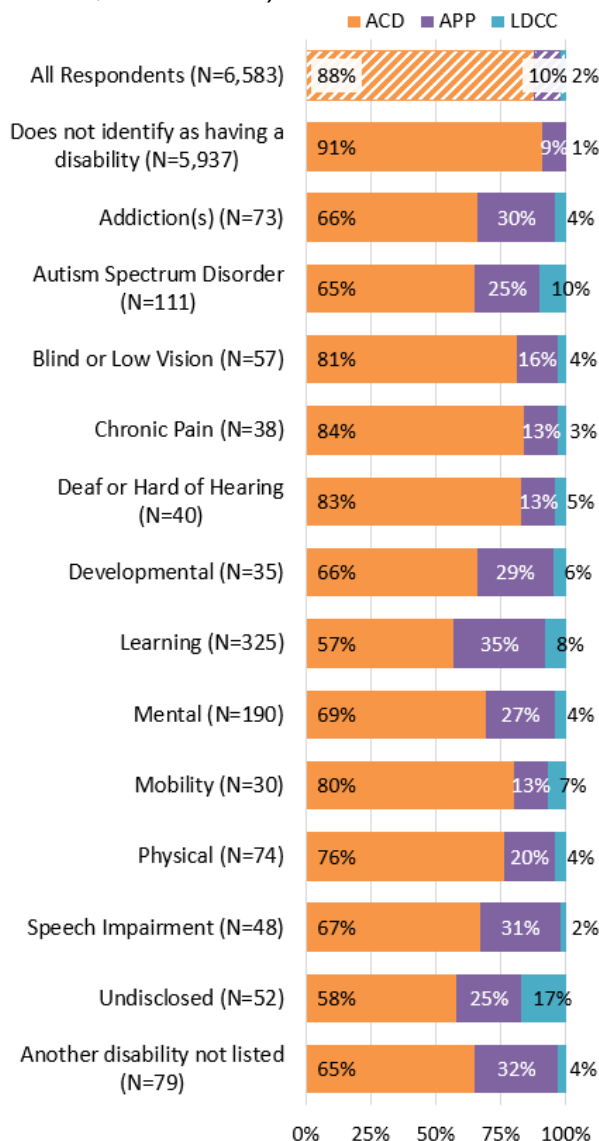
"All Respondents" reflects 57% of District-level enrolment in Grade 9 and 10 English courses in 2019-2020.

Secondary Enrolment (Grades 9 and 10; Valuing Voices - Disability).

Figure 12-B. Representation of Students with Self-Identified Disability(ies) in Secondary Mathematics Courses (*Valuing Voices*, 2019-2020)

Legend: ACD, APP, LDCC

|	ACD	APP	LDCC
All Respondents (N=6,820)	81%	16%	3%
Does not identify as having a disability (N=6,168)	83%	14%	3%
Addiction(s) (N=70)	66%	30%	4%
Autism Spectrum Disorder (N=106)	58%	27%	14%
Blind or Low Vision (N=58)	69%	28%	3%
Chronic Pain (N=38)	66%	32%	3%
Deaf or Hard of Hearing (N=56)	57%	29%	14%
Developmental (N=33)	67%	24%	9%
Learning (N=309)	51%	39%	10%
Mental (N=184)	61%	30%	8%
Mobility (N=31)	71%	23%	6%
Physical (N=73)	63%	32%	5%
Speech Impairment (N=48)	58%	35%	6%
Undisclosed (N=63)	43%	32%	25%
Another disability not listed (N=71)	63%	28%	8%

"All Students" reflects 55% of District-level enrolment in Grade 9 and 10 Mathematics courses in 2019-2020.

Figure 12-C. Representation of Students with Self-Identified Disability(ies) in Secondary Science Courses (*Valuing Voices*, 2019-2020)

Legend: ACD, APP, LDCC

|	ACD	APP	LDCC
All Respondents (N=6,834)	85%	12%	3%
Does not identify as having a disability (N=6,177)	87%	11%	2%
Addiction(s) (N=75)	60%	29%	11%
Autism Spectrum Disorder (N=114)	62%	24%	14%
Blind or Low Vision (N=60)	68%	28%	3%
Chronic Pain (N=43)	70%	23%	7%
Deaf or Hard of Hearing (N=41)	76%	17%	7%
Developmental (N=38)	61%	26%	13%
Learning (N=330)	55%	34%	11%
Mental (N=191)	66%	28%	6%
Mobility (N=31)	77%	16%	6%
Physical (N=75)	68%	28%	4%
Speech Impairment (N=50)	58%	34%	8%
Undisclosed (N=60)	55%	25%	20%
Another disability not listed (N=75)	71%	23%	7%

"All Students" reflects 58% of District-level enrolment in Grade 9 and 10 Science courses in 2019-2020.

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Secondary Enrolment (Grades 9 and 10; Population).

Digging Deeper: Secondary Program Pathways Cohort Tracking - Mathematics

Why it matters: The impact of students' pathway decisions on later postsecondary education, health, and life outcomes are well-established. As system efforts are made to remove barriers and improve outcomes for more students, we must look beyond "destreaming" grades 9 and 10 compulsory courses and consider whether opportunities exist for students to change their trajectory once it has been chosen. Specifically, "How likely is it for a student to 'change pathways' over the course of their secondary education?"

What we are seeing: Figure 13 examines the pathways of a single cohort of 5,775 students from Grade 9 (2017-2018) through Grade 11 (up to end of June 2020), using their enrolment in mathematics courses as an indicator of program pathway mobility/retention. The data shows that the majority of students enrolled in an academic level course in Grade 9 were enrolled in a Grade 11 university level course two years later. Similarly, students enrolled in an applied level course in Grade 9 were most likely to be enrolled in a college level math course in Grade 11, and those in locally developed followed a workplace pathway. While the data shows there is the potential for movement across program streams, it is not common.

Figure 13. Tracking Grade 9 Cohort Enrolment from 2017-2018 to 2019-2020

	Grade 9 Cohort 2017-2018 (N=5775)	University	College/University	College	Workplace	Missing (N=1187)
Mathematics	Academic (N=4308) 75%	(N=2721) 63%	(N=625) 14%	(N=316) 7%	(N=19) >1%	(N=627) 14%
	Applied (N=1130) 19%	(N=29) 3%	(N=107) 9%	(N=521) 46%	(N=114) 10%	(N=359) 32%
	Locally Developed (N=337) 6%	(N=3) 1%	(N=2) 1%	(N=20) 6%	(N=111) 33%	(N=201) 60%

- Missing indicates no data available in 2019-2020 (reasons for missing could be due to summer school, student transfer to another board or entered in grade 11)

To think about: The descriptive cohort analysis above indicates that once a pathway has been chosen, students are likely to remain in it for the duration of their secondary education. How might we create bridges to facilitate students' pathway changes, and provide resources to help mitigate transitional barriers?

Achievement Trends - Elementary and Secondary

Part 1: Overall Achievement Trends

In order to understand how well the system is doing to support all students in meeting high expectations, analysis of achievement data in this section focuses on the percentages of students meeting/exceeding the provincial standard (equivalent to a minimum mark of B- or 70%) in select subjects and strands. Examination of the data in this way allows us to focus attention on where there may be systemic barriers or biases that may be an indication of lower expectations for some students or where learning opportunities and experiences may be lacking. Specifically, where specific groups of students are not meeting the provincial standard at the same rate as other students, the focus must first be on the system to identify the structures, policies and practices that may be contributing to these outcomes, so that corrective action can be taken to foster more inclusive learning environments and experiences for students where they can thrive and have the opportunity to demonstrate high levels of academic achievement.

It is important to note that in the sections that follow, the presentation of results has been streamlined to help simplify information for the reader (e.g., presentation of data in graphs with percentages rounded to a whole number; use of simplified language to reflect the concept of group differences in outcomes (i.e., disparity) while also reframing the language to put the onus on the system (tables with more detailed information, including disparity calculations, can be found in the Technical Considerations section of the report). In so doing, some of the nuanced differences that are present may be hidden, particularly where there are small numbers of students who identify in a particular way and, therefore, comprise a relatively small portion of the population. While the strategies and initiatives to support these smaller groups of students are likely to be different from those that are needed to serve a larger portion of the population, the decisions we make as a system and as individuals must always take into account the impact it may have on even the smallest groups. In accordance with the Anti-Racism Data Standards, additional language has been embedded in the descriptive summary to provide relative magnitude of the disparity in achievement outcomes (i.e., values closer to 1.0 indicate no difference or equal likelihood, values less than 1.0 suggest lower likelihood, and values greater than 1.0 suggest greater likelihood). Additional details can be found in Tables 6 and 7 (pages 60 through 63) in the Technical Considerations section of the report.

Elementary Achievement - Grades 1 to 8. Elementary report card data for 2019-2020 has been aggregated for students in grades 1 through 8, with a focus on the following subjects and strands - French (Reading and Writing), Language (Reading and Writing)[9], and Mathematics (combination of all strands)[10] to align with curricular areas assessed by the provincial assessments of Reading, Writing, and Mathematics.

Figure 14 displays the percentage of students meeting or exceeding the provincial standard in each subject/strand over a three year period (2017 to 2020[11]). Achievement for each of these subjects and strands has remained fairly stable over the last three years, with Mathematics (All Strands) showing the greatest success rate, followed by Language, and French.

Figure 14. Elementary Achievement Trends: % of Students Meeting the Provincial Standard by Subject(Strand(s))

	2017-2018	2018-2019	2019-2020
Mathematics (All Strands)	85%	84%	86%
Language (Reading)	83%	82%	83%
Language (Writing)	79%	78%	78%
French (Reading)	77%	77%	77%
French (Writing)	75%	75%	77%

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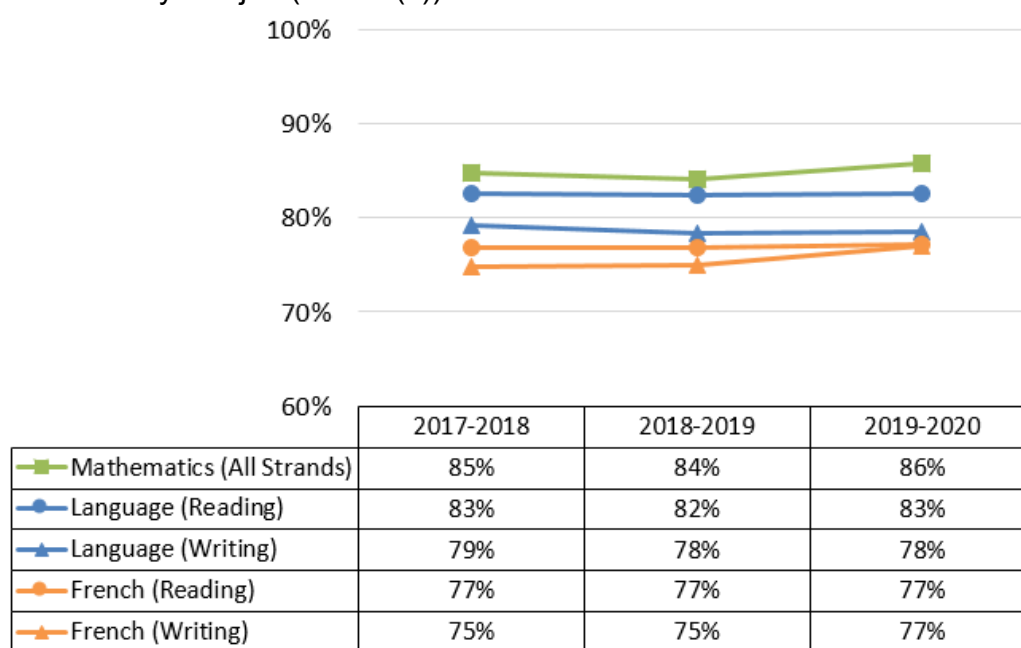
[9] For students in EFI, Language is introduced in Grade 2.

[10] Up to the end of the 2019-2020 school year, mathematics was reported by strand and not a single mark. In order to create a composite math score, all available marks across all math strands were retained, meaning that each student could contribute to this measure up to 5 times. This methodology is consistent with the approach taken by the Ministry of Education's methodology. More details can be found in the Technical Considerations at the end of this document.

[11] Based on available Final (June) Elementary report card marks each academic year; where final marks were missing, interim marks were substituted. The total number of students in Grades 1-8 for whom at least one final report card mark varied across three years. Details can be found in the Technical Considerations portion of the appendix.

Elementary Achievement - Grades 1 to 8.

Figure 15 shows the percentage of students meeting/exceeding the provincial standard in each of the three programs by subject/strand for the 2019-2020 school year. For the District as a whole, more than three-quarters of all students reached this standard in each of the five subjects/strands examined. Nevertheless, the data shows differences in outcomes linked to program enrolment, with the English with core French program tending to yield lower outcomes and immersion programs yielding higher ones.

Figure 15. % of Elementary Students Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)[12]
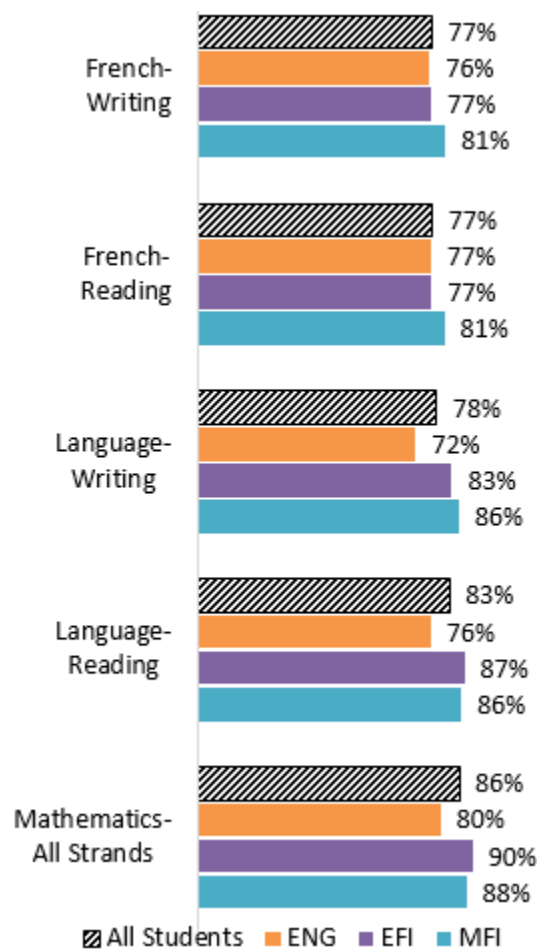
"All Students" reflects District-level Elementary (Gr.1-8) achievement outcomes in 2019-2020.

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[12] Mathematics is a composite of all (5) math strands. See technical considerations for more details.

Secondary Achievement - Grade 9 and 10 Courses. Secondary report card data from grades 9 and 10 compulsory courses in three subjects (English, Mathematics, and Science) were examined, and achievement outcomes compared across academic, applied, and locally developed courses[13]. Figure 16 shows the proportions of students meeting the provincial standard in each of these courses over a three year period (2017 to 2020[14]). As was the case in elementary, there are differences in secondary achievement outcomes linked to program enrolment, with outcomes being higher in academic level courses compared to applied and locally developed mathematics courses.

Achievement outcomes in Mathematics and English have remained fairly stable over the three-year period, whereas outcomes in applied level science courses have fluctuated.

Figure 16. Secondary Achievement Trends: % of Students Meeting the Provincial Standard by Subject and Program

English	2017-2018	2018-2019	2019-2020
ACD	78%	77%	80%
APP	45%	46%	50%
LCDD	24%	27%	34%

Mathematics	2017-2018	2018-2019	2019-2020
ACD	70%	70%	73%
APP	49%	52%	58%
LCDD	47%	46%	55%

Science	2017-2018	2018-2019	2019-2020
ACD	73%	72%	78%
APP	46%	43%	52%
LCDD	34%	42%	52%

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[13] These subjects were chosen to align with requirements to monitor the destreaming of Grade 9 mathematics. Disaggregation by subject at the secondary level was important, given that students may choose different program streams for each subject.

[14] Based on available Final (June) Elementary report card marks each academic year; where final marks were missing, interim marks were substituted. The total number of students in Grades 1-8 for whom at least one final report card mark varied across three years. Details can be found in the Technical Considerations portion of the document.

Secondary Achievement - Grade 9 and 10 Courses.

Figure 17 shows the percentage of students meeting/exceeding the provincial standard in each subject and program for the 2019-2020 school year. For the District as a whole, between 69% and 75% of all students reached this standard. As noted previously, academic level courses (ACD) tend to yield higher proportions of students meeting the provincial standard compared to applied (APP) and locally developed (LCDD) courses. While school Districts work to dismantle the practice of streaming students into applied and academic level courses over the next few years, it will be important to pay close attention to what is happening in locally developed courses where barely half the students met the provincial standard in mathematics and science, and only one-third did so in English.

Figure 17. % of Students Meeting the Provincial Standard in Secondary Courses (District, 2019-2020)
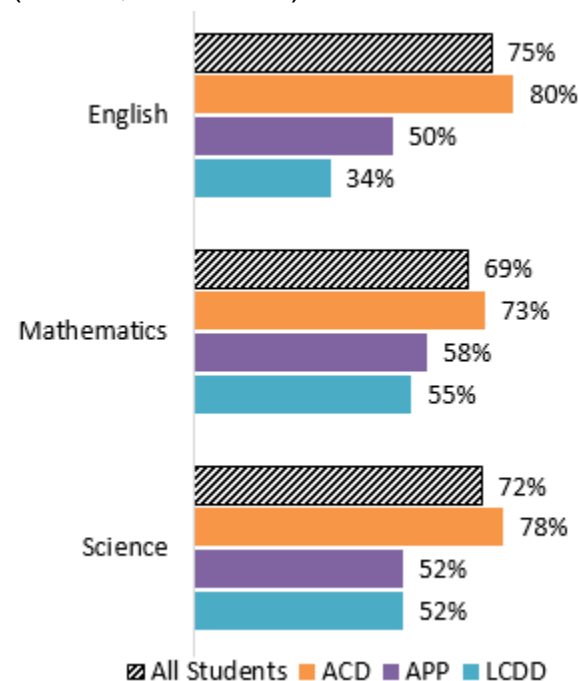
"All Students" reflects District-level Gr.9+10 Course achievement outcomes in 2019-2020.

Part 2: Achievement Trends for Specific Groups of Students, 2019-2020

Information in this section of the report is presented by demographic characteristics/ identity, beginning with data for the full population (based on data in the Student Information System; elementary followed by secondary). Where similar data was collected through the *Valuing Voices Student Survey*, a spotlight on key results for the subset of students for whom both survey results and final report card marks were available in the subjects/strands under investigation, immediately follows. Using the provincial standard as a benchmark, this section of the report encourages the reader to reflect on how well our District is doing to support students in meeting high achievement expectations.

English Language Learners

Elementary Achievement (Grades 1 to 8; Population).

At least three-quarters of ELLs met the provincial standard in French (Reading and Writing), Language (Reading and Writing), and mathematics in 2019-2020. Differences in achievement outcomes between ELLs and all students ranged from 3% in French (Reading and Writing) to 6% in Language (Reading) and Mathematics, reflecting disparities of between 0.92 and 0.95.

Figure 18. % of Elementary English Language Learners Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)[15]
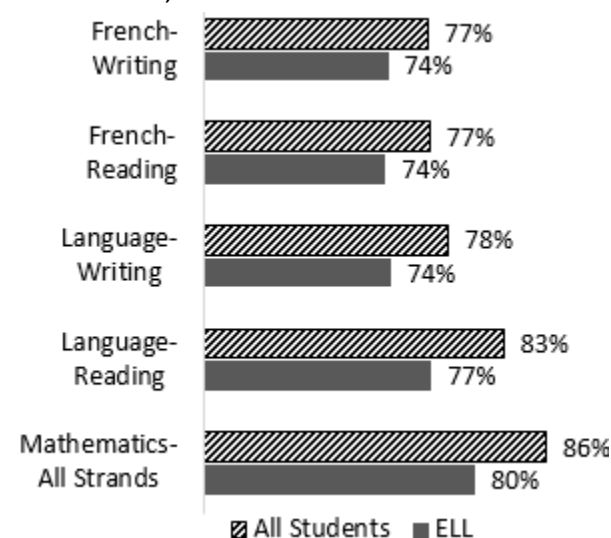
"All Students" reflects District-level Elementary (Gr.1-8) achievement outcomes in 2019-2020.

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[15] Mathematics is a composite of all (5) math strands. See technical considerations for more details.

English Language Learners

Secondary Achievement (Grade 9 and 10 Courses; Population). Figure 19 shows that academic level courses tended to yield higher achievement outcomes for ELLs as compared to applied and locally-developed. Specifically, at least two-thirds of ELLs met the provincial standard in academic level English, mathematics, and science, whereas no more than 51% of ELLs achieved this standard in applied and locally developed courses.

With the exception of locally developed English, all subjects and course pathways examined yielded lower outcomes for ELLs relative to all students, with differences ranging from 3% in applied level science to 10% in academic English and locally developed science (disparities ranging from 0.72 to 0.92).

Figure 19: % of Secondary English Language Learners Meeting the Provincial Standard in each Course (District, 2019-2020)
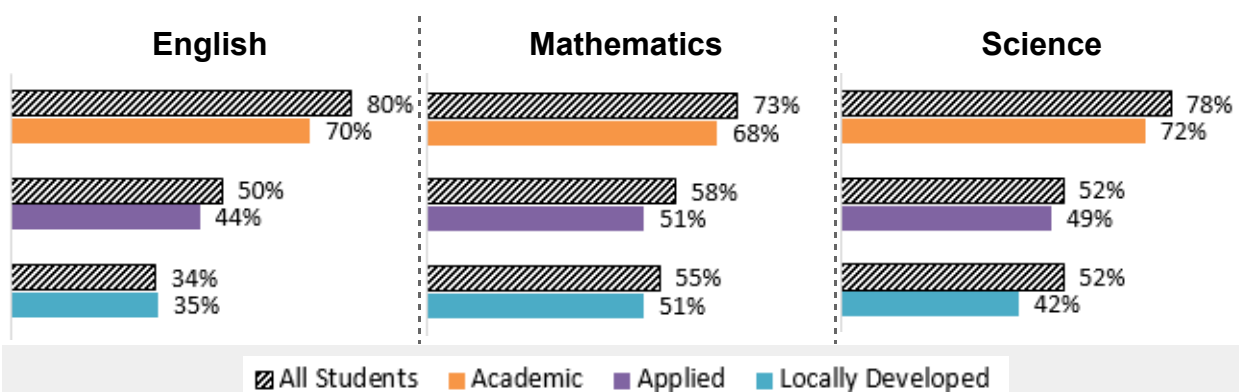
"All Students" reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

Students Residing in Lower Income Neighbourhoods (Low-SES)

Elementary Achievement (Grades 1 to 8; Population).

As seen in Figure 20, all subjects/strands examined tended to yield lower achievement rates for those students residing in lower income neighbourhoods. Mathematics yielded the highest outcomes for this group of students, while French yielded the lowest. However, when compared to the District, disparities were evident, as outcomes for this group were lower by 7 to 8 percentage points across the five subject-strands examined: French (Reading; Writing), Language (Reading; Writing), and Mathematics (All Strands)[16] (disparities ranging from 0.86 to 0.89).

Figure 20. % of Elementary Students Residing in Lower-Income Neighbourhoods Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)

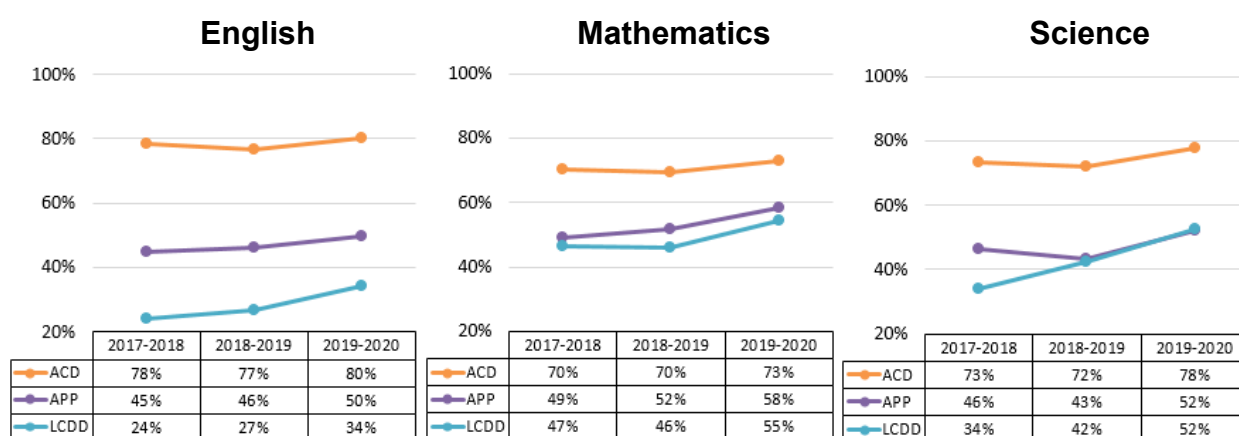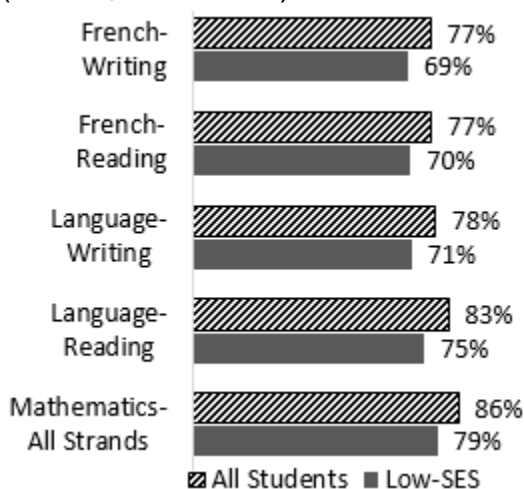*"All Students" reflects District-level Elementary (Gr.1-8) achievement outcomes in 2019-2020*

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[16] Mathematics is a composite of all (5) math strands. See technical considerations for more details.

Secondary Achievement (Grade 9 and 10 Courses; Population). Figure 21 shows that academic level courses tended to yield the highest outcomes for students residing in lower income neighbourhoods, where 63% of these students met the standard in math, 70% in science, and 71% in English. Applied and locally developed courses yielded the lowest outcomes, with only about half meeting the standard in math and science, and less than half in English.

Outcomes for these students were consistently lower compared to all students where, on average, they were approximately 0.80 times as likely to meet the provincial standard in academic mathematics, English and science.

Figure 21. % of Secondary Students Residing in Lower-Income Neighbourhoods Meeting the Provincial Standard in each Course (District, 2019-2020)
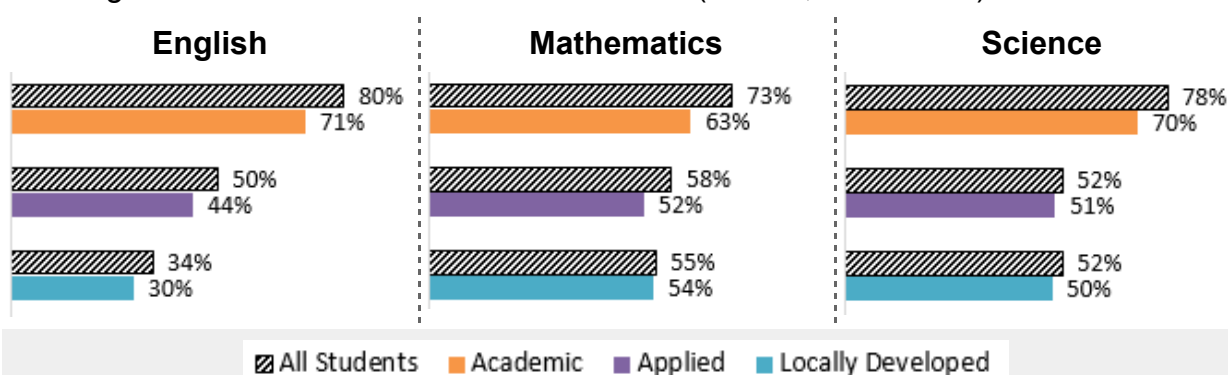
"All Students" reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

Gender Identity

Elementary Achievement (Grades 1 to 8; Population). Figure 22 shows that French and Language (Reading and Writing) yielded lower outcomes for male students and higher ones for females. No noticeable difference between these two groups was observed in the area of mathematics. Achievement gaps were largest in Writing, with a difference of 12% in French and 11% in Language (disparities ranging from 1.01 to 1.14).

Figure 22. % of Female and Male Elementary Students Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)[17]

"All Students" reflects District-level Elementary (Gr.1-8) achievement outcomes in 2019-2020

Spotlight on *Valuing Voices*: Gender Identity. The following trends in **elementary**[18] achievement were observed (more details can be found on pg. 60):

★ Outcomes in Language-Writing showed the least variability across reported gender identities (79-89% met standard; disparities 0.90 to 1.11) while Language-Reading showed the most variability (55-90% met standard; disparities 0.65 to 1.10).

★ Trends for students who identified as Boy/Man or Girl/Woman were similar to those for the District's elementary population as a whole, with higher proportions of Girls/Women meeting the provincial standard across all outcomes.

★ Patterns of strength/challenge differed across gender identity. For example, for students who identified as Non-Binary or Two-Spirit, outcomes were highest in French-Writing, and exceeded those of the overall population.

★ French-Reading, French-Writing, Language-Reading, and Mathematics tended to produce lower outcomes for gender diverse[19] students compared to all other students (disparity ranging from 0.89-0.95).

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[17] Mathematics is a composite of all (5) math strands. See technical considerations for more details.
[18] Results are based on the respective Subject-Strand subsets of students for whom both identity information and a final report card mark from 2019-2020 are available. For *VV-Gender Identity*, coverage varied between 35-37% of the District's Gr.1-8 population.
[19] "Gender Diverse" is a composite group that includes students who self-identified as at least one of the following (8) gender identities: Gender Fluid, Gender Non-Conforming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.

Gender Identity

Secondary Achievement (Grade 9 and 10 Courses; Population). Secondary achievement outcomes (Figure 23) disaggregated by gender show a similar pattern as those seen at the elementary panel. With the exception of locally-developed mathematics, larger proportions of female students met the provincial standard in all three subjects and program pathways, compared to all other students. On average, male students were approximately 0.85 times as likely to meet the provincial standard in academic mathematics, English, and science compared to female students.

Figure 23. % of Female (dark shading) and Male (light shading) Secondary Students Meeting the Provincial Standard in each Course (District, 2019-2020)

"All Students" reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

Spotlight on *Valuing Voices*: Gender Identity. The following trends in **secondary**[20] achievement were observed (more details can be found on pg.61-63):

★ Trends for students who identified as Boy/Man or Girl/Woman were similar to those for the District's Elementary population as a whole.

★ Achievement outcomes were highest in academic mathematics for students who self-identified as Questioning, Gender Non-confirming, or Gender Fluid (81-85% met standard; disparity ranged from 1.08-1.12);

★ Outcomes for students identifying as gender diverse, as a whole, ranged from 46% in locally developed science to 80% in academic English (reflecting disparities of 0.90 and 0.96, respectively). Applied level science and math courses yielded higher outcomes for gender diverse students compared to all others, with 68-70% meeting the standard, respectively (disparity of 1.12 and 1.17).

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[20] Results are based on the respective Course-Program subsets of students for whom both identity information and a final report card mark in 2019-2020 are available. For *VV-Gender Identity*, coverage varied between 35-70% of the District's enrolment across Gr.9 and 10 English, Mathematics, and Science courses.

Indigenous Identity

Elementary Achievement (Grades 1 to 8; Population).

Figure 24 shows that all subjects/strands examined tended to yield outcomes that were 12-15% lower for students who self-identified as Indigenous compared to the District as a whole. Compared to their non-Indigenous peers, Indigenous students were approximately 0.8 times as likely to meet the provincial standard in French (Reading; Writing), Language (Reading; Writing), and Mathematics (All Strands)[21].

Figure 24. % of Elementary Students who Self-Identify as Indigenous Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)

	All Students	INDG
French-Writing	77%	62%
French-Reading	77%	64%
Language-Writing	78%	65%
Language-Reading	83%	71%
Mathematics-All Strands	86%	74%

"All Students" reflects District-level Elementary (Gr.1-8) achievement outcomes in 2019-2020

Spotlight on *Valuing Voices*: Indigenous Identity. The following trends in **elementary**[22] achievement were observed (more details can be found on pg. 60):

★ Consistent with District results, across all subjects-strands, there were lower proportions of students who self-identified as Indigenous who met the provincial standard, compared to their non-Indigenous peers (disparity range 0.84 [French-Reading] to 0.92 [Language-Reading]).

★ Language-Writing outcomes showed the least variability (7.7%) while differences in outcomes for French-Writing varied by up to 21%.

★ Among indigenous identities, a larger proportion of Métis students met the provincial standard across all subjects-strands (73% in French-Reading to 87% in Language-Reading).

★ A larger proportion of First Nation students met the provincial standard in French (Reading & Writing) and Math compared to Métis students, while the reverse was true for Language (Reading & Writing).

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[21] Mathematics is a composite of all (5) math strands. See technical considerations for more details.

[22] Results are based on the respective Subject-Strand subsets of students for whom both identity information and a final report card mark are available. For *VV-Indigenous Identity*, coverage varied between 37-39% of the District's Gr.1-8 population.

Indigenous Identity

Secondary Achievement (Grade 9 and 10 Courses; Population). Figure 25 shows that achievement outcomes for students who self-identified as Indigenous and were enrolled in grades 9 and 10 academic, applied, and locally developed English, mathematics, and science courses were consistently lower (by 6-18%) than the District, where they were approximately 0.75 times as likely to meet the provincial standard compared to their non-Indigenous peers.

Figure 25. % of Secondary Students who Self-Identified as Indigenous Meeting the Provincial Standard in each Course (District, 2019-2020)
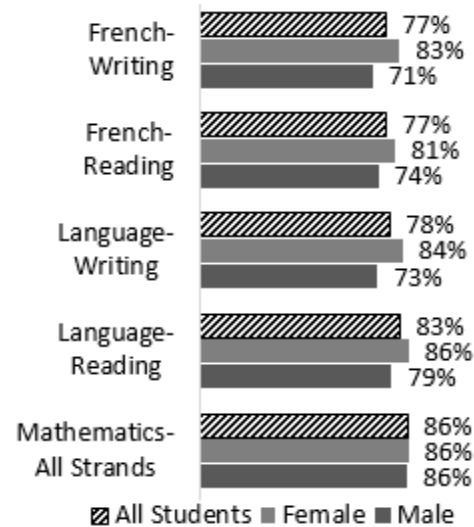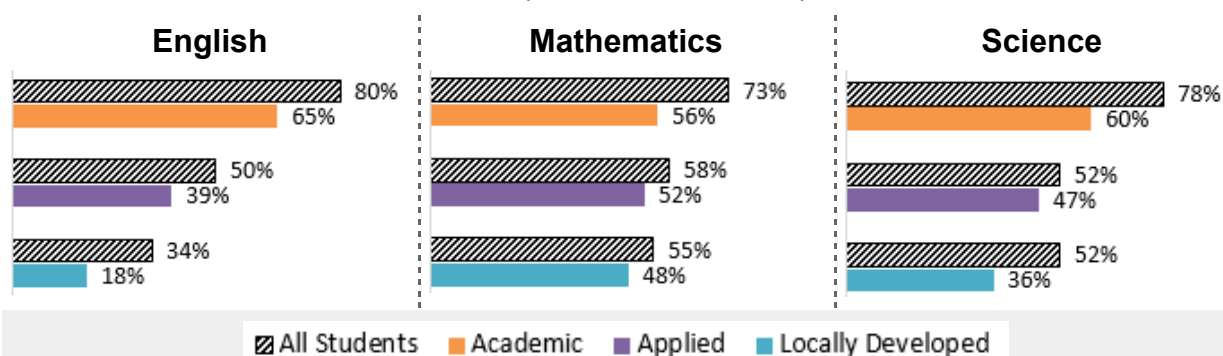

"All Students" reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

Spotlight on *Valuing Voices*: Indigenous Identity. The following trends in **secondary**[23] achievement were observed (more details can be found on pg. 61-63):

★ Consistent with District results, courses at the academic level tended to yield lower outcomes for students who self-identified as Indigenous compared to their non-Indigenous peers; academic math being an exception where 77% of Inuit students met the provincial standard (disparity of 1.02).

★ Among Indigenous identities, the Inuit community had the largest proportion of students who met the provincial standard in academic mathematics (77%), while Métis had the largest proportion of students who met the provincial standard in academic science (70%), and First Nations had the largest proportion of students who met the provincial standard in locally-developed mathematics courses (63%).

★ Mathematics was the only subject in which there were higher proportions of students who identified as Indigenous meeting the standard compared to their non-Indigenous peers - this occurred for Inuit students in academic and locally developed courses, and for First Nations students in locally developed.

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[23] Results are based on the respective Course-Program subsets of students for whom both identity information and a final report card mark in 2019-2020 are available. For *VV-Indigenous Identity*, coverage varied between 36-71% of the District's enrolment across Gr.9 and 10 English, Mathematics, and Science courses.

Students with Special Education Needs

Elementary Achievement (Grades 1 to 8; Population). Figure 26 shows that all subjects-strands examined yielded achievement outcomes for students with special education needs (excluding gifted) that were 11-16% lower than the District as whole across all subjects/strands examined (disparities of approximately 0.8 in French (Reading; Writing), Language (Reading; Writing), and Mathematics (All Strands)[24].

Figure 26. % of Elementary Students with Special Education Needs (Excluding Gifted) Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)
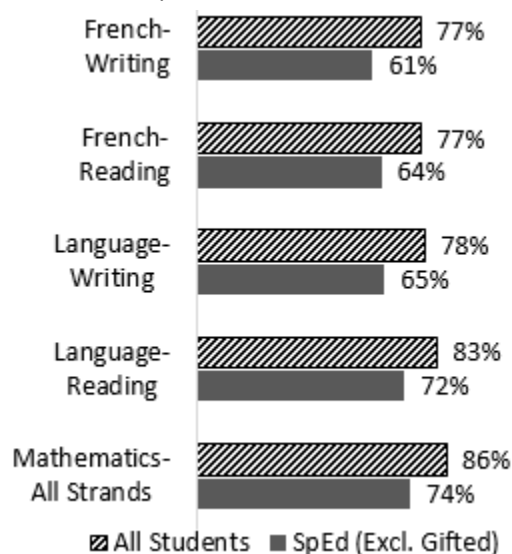
"All Students" reflects District-level Elementary (Gr.1-8) achievement outcomes in 2019-2020

Spotlight on *Valuing Voices*: Self-identified Disability. The following trends in **elementary**[25] achievement were observed (more details can be found on pg. 60):
★ Almost all subjects-strands yielded lower outcomes for students identifying with a disability compared to those who did not.
★ Disparities in achievement were most pronounced for students who self-identified as having a developmental disability, learning disability, or speech impairment; disparities were less pronounced for those who self-identified with chronic pain, or deaf or hard of hearing.
★ The greatest variability in outcomes was observed in Language-Writing (34% difference for students reporting a developmental disability; disparity of 0.71), and the least in French-Reading (21% difference for students reporting addiction; disparity of 0.75).

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[24] Mathematics is a composite of all (5) math strands. See technical considerations for more details.
[25] Results are based on the respective Subject-Strand subsets of students for whom both identity information and a final report card mark are available. For *VV-Disability*, coverage varied between 33-35% of the District's Gr.1-8 population.
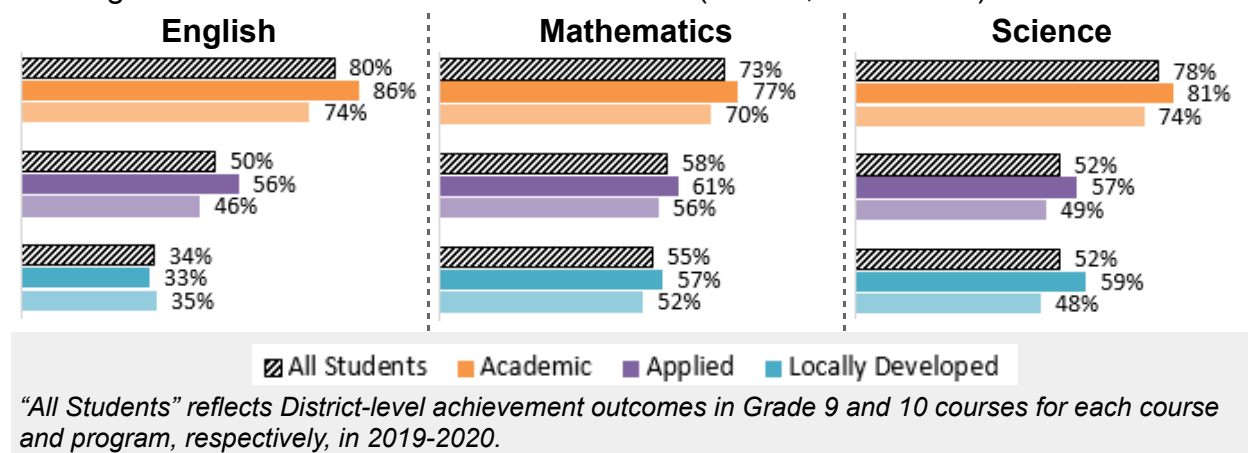
Students with Special Education Needs

Secondary Achievement (Grade 9 and 10 Courses; Population). Academic level courses yielded outcomes for students with special education needs (excluding gifted) that were 7-8% lower than the District as a whole (disparity of 0.90). Differences in outcomes in the applied and locally developed pathways were much less pronounced, ranging from 2% in applied level science to 8% in locally developed math. In English, outcomes were the same as all students in the applied program and 1% higher in locally developed.

Figure 27. % of Secondary Students with Special Education Needs (Excluding Gifted) Meeting the Provincial Standard in each Course (District, 2019-2020)

	English	Mathematics	Science
All Students	80%	73%	78%
Academic	72%	66%	71%
All Students	50%	58%	52%
Applied	50%	55%	50%
All Students	34%	55%	52%
Locally Developed	35%	47%	48%
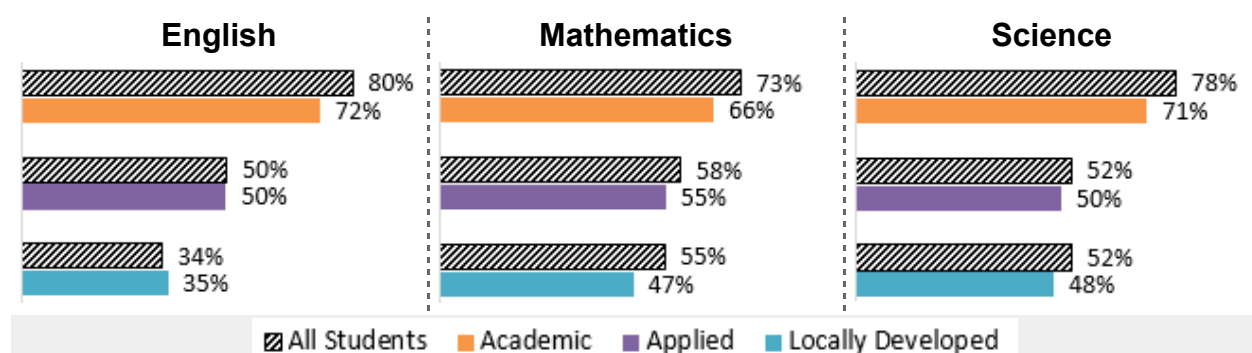
"All Students" reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

Spotlight on *Valuing Voices*: Self-identified Disability. The following trends in **secondary**[26] achievement were observed (more details can be found on pg. 61-63):

★ In nearly all program and courses examined, outcomes were lower for students who self-identified as having a disability(ies); differences in outcomes were most pronounced in academic courses (disparity ranging from 0.59 in English for students identifying as Blind/Low Vision to 0.98, also in English, for students reporting a mobility disability).

★ Locally Developed English and science courses, and applied level math, tended to yield higher outcomes for students who self-identified with a disability(ies) compared to those who did not.

★ Disparities in achievement outcomes varied across both subject and program, but appeared more prominent for groups of students who self-identified as having an addiction(s), a blind or low vision disability, mobility disability, speech impairment, developmental disability, or another disability not listed.

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[26] Results are based on the respective Course-Program subsets of students for whom both identity information and a final report card mark in 2019-2020 are available. For *VV-Disability*, coverage varied between 29-63% of the District's enrolment across Gr.9 and 10 English, Mathematics, and Science courses.

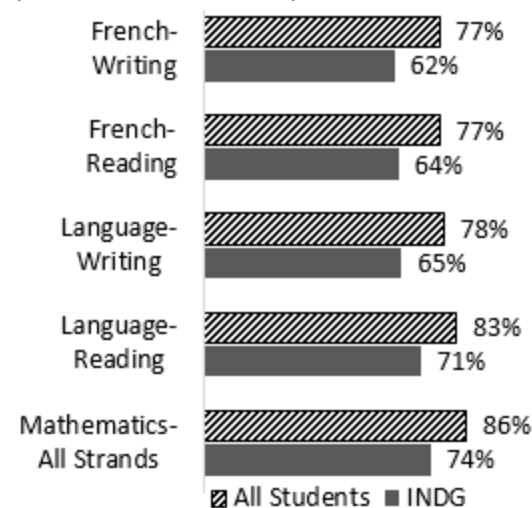**Appendix A to Report 21-046**

Elementary and Secondary Achievement.

Spotlight on *Valuing Voices*: Racial Identity

The following trends in **elementary**[27] achievement were observed (more details can be found on pg. 60):

★ Across all subjects and strands examined, outcomes were higher for students who identified as East Asian, South Asian, Southeast Asian and White relative to all other students (disparity values ranged from 1.02-1.08).

★ Differences in outcomes were most pronounced for students who identified as Indigenous, who met the standard across all subject-strands at a rate that was 8-13% lower than the full population (disparities ranging from 0.83-0.91).

★ Disparities across all achievement outcomes were also present for Middle Eastern students (range 0.90-0.93), Black students (range 0.89-0.94), and Latino/Latina/Latinx students (range 0.94-0.99).

The following trends in **secondary**[28] achievement were observed (more details can be found on pg. 61-63):

★ Compared to others, there were higher proportions of East Asian students who met the provincial standard in grades 9 and 10 English, mathematics and science, regardless of whether it was the academic, applied, or locally developed program pathway (disparity values range 1.00-1.79). Outcomes for White and South Asian students showed a similar pattern.

★ Conversely, outcomes for students identifying as Middle Eastern were consistently lower than all other students across all subjects and program pathways (disparity values range 0.65-0.92). Outcomes for Black, Indigenous, and Latino/Latinoa/Latinx students showed a similar pattern.

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[27] Results are based on the respective Subject-Strand subsets of students for whom both identity information and a final report card mark are available. For *VV-Race*, coverage varied between 36-38% of the District's Gr.1-8 population.

[28] Results are based on the respective Course-Program subsets of students for whom both identity information and a final report card mark in 2019-2020 are available. For *VV-Race*, coverage varied between 34-70% of the District's enrolment across Gr.9 and 10 English, Mathematics, and Science courses.

SUMMARY AND NEXT STEPS

It has been more than a decade since the Organisation for Cooperation and Economic Development recommended the discontinuation of streaming practices that adversely impact racialized and minoritized students. Since that time, researchers have continued to report reduced opportunities for minoritized students as they transition through the education system (K-12) and on to post-secondary, as well as different educational experiences (e.g., lower expectations, poor educational quality) that lead to lower achievement outcomes. The analysis of program enrolment and achievement outcomes in connection with identity based data from 2018-2019 confirms that the experiences of students in the OCDSB are not substantively different than those in other areas of the province and that academic outcomes are being adversely impacted. A high level summary of results from 2019-2020 presented in this report include the following:

Program Enrolment
Elementary. Early French Immersion (EFI) continues to be the most popular program amongst families, with 53% of students enrolled in 2019-2020. The English with core French program had 1.5 to 2 times higher proportions of English language learners (ELLs), students who identify as Indigenous (INDG), males, those with special education needs (SpED), and those residing in lower income neighbourhoods (Low-SES), relative to their representation in the overall student population. In contrast, there were smaller proportions of these students in the EFI program.

The MFI program has higher proportions of ELLs and females, and lower proportions of students from the remaining groups. In the case of ELLs, some of this may be linked to parental choice. Specifically, at the time of the OCDSB's FSL review in 2007, parents of ELLs indicated a preference for MFI over EFI in order to provide time for learning English before introducing another language.

For the subset of elementary students who participated in the Valuing Voices survey, results indicated that many groups were disproportionately represented in the English with core French program, with the following groups having at least 1.5 times the proportion of students enrolled relative to their representation in the population: First Nations, Inuit, Middle Eastern, Trans Boy or Man, Two-Spirit, Gender Fluid and students identifying with the following disabilities - addiction, Autism, and Mobility. Conversely, French immersion programs (EFI and MFI) have higher proportions of students who reported having no disability, those who did not self-identity as Indigenous, and those who self-identified as Girl or Woman, White and/or East Asian. Of the two programs, disproportionate representation was most pronounced in MFI where the proportions of students who identified as East Asian, Non-Binary, Trans Boy or Man, Two Spirit, and

Blind or Low Vision were at least 1.5 times higher relative to their representation in the population.

Secondary. The vast majority of students in the OCDSB are enrolled in academic level courses in grades 9 and 10, ranging from 72% in mathematics to 83% in English. Applied and locally developed courses had higher proportions of English language learners (ELLs), students who identify as Indigenous, those with special education needs, and those residing in lower income neighbourhoods. This disproportionate representation was most pronounced in locally developed courses where the proportions of these students were 1.5 to 4.5 times higher relative to their representation in the population.

For the subset of students who participated in the *Valuing Voices* survey, academic level courses (English, math, and science) were found to have higher proportions of students who self-identified: as non-Indigenous, White, South Asian, Southeast Asian, East Asian, Girl/Woman, and those reporting no disability. In contrast, the proportions of students in applied and locally developed English, math, and science courses from the following groups were at least 1.5 times higher than their representation in the population: First Nation, Metis, Inuit, Black, Indigenous, Gender Fluid, and those reporting the following disabilities - addiction, Autism, learning, mental, physical, speech impairment, undisclosed, and another disability not listed.

Finally, a cohort analysis of students enrolled in a Grade 9 math course in 2017-2018 that tracked them to the end of June 2020, showed that the majority of students continue along the same pathway they start when they enter Grade 9. That is, most students enrolled in academic level math in Grade 9 pursued a Grade 11 university level course, those enrolled in applied mathematics pursued a Grade 11 college level courses, and those in locally developed pursued workplace courses.

Achievement Outcomes
Elementary. The percentage of all students meeting or exceeding the provincial standard ranged from 77% in French (Reading and Writing) to 86% in Mathematics (a composite of all strands). Differences in outcomes for each program were evident, however, with the English with core French program yielding lower achievement outcomes, and immersion programs yielding higher ones.

When population data was disaggregated for specific groups of students, the proportions of ELLs, students residing in lower income neighbourhoods, boys, students identifying as Indigenous, and students with special education needs (excluding gifted) were all lower compared to other students. Differences in outcomes (disparities) were most pronounced for students with special education needs who were between 0.76

times as likely to meet the provincial standard in French (Writing) and 0.84 times as likely to meet the standard in Language (Writing) compared to students who did not have special education needs.

For the subset of students participating in the *Valuing Voices* survey, all five subjects-strands yielded higher outcomes for students who self-identified East Asian, South Asian, Southeast Asian, White, and Girl or Woman compared to other students (disparities ranged from 1.02 to 1.15). In contrast, students who identified as First Nation, Inuit, Black, Indigenous, Latino, Middle Eastern, another race not listed, Boy or Man, Gender Fluid, Trans Boy or Man, a gender identity not listed, or any disability (other than addiction, chronic pain and undisclosed) were found to have lower outcomes compared to other students across all five subjects-strands. Differences in outcomes were most pronounced for students identifying as Trans Boy or Man in Language (Reading) where 55% of students met standard compared to 85% of all survey respondents (disparity of 0.65).

Secondary (Grades 9 and 10 English, Math, and Science). The percentage of all students meeting or exceeding the provincial standard ranged from 69% in Mathematics to 75% in English. Academic level courses yielded the highest percentages of students meeting/exceeding the provincial standard compared to applied and locally developed.

Achievement gaps were apparent for all groups of students that have historically been tracked in the ASAR. Specifically, outcomes in academic, applied, and locally developed English, math, and science tended to be lower for males, ELLs, students residing in lower income neighbourhoods, students identifying as Indigenous, and students with special education needs (excluding gifted). The largest differences in outcomes (disparities) were observed for: students identifying as Indigenous in locally developed English (where 18% met the standard; disparity of 0.64) and locally developed science (where 36% met the standard; disparity of 0.68); and, students with special education needs (excluding gifted) in academic math (where 57% met the standard; disparity of 0.75).

For the subset of students who participated in the Valuing Voices survey, outcomes for students who self-identified as First Nation, Metis or Inuit were lower in all program pathways (academic, applied, and locally developed) and across all three subjects, compared to non-Indigenous students. Outcomes for students identifying as First Nations were higher than other students in locally developed math; higher outcomes were also observed in the Inuit population, where numbers were relatively small. Trends across programs and pathways were less consistent for race, gender identity and disability. In the case of English, for example, outcomes were higher in all three program

pathways for students identifying as South Asian (60-89% of students meeting standard; disparity ranging from 1.09 to 1.79), White (40-85% meeting standard; disparity ranging from 1.05 to 1.57), and Questioning (58-100% meeting standard; disparity ranging from 1.04 to 2.65) when compared to all other students. Only two of these groups, South Asian and Questioning, also exhibited higher outcomes in all three program pathways in mathematics (67-100% of students meeting standard; disparity ranging from 1.08 to 1.81); those identifying as Girl or Woman also had higher outcomes in this subject area (disparity ranging from 1.02 to 1.07). Outcomes in academic, applied, and locally developed science were higher for students identifying as East Asian (64-91% meeting standard; disparity ranging from 1.13 to 1.46).

In sum, the data confirms what other jurisdictions have reported - that there is disproportionate representation of some groups of students (particularly those who are racialized or have been minoritized by the system) in certain programs which can limit opportunities as they transition from secondary to post secondary pathways. Similarly, these same groups of students tend to experience lower achievement outcomes regardless of the program/pathway in which they are enrolled. Together, these results should be a call to action to dismantle the systemic barriers and biases that continue to oppress these individuals.

Dismantling Systemic Barriers to Learning

The Ontario Ministry of Education has announced that, effective September 2021, streaming practices will begin to be phased out, beginning with grade 9 mathematics. This is an important first step in removing systemic barriers for students who continue to be underserved. This alone, however, is not enough. In order to improve outcomes for students, changes must also be made to enhance the learning environment and overall student experience, including: having high expectations for all students; ensuring that students see themselves reflected in the curriculum; providing opportunities for students to learn about their identity and that of others; and, creating welcoming school and classroom environments where students feel a sense of belonging and freedom to express their identity. These areas will be the focus for the next report to be released in the fall of 2021.

Creating Optimal Conditions for Learning

The OCDSB *Strategic Plan 2019-2023* and the *Indigenous, Equity and Human Rights Roadmap* express the District's commitment to equity and dismantling systemic barriers and bias. Several current OCDSB initiatives are underway to target narrowing gaps for specific groups of students and removing systemic barriers to their success. Some examples include:

Equity:
- Creation of a core Culturally Relevant and Responsive Pedagogy (CRRP) team with the first year of implementation completed.
- The introduction of Indigenous and Black Students Graduation coaches which is showing early signs of a positive impact on student success (through increased credit accumulation) and overall well-being.
- Partnership with Inuuqattigiit education hubs for Inuit students
- Implementation of Indigenous Speakers Series, Rainbow Youth Forum, Black Student Forum.
- Expansion of Indigenous Education Team to include two additional graduation coaches.
- Hiring of Gender Diverse and Trans Student Support Coordinator.
- Expansion of reach ahead and summer courses to support Indigenous, Black and English Language Learners

Innovation and Adolescent Learning:
- Winning Attitudes is a full-time cooperative education program, supported by two teachers, for underserved youth who are at risk of disengaging from school. To-date this year 72 students have been re-engaged and 260 credits have been earned;
- Project True North which is designed to engage OCDSB students in primary document research focussing on the forgotten, and ignored, stories of Canadian history. The project's first focus has been the Black Canadian soldiers of the No 2 Construction Battalion from WWI; the research is being integrated into grade 10 History classes and aligns with the Equity Roadmap;
- Implementation of the Authentic Student Learning Experience (ASLE) Tool which is designed to support credit rescue and credit recovery that take into account student interests and pathways. The tool is being used by Student Success Teachers across the district to re-engage students by starting with their areas of interest and pathways and linking it to curricular expectations in order to earn credits and get back on track towards graduation. There are currently approximately 114 ASLEs currently in use, aimed at saving 190 credits;
- The development of a professional learning community in eight secondary schools (G8) to focus on the needs of students who are falling behind in credit accumulation through a learner focused experience. Schools have been using student voice, data, and ongoing monitoring to re-think and re-shape learning experiences for underserved students in order to better meet their needs. For example, schools have been creating multi-credit packages for ELD/ESL students which allow them to build deeper relationships with students while connecting their learning to their pathway goals.
- The new School Within a College (SWAC), run in partnership with Algonquin College, and established in September 2020, has produced 22 high school graduates. All of these students had left school and were

re-engaged through the SWAC program, where they attend full time, in order to get them to the finish line with their diplomas. Programming for the students is highly individualized in order to meet their pathway goals. While earning their high school diplomas, these students also earned 18 college credits. In September 2021, 8 are going to college, 5 are connected with apprenticeships and 8 are working and exploring future options.

- The district's Dual Credit program with Algonquin (in this model students are still attending their high schools but take a single course with the college). This provides students the opportunity to explore post secondary opportunities while earning a college and a high school credit simultaneously. Students have earned 200 college credits this school year.
- Experiential Learning is being supported throughout the district to engage students in innovative learning, while connecting schools with community partners. For examples of some of the work from this year, please visit https://ocdsbxl.com/ .
- Innovation and Adolescent Learning, in response to the 16x16 data from the previous report, is working closely with the Indigenous team to create new program offerings and content to support Indigenous students to improve their outcomes. For example, working on a mult-credit package which will include land-based and language learning, with the opportunity for students to earn more than 4 credits in a semester in order to get them back on track towards graduation.
- IAL has also been working with Indigenous, Equity and ESL to support new Canadians who come into the district via the Family Reception Centre to enhance the consistency and provision of credits to students whose education to-date has happened outside of Canada. For example, offering students credits for their first languages in order to support graduation requirements.

Learning Support Services
- Winning Attitudes is a full-time cooperative education program, supported by two teachers, for underserved youth who are at risk of disengaging from school. To-date this year 72 students have been re-engaged and 260 credits have been earned;
- Project True North which is designed to engage OCDSB students in primary document research focussing on the forgotten, and ignored, stories of Canadian history. The project's first focus has been the Black Canadian soldiers of the No 2 Construction Battalion from WWI; the research is being integrated into grade 10 History classes and aligns with the Equity Roadmap;
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currently approximately 114 ASLEs currently in use, aimed at saving 190 credits;

● The development of a professional learning community in eight secondary schools (G8) to focus on the needs of students who are falling behind in credit accumulation through a learner focused experience. Schools have been using student voice, data, and ongoing monitoring to re-think and re-shape learning experiences for underserved students in order to better meet their needs. For example, schools have been creating multi-credit packages for ELD/ESL students which allow them to build deeper relationships with students while connecting their learning to their pathway goals.

● The new School Within a College (SWAC), run in partnership with Algonquin College, and established in September 2020, has produced 22 high school graduates. All of these students had left school and were re-engaged through the SWAC program, where they attend full time, in order to get them to the finish line with their diplomas. Programming for the students is highly individualized in order to meet their pathway goals. While earning their high school diplomas, these students also earned 18 college credits. In September 2021, 8 are going to college, 5 are connected with apprenticeships and 8 are working and exploring future options.

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Learning Support Services
   ● Working collaboratively with several departments, Learning Support Services (LSS) is working to support the implementation of The Third Path - A Relationship-Based Approach to Student Well-being and Achievement.

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This work will help to reinforce setting the conditions for learning by creating intentional and responsive relationships across several key areas (e.g., identity, safety, belonging, etc.);

- A cross-departmental, multi-disciplinary team continues to explore the use of a Universal Screener to assist educators in identifying emerging student needs and determining appropriate instructional strategies to support students;
- The online resource "Learning Support for Students with Special Education Needs" will help to revisit the development of quality Individual Education Plans (IEPs) including a focus on the reason for developing an IEP, high yield strategies to support student learning, and articulate the key elements of quality special education programming in schools; and
- Mental health promotion and prevention is essential in building social emotional learning skills (e.g., identifying and managing emotions, healthy relationships, coping skills and problem solving skills) which helps reduce the likelihood of mental health problems developing or reduces the intensity of pre-existing mental health difficulties.

Program and Learning:

- The Student Achievement Through Inquiry (S.A.T.E) project which uses 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." This particular project involves 14 OCDSB schools (elementary and secondary) and focuses on the following factors: achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of pupil's voice; and celebration of cultural diversity.
- The Intensive Reading Intervention program is a new cross departmental Summer Learning Program which is available to support students in kindergarten to Grade 9 to address identified gaps in reading. Schools involved have been identified based on multiple sources of data including raise index, student achievement and credit accumulation at the secondary level.
- The literacy assessment field test project is currently underway. Over 150 educators from across the district in kindergarten, Grade 1,2, 5, 7, 8, and 9 are testing a variety of new literacy assessment tools. The focus of this project is on early intervention, planning for learning, and gap filling.
- A detailed Scope and Sequence in all curricular areas in grades 1-8 has been developed cross-departmentally and is currently being employed across the system. Key instructional supports for both in-person and remote learning, diagnostic assessments, parent supports (Building Bridges) etc. have been embedded. Further considerations for CRRP, differentiation, and assessment continue to be added.

- A district de-streaming cross departmental team has been established including all departments to lead the work in de-streaming. Elementary and secondary school teams have been involved in a series of professional learning sessions focussed on the impacts of streaming and the disproportionate negative impact on specific groups of students through the streaming process. In addition to mathematics in grade 9, PAL is supporting schools who are focussing on de-streaming other compulsory courses including English, Science, Geography and Science in the 2021/2022 school year. This will involve cross-departmental support as well as cross-school learning re. key strategies, practices and supports that best address the needs of all learners through the lens of CRRP, universal design for learning and differentiation. All parents of grade 8 students registered in a locally developed or applied level course in grade 9 have been contacted and key information has been shared to ensure that parents are fully aware of the pathway options based on their present course selections, as well as graduation rates based on course pathway etc. These phone calls have resulted in an increase enrolment in Academic level courses at the grade 9 level.

The analyses undertaken in this report reinforce that inequities prevail for certain groups of students, but more importantly provide a baseline measure on key indicators against which progress can be monitored to better understand the impact of current and future interventions. This is critical not only to comply with Ministry expectations to support math destreaming, but also support the District's commitment to the community to remove systemic barriers and biases that exist for Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities. In this regard, the Annual Equity Accountability Report will play an important role in documenting this progress over time.

Data Analysis and Reporting
This year marks the first opportunity to collect and explore reporting of identity-based data using the Ministry's Data Standards. With each report that has been generated, and through ongoing discussions with the Technical Advisory Group, we continue to learn and grow through this process and adapt our approach to analysis and reporting.

Future reports will need to explore program enrolment and achievement outcomes for other dimensions of identity collected through the *Valuing Voices* survey (i.e., language, ethnicity, religion, sexual orientation, and status in Canada). Intersectionality across different aspects of identity also require further investigation. Deeper analyses that incorporate student perceptions as they relate to issues of school safety, engagement, and sense of belonging will also be an important consideration. Such analyses not only contribute to a more holistic understanding of our students' self-perceptions and

experiences, but also help tease apart the unique contributions of various underlying factors linked to outcomes, as well as distinguish pathways and underlying root-causes.

It is also important to recognize limitations to our understanding. Although the *Valuing Voices* survey collected information on students, it was not feasible to capture the larger context/environment in which they exist/live (i.e., within circles of family, school, community). The complexity of this work, and our District's positioning as one of the first to pursue it with the IDB data/leads in Ontario, along with our interest in continuing a dialogue/responding to the interests/needs of our various voices/ stakeholders/ community partners, makes this work ongoing.

While Disproportionality and Disparity offer us two ways of *measuring* relative group differences (versus All and versus Another group, respectively), these indices do not indicate whether observed differences are *meaningful,* nor do they tell us what *movement* might be reasonable to expect over time. To better contextualize these indices and make them useful, cut-points referred to as *thresholds* must be established in consultation with community partners and other stakeholders. This will be an essential step for the District in order to identify reasonable targets and monitor progress towards addressing existing inequities. This will form part of the core work of the OCDSB Technical Advisory Group: Anti-Racism Data Standards in 2021-2022.

TECHNICAL CONSIDERATIONS

This phase of reporting requires the calculation of a racial disproportionality and/or racial disparity index for each unit of analysis (Standard 29). In this report, disproportionality indices have been calculated for program enrolment to understand the degree to which groups of students are over or underrepresented, whereas disparity indices have been calculated to look at differences in achievement outcomes between groups of students. Meaningful interpretation of disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32) to support monitoring of progress over time. The following sections provide an overview of the considerations that were taken into account.

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

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

Based on ongoing conversations with the Technical Advisory Group (TAG), reporting is based on **inclusive groups** – all groups overlap with one another (e.g., the black category includes respondents who selected black either as a single response or in combination with at least one other race category).

Elementary Achievement Reporting.

District Coverage. Both elementary program enrolment and achievement analyses are based on the same 2019-2020 cohort of students (single dataset). This dataset consists of all students in grades 1 through 8 for whom at least one final (June) report card mark was available (N=40,922), and reflects over 99% of the student population in 2019-2020 based on October 31st enrolment counts (N=41,093 students in Grades 1-8).

Achievement reporting coverage. Availability of report card marks for 2019-2020 varied across subjects and strands, and was lower than the previous two years due to the fall labour disruption. When compared to the three-year trend (2017-2019) using the same methodology, however, overall achievement results were similar.

The table below provides an overview of the availability of marks for each subject-strand for the last three academic years, respectively, as well as summarizes what proportion of the total Elementary reporting population in 2019-2020 (N=40,922) was included in each of the subject-strand achievement analyses.

Table 1. Availability of Final Report Card Marks for Elementary (Gr.1-8) Students by Academic Year (District population).

	2017-2018	2018-2019	2019-2020	2019-2020 Coverage (% All Students)
All Students (District, Gr.1-8)	**39,695**	**40,248**	**40,922**	
Elementary Subject-Strand(s)	**# marks**	**# marks**	**# marks**	
French-Reading	37,826	38,277	32,335	79%
French-Writing	37,755	38,089	33,210	81%
Language-Reading	36,240	36,777	35,666	87%
Language-Writing	36,215	36,743	33,342	82%
Mathematics-All Strands[29]	196,810	199,551	103,095	50%

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[29] As until recently Mathematics has been reported out on 5 individual strands, students may contribute to this composite (based on all available strand marks) up to 5 times. Due to this, "% Available" is based on the total number of students multiplied by 5 (i.e., 40,922 x 5 = 204,610). Note that not all strands had the same level of representation/mark availability therefore they are not equally weighted in the "Math-All Strands" total. Numeracy by far was the strand that had the most coverage in 2019-20.

Analysis of *Valuing Voices* Survey Information: Reporting Coverage.

This is the first year that the analysis of achievement and enrolment data includes the identity data collected in 2019-2020 through the *Valuing Voices – Identity Matters! Student Survey*. While this report provides alignment between the academic reporting year and the survey collection year, it is important to remember that information collected through the *Valuing Voices* Survey reflects only a <u>subset</u> of our population. Therefore, while it allows for a deeper analysis of additional groups of students at a District-level based on several self-identified dimensions of identity that have not been previously examined, we must be cautious with the degree to which we generalize to individual students based on a survey sample, particularly where there are small numbers of students that can result in relatively large changes in the calculation of percentages and disproportionality/disparity index values[30].

Tables 2 and 3 provide an overview of reporting coverage for elementary (Gr.1-8) and secondary (grades 9 and 10 courses), respectively, where "All Students" reflects the number of students included in the program enrolment analysis, and subsequent rows present the number of students included in each respective achievement outcome analysis. Percentages reflect the proportion of students, relative to the full District enrolment, who were included in each of the respective analyses.

Table 2. *Valuing Voices* Representation in Elementary (Gr.1-8) Analyses (2019-2020)

Subject-Strand(s)		District[31]	Indigenous Identity	Race	Gender	Disability
All Students (Gr.1-8 enrolment)	N	40,922	15,712	15,306	15,252	13,974
	% All Students	100%	38%	37%	37%	34%
French-Reading	N	32,335	12,196	11,862	11,812	10,923
	% All Students	79%	38%	37%	37%	34%
French-Writing	N	33,210	12,720	12,382	12,322	11,363
	% All Students	81%	38%	37%	37%	34%
Language-Reading	N	35,666	13,865	13,504	13,479	12,339
	% All Students	87%	39%	38%	38%	35%
Language-Writing	N	33,342	12,204	11,893	11,836	10,926
	% All Students	82%	37%	36%	35%	33%
Mathematics	N	103,095	39,261	38,211	38,047	35,084

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[30] Additional supplemental tables containing student and response counts are also appended here for reference.

[31] Due to including all students with at least one available final report card mark across ALL subjects-strands in the overall elementary (Gr.1-8) District population, the availability of marks for the subset of outcomes reported here is less than 100%.

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(All Strands)[32]	% All Strand Marks	50%	38%	37%	37%	34%
Coverage Range	Min	50%	37%	36%	35%	33%
	Max	87%	39%	38%	38%	35%

Table 3. *Valuing Voices* Representation in Secondary (Gr.9-10 Courses) Analyses (2019-2020)

Course and Program[33]		All Students (Gr.9 and 10 course enrolment)	Indigenous Identity		Race		Gender		Disability	
			N	% All	N	% All	N	% All	N	% All
English	ACD	9,475	6,578	69%	6,514	69%	6,497	69%	5,791	61%
	APP	1,756	870	50%	841	48%	841	48%	688	39%
	LDCC	246	134	54%	128	52%	134	54%	104	42%
Mathematics	ACD	8,903	6,217	70%	6,161	69%	6,141	69%	5,506	62%
	APP	2,637	1,362	52%	1,320	50%	1,323	50%	1,088	41%
	LDCC	778	279	36%	268	34%	270	35%	226	29%
Science	ACD	9,267	6,561	71%	6,499	70%	6,481	70%	5,803	63%
	APP	1,991	1,070	54%	1,026	52%	1,028	52%	843	42%
	LDCC	523	241	46%	234	45%	236	45%	188	36%
Coverage Range[34]	Min	100%		36%		34%		35%		29%
	Max	100%		71%		70%		70%		63%

[32] As until recently Mathematics has been reported out on 5 individual strands, students may contribute to this composite (based on all available strand marks) up to 5 times. Due to this, "% Available" is based on the total number of students multiplied by 5 (i.e., 40,922 x 5 = 204,610). Note that not all strands had the same level of representation/mark availability therefore they are not equally weighted in the "Math-All Strands" total. The Numeracy strand had the most coverage in 2019-2020.

[33] Secondary courses are reported for academic (ACD), applied (APP), and locally developed (LDCC) programs, respectively.

[34] Due to the decision to restrict reporting at a Course-Subject level to only those who were enrolled in the course and had a final report card mark available, coverage at the District-level is 100%.

Key Concepts: Disproportionality and Disparity.

Disproportionality. To identify where there may be structural or systemic inequities, disaggregation of program enrolment by student demographics is critical in helping to understand *the degree to which specific groups of students are over or underrepresented in a program relative to their representation in the population (disproportionality).* A value of 1.0 reflects no disproportionality, a value greater than 1.0 reflects *overrepresentation*, and a value less than 1.0 reflects *underrepresentation*.

Figure 28 helps demonstrate this concept by showing that although students who reside in lower income neighbourhoods account for 32% of elementary students (grades 1 to 8), they account for 45% of students enrolled in an English with core French program, and are thus *overrepresented.* Put another way, Low-SES students account for a larger proportion of ENG program enrolment than would be expected, given their representation in the full population. Conversely, Low-SES students account for only 22% and 29% of enrolment in EFI and MFI programs, respectively, indicating *underrepresentation*. Or, Low-SES students account for a smaller proportion of EFI and MFI program enrolment than would be expected, given their representation in the full population.

Figure 28. Disproportionality: Representation of Students Residing in Lower-Income Neighbourhoods (Low-SES) in each Elementary (Gr.1-8) Program vs. Population (2019-2020)
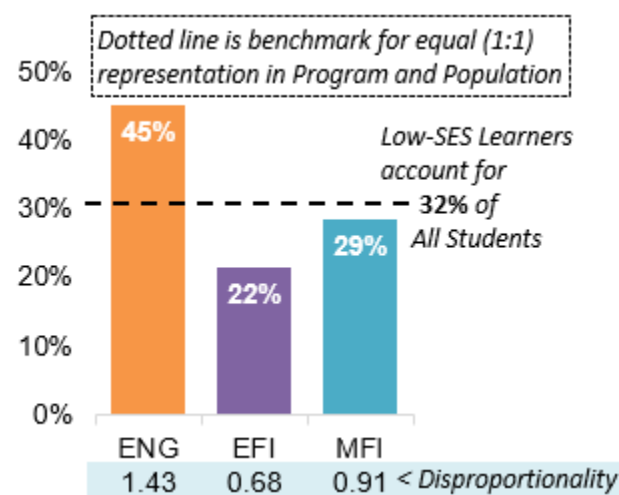
The ***disproportionality index values*** (noted below each program bar in Figure 28) are values resulting from ratios that assumes proportional representation relative to the population (1:1). They are calculated by dividing program representation (e.g., Low-SES represent 45% of ENG program enrolment) by representation in the *reference* population (i.e., Low-SES represent 32% of All Students). In the case of students residing in lower income neighbourhoods, they are 1.4 times as likely to be enrolled in English with core French programs, and between 0.7 and 0.9 times as likely to be enrolled in a French immersion program.

Disparity. Disparity is a measure of group differences that compares an outcome for a specific group against that of another group which serves as a *benchmark*. For disparity calculations, the *benchmark group is comprised of* "all other" relevant respondents (i.e., any respondent not included in the target group for whom we have achievement data); exceptions to this rule include Indigenous identity and self-identified disability from the Valuing Voices survey, where students not identifying in these ways form the *benchmark* group for comparison. Also known as a risk ratio, or relative risk index, it indicates whether an outcome is *more likely* (reflected by a value >1.0), *less likely* (reflected by a value <1.0), or *the same* (=1.0) for a group of students compared to another group.

As a key indicator as to whether or not different groups of students have the same relative likelihood of meeting the provincial standard, examination of achievement data (i.e., final report card marks) through the calculation of disparity indices provides an opportunity to intervene and support these students as they progress through school.

Figure 29 helps demonstrate this concept, showing that English language learners are less likely to meet the provincial standard compared to their peers who are not ELL. The disparity index value (noted beside each subject/strand) is calculated by dividing the disproportionality index for ELLs by the disproportionality index for non-ELLs, and is thus also referred to as a relative risk ratio.

Figure 29. Disparities in Elementary (Gr.1-8) Achievement (2019-2020): English Language Learners.
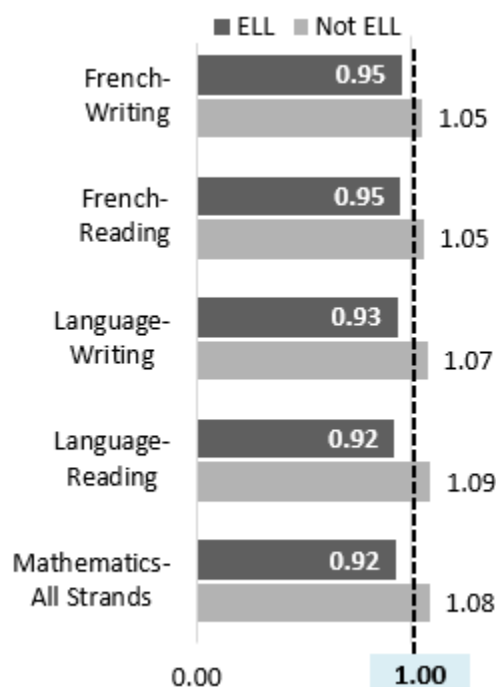
Interpreting Disproportionality and Disparity. Calculations of disproportionality and disparity index values are significantly impacted by small numbers. A general rule-of-thumb is to have a <u>minimum sample size of 10 and a population size of 30</u>, otherwise estimates are not reliable.

In order to facilitate the interpretation and use of these values, District-level thresholds will need to be determined in consultation with community partners and other stakeholders. A ***threshold*** is an established cut-point used to identify meaningful disproportionality and disparity values. Together, these can be used to identify targets and monitor progress towards addressing existing inequities/inequalities. This will be a key outcome for the OCDSB Technical Advisory Group: Anti-Racism Data.

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Supplemental Descriptive Tables. In the pages that follow, Tables 4 through 7 provide detailed information on the Student (District population) and Respondent (*Valuing Voices*) data that provided the foundation for the analyses in this report. This includes raw student/respondent counts, as well as program enrolment distributions (accompanied by disproportionality values) and achievement outcomes (accompanied by disparity values).

Unlike previous reports, **no suppression has been applied.** Percentages and index values (disproportionality, disparity) are displayed for <u>all</u> reporting groups, regardless of their size (number of students/respondents) or the size of their reference group (total District/Respondent count). As a result, it is strongly advised that these values are interpreted in the context of the student/response counts from which they are derived, as the weight of one student is much greater when reporting on small groups. Note that reporting at an aggregated level by Panel maintains student anonymity.

<u>The following formatting standards have been applied to all tables:</u>
- **Rounding.** Percentages are rounded to whole numbers, while index values (disproportionality, disparity) are rounded to two decimal points.
- **Empty cells.** Where a reporting group contains no students, it is expressed as '-' in student count(s) and "n/a" is displayed in the corresponding index column.
- **Acronyms for programs:**

Elementary (Gr.1-8)		Secondary (Gr.9-10 courses)	
ENG	English with Core French (includes Alternative programs)	ACD	Academic
EFI	Early French Immersion	APP	Applied
MFI	Middle French Immersion	LDCC	Locally Developed

- A **colour scale** has been applied to cells containing index values:

Value	Program Enrolment: Disproportionality	Achievement Outcomes: Disparity
< 1.00 (orange fill)	*Underrepresentation.* Students from a particular group account for a <u>smaller proportion</u> of enrolment in a program, relative to their representation in the population.	*Less likely* that students from a specific group will achieve the provincial standard, compared to others.
= 1.00 (no fill)	*Proportionate representation* of a specific group of students in a program, relative to their representation in the population.	*Equal likelihood* for students from a specific group to achieve the provincial standard, compared to others.
> 1.00 (blue fill)	*Overrepresentation.* Students from a particular group account for a <u>larger proportion</u> of enrolment in a program, relative to their representation in the population.	*More likely* that students from a specific group will achieve the provincial standard, compared to others.

- **Gender Diverse** (composite) is a gender identity group reflecting: Gender Fluid, Gender Non-Conforming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.

Table 4. Elementary (Gr.1-8) Program Enrolment, 2019-2020

Elementary (Gr.1-8) Program Enrolment, 2019-2020	Total Student Count	Student Count (distribution across programs)			Program Enrolment (within-group representation)			Disproportionality (relative representation in Program vs Population)		
		ENG	EFI	MFI	ENG	EFI	MFI	ENG	EFI	MFI
All Students (District)	40,922	15,291	21,781	2,497	37%	53%	6%			
ELL	7,131	4,901	1,334	690	69%	19%	10%	1.84	0.35	1.59
Low-SES	11,399	6,127	4,114	638	54%	36%	6%	1.43	0.68	0.91
Female	19,881	6,769	11,348	1,299	34%	57%	7%	0.91	1.07	1.07
Male	21,026	8,516	10,425	1,198	41%	50%	6%	1.08	0.93	0.93
Indigenous Identity	805	454	261	37	56%	32%	5%	1.51	0.61	0.75
SpEd (excl. Gifted)	7,751	4,279	2,407	287	55%	31%	4%	1.48	0.58	0.61
Valuing Voices Survey:										
Indigenous Identity - All Respondents	15,712	5,650	8,447	1,145	36%	54%	7%			
Does not identify as Indigenous	15,176	5,368	8,258	1,110	35%	54%	7%	0.98	1.01	1.00
First Nation	386	208	125	28	54%	32%	7%	1.50	0.60	1.00
Métis	158	67	69	15	42%	44%	9%	1.18	0.81	1.30
Inuit	103	63	31	6	61%	30%	6%	1.70	0.56	0.80
Race - All Respondents	15,306	5,497	8,229	1,118	36%	54%	7%			
Black	1,243	623	495	92	50%	40%	7%	1.40	0.74	1.01
East Asian	1,457	432	754	185	30%	52%	13%	0.83	0.96	1.74
Indigenous	343	175	131	21	51%	38%	6%	1.42	0.71	0.84
Latino/Latina/Latinx	330	141	161	21	43%	49%	6%	1.19	0.91	0.87
Middle Eastern	2,361	1,262	826	208	53%	35%	9%	1.49	0.65	1.21
South Asian	1,192	529	530	99	44%	44%	8%	1.24	0.83	1.14
Southeast Asian	510	214	245	42	42%	48%	8%	1.17	0.89	1.13
White	9,156	2,528	5,840	545	28%	64%	6%	0.77	1.19	0.81
Another race not listed	444	177	219	33	40%	49%	7%	1.11	0.92	1.02
Gender Identity - All Respondents	15,252	5,490	8,197	1,108	36%	54%	7%			
Boy or Man	7,797	3,071	3,922	511	39%	50%	7%	1.09	0.94	0.90
Gender Fluid	52	22	26	3	42%	50%	6%	1.18	0.93	0.79
Gender Non-Conforming	30	9	16	3	30%	53%	10%	0.83	0.99	1.38
Girl or Woman	7,284	2,335	4,210	581	32%	58%	8%	0.89	1.08	1.10
Non-Binary	64	23	30	9	36%	47%	14%	1.00	0.87	1.94
Questioning	80	26	45	7	33%	56%	9%	0.90	1.05	1.20
Trans Boy or Man	35	22	8	5	63%	23%	14%	1.75	0.43	1.97
Trans Girl or Woman	24	10	10	2	42%	42%	8%	1.16	0.78	1.15
Two-Spirit	15	9	4	2	60%	27%	13%	1.67	0.50	1.84
Not Listed	88	32	46	7	36%	52%	8%	1.01	0.97	1.09
Not Sure	104	33	56	7	32%	54%	7%	0.88	1.00	0.93
Gender Diverse (composite)**	336	134	160	31	40%	48%	9%	1.11	0.89	1.27
Self-Identified Disability - All Respondents	13,974	4,924	7,609	1,040	35%	54%	7%			
Does not identify as having a disability	12,604	4,280	7,092	972	34%	56%	8%	0.96	1.03	1.04
Addiction(s)	30	18	8	2	60%	27%	7%	1.70	0.49	0.90
Autism Spectrum Disorder	269	149	69	6	55%	26%	2%	1.57	0.47	0.30
Blind or Low Vision	46	21	16	6	46%	35%	13%	1.30	0.64	1.75
Chronic Pain	20	10	8	2	50%	40%	10%	1.42	0.73	1.34
Deaf or Hard of Hearing	60	28	26	2	47%	43%	3%	1.32	0.80	0.45
Developmental	116	53	32	3	46%	28%	3%	1.30	0.51	0.35
Learning	668	329	241	19	49%	36%	3%	1.40	0.66	0.38
Mental	236	107	91	14	45%	39%	6%	1.29	0.71	0.80
Mobility	20	14	4	-	70%	20%	0%	1.99	0.37	0.00
Physical	103	42	44	9	41%	43%	9%	1.16	0.78	1.17
Speech Impairment	100	50	25	2	50%	25%	2%	1.42	0.46	0.27
Undisclosed	99	46	37	6	46%	37%	6%	1.34	0.66	0.99
Another disability not listed	271	128	97	20	47%	36%	7%	1.32	0.69	0.81

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Table 5-A. Secondary (Gr.9 and 10) **ENGLISH** Course Enrolment, 2019-2020

Secondary (Gr.9-10) English Course Enrolment, 2019-2020	Total Student Count	Student Count (distribution across programs)			Course Enrolment (within-group representation)			Disproportionality (relative representation in Programvs		
		ACD	APP	LDCC	ACD	APP	LDCC	ACD	APP	LDCC
All Students (District)	11,477	9,475	1,756	246	83%	15%	2%			
ELL	2,347	1,874	421	52	80%	18%	2%	0.97	1.17	1.03
Low-SES	2,970	2,112	753	105	71%	25%	4%	0.86	1.65	1.82
Female	5,639	4,853	716	70	86%	13%	1%	1.04	0.83	0.58
Male	5,833	4,618	1,039	176	79%	18%	3%	0.96	1.16	1.41
Indigenous Identity	230	131	77	22	57%	33%	10%	0.69	2.19	4.46
SpEd (excl. Gifted)	2,571	1,481	895	195	58%	35%	8%	0.70	2.28	3.54
Valuing Voices Survey:										
Indigenous Identity - All Respondents	7,582	6,578	870	134	87%	11%	2%			
Does not identify as Indigenous	7,331	6,411	803	117	87%	11%	2%	1.01	0.96	0.91
First Nation	171	111	46	14	65%	27%	8%	0.75	2.35	4.65
Métis	76	59	16	1	78%	21%	1%	0.89	1.84	0.75
Inuit	37	27	8	2	73%	22%	5%	0.84	1.89	3.07
Race - All Respondents	7,483	6,514	841	128	87%	11%	2%			
Black	688	560	115	13	81%	17%	2%	0.94	1.47	1.13
East Asian	856	814	38	4	95%	4%	0%	1.09	0.39	0.28
Indigenous	168	110	49	9	65%	29%	5%	0.75	2.57	3.21
Latino/Latina/Latinx	217	187	28	2	86%	13%	1%	0.99	1.14	0.55
Middle Eastern	1,064	914	133	17	86%	13%	2%	0.99	1.10	0.96
South Asian	649	609	35	5	94%	5%	1%	1.08	0.48	0.46
Southeast Asian	286	252	32	2	88%	11%	1%	1.01	0.99	0.42
White	4,441	3,844	513	84	87%	12%	2%	1.00	1.02	1.14
Another race not listed	152	122	24	6	80%	16%	4%	0.92	1.39	2.37
Gender Identity - All Respondents	7,472	6,497	841	134	87%	11%	2%			
Boy or Man	3,584	2,990	500	94	83%	14%	3%	0.96	1.24	1.48
Gender Fluid	45	37	8	-	82%	18%	0%	0.94	1.58	n/a
Gender Non-Conforming	30	26	4	-	87%	13%	0%	1.00	1.19	n/a
Girl or Woman	3,611	3,284	290	37	91%	8%	1%	1.05	0.72	0.58
Non-Binary	56	48	7	1	86%	13%	2%	0.99	1.11	1.01
Questioning	91	78	12	1	86%	13%	1%	0.99	1.18	0.62
Trans Boy or Man	52	45	7	-	87%	13%	0%	0.99	1.20	n/a
Trans Girl or Woman	22	19	3	-	86%	14%	0%	0.99	1.22	n/a
Two-Spirit	29	25	4	-	86%	14%	0%	0.99	1.23	n/a
Not Listed	108	86	20	2	80%	19%	2%	0.92	1.65	1.05
Not Sure	48	41	6	1	85%	13%	2%	0.98	1.11	1.18
Gender Diverse (composite)**	358	292	62	4	82%	17%	1%	0.94	1.54	0.63
Self-Identified Disability - All Respondents	6,583	5,791	688	104	88%	10%	2%			
Does not identify as having a disability	5,937	5,373	506	58	91%	9%	1%	1.37	0.31	0.16
Addiction(s)	73	48	22	3	66%	30%	4%	0.76	2.64	2.27
Autism Spectrum Disorder	111	72	28	11	65%	25%	10%	0.75	2.21	5.81
Blind or Low Vision	57	46	9	2	81%	16%	4%	0.93	1.36	1.93
Chronic Pain	38	32	5	1	84%	13%	3%	0.97	1.13	1.44
Deaf or Hard of Hearing	40	33	5	2	83%	13%	5%	0.95	1.08	2.75
Developmental	35	23	10	2	66%	29%	6%	0.76	2.48	3.15
Learning	325	184	115	26	57%	35%	8%	0.64	3.38	5.20
Mental	190	131	52	7	69%	27%	4%	0.79	2.45	2.07
Mobility	30	24	4	2	80%	13%	7%	0.92	1.15	3.68
Physical	74	56	15	3	76%	20%	4%	0.87	1.76	2.24
Speech Impairment	48	32	15	1	67%	31%	2%	0.77	2.72	1.14
Undisclosed	79	51	25	3	65%	32%	4%	0.74	2.78	2.10
Another disability not listed	52	30	13	9	58%	25%	17%	0.66	2.17	10.07

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Table 5-B. Secondary (Gr.9 and 10) **MATHEMATICS** Course Enrolment, 2019-2020

Secondary (Gr.9-10) Mathematics Course Enrolment, 2019-2020	Total Student Count	Student Count (distribution across programs)			Course Enrolment (within-group representation)			Disproportionality (relative representation in Program vs		
		ACD	APP	LDCC	ACD	APP	LDCC	ACD	APP	LDCC
All Students (District)	12,318	8,903	2,637	778	72%	21%	6%			
ELL	2,779	1,881	670	228	68%	24%	8%	0.94	1.13	1.30
Low-SES	3,583	1,980	1,135	468	55%	32%	13%	0.77	1.46	2.08
Female	6,044	4,414	1,260	370	73%	21%	6%	1.01	0.97	0.97
Male	6,268	4,484	1,376	408	72%	22%	7%	0.99	1.03	1.03
Indigenous Identity	225	106	88	31	47%	39%	14%	0.65	1.83	2.18
SpEd (excl. Gifted)	2,509	1,209	1,016	284	48%	40%	11%	0.67	1.89	1.79
Valuing Voices **Survey:**										
Indigenous Identity - All Respondents	7,858	6,217	1,362	279	79%	17%	4%			
Does not identify as Indigenous	7,565	6,066	1,256	243	80%	17%	3%	1.01	0.96	0.90
First Nation	197	99	71	27	50%	36%	14%	0.64	2.07	3.85
Métis	87	53	27	7	61%	31%	8%	0.77	1.79	2.28
Inuit	44	22	18	4	50%	41%	9%	0.63	2.35	2.55
Race - All Respondents	7,749	6,161	1,320	268	80%	17%	3%			
Black	773	505	216	52	65%	28%	7%	0.83	1.59	2.05
East Asian	849	796	49	4	94%	6%	0%	1.19	0.33	0.14
Indigenous	173	90	74	9	52%	43%	5%	0.66	2.43	1.58
Latino/Latina/Latinx	226	167	51	8	74%	23%	4%	0.93	1.28	1.08
Middle Eastern	1,240	894	271	75	72%	22%	6%	0.91	1.24	1.84
South Asian	656	588	59	9	90%	9%	1%	1.13	0.51	0.42
Southeast Asian	304	249	49	6	82%	16%	2%	1.04	0.92	0.60
White	4,452	3,575	759	118	80%	17%	3%	1.01	0.97	0.81
Another race not listed	156	121	26	9	78%	17%	6%	0.98	0.95	1.76
Gender Identity - All Respondents	7,734	6,141	1,323	270	79%	17%	3%			
Boy or Man	3,733	2,899	673	161	78%	18%	4%	0.98	1.05	1.24
Gender Fluid	45	32	12	1	71%	27%	2%	0.90	1.56	0.64
Gender Non-Conforming	31	20	10	1	65%	32%	3%	0.81	1.89	0.93
Girl or Woman	3,724	3,045	578	101	82%	16%	3%	1.03	0.91	0.78
Non-Binary	58	41	16	1	71%	28%	2%	0.89	1.61	0.50
Questioning	86	70	15	1	81%	17%	1%	1.02	1.02	0.33
Trans Boy or Man	50	38	11	1	76%	22%	2%	0.96	1.29	0.58
Trans Girl or Woman	20	14	4	2	70%	20%	10%	0.88	1.17	2.88
Two-Spirit	29	20	8	1	69%	28%	3%	0.87	1.61	0.99
Not Listed	105	83	18	4	79%	17%	4%	1.00	1.00	1.10
Not Sure	55	41	12	2	75%	22%	4%	0.94	1.28	1.05
Gender Diverse (composite)**	347	256	79	12	74%	23%	3%	0.93	1.33	0.99
Self-Identified Disability - All Respondents	6,820	5,506	1,088	226	81%	16%	3%			
Does not identify as having a disability	6,168	5,138	874	156	83%	14%	3%	1.43	0.44	0.27
Addiction(s)	70	46	21	3	66%	30%	4%	0.83	1.78	1.19
Autism Spectrum Disorder	106	62	29	15	58%	27%	14%	0.73	1.63	4.09
Blind or Low Vision	58	40	16	2	69%	28%	3%	0.87	1.63	0.95
Chronic Pain	38	25	12	1	66%	32%	3%	0.83	1.87	0.73
Deaf or Hard of Hearing	56	32	16	8	57%	29%	14%	0.72	1.69	4.05
Developmental	33	22	8	3	67%	24%	9%	0.84	1.43	2.53
Learning	309	157	122	30	51%	39%	10%	0.63	2.47	2.90
Mental	184	113	56	15	61%	30%	8%	0.77	1.83	2.33
Mobility	31	22	7	2	71%	23%	6%	0.89	1.33	1.79
Physical	73	46	23	4	63%	32%	5%	0.79	1.87	1.52
Speech Impairment	48	28	17	3	58%	35%	6%	0.73	2.10	1.74
Undisclosed	71	45	20	6	63%	28%	8%	0.80	1.67	2.37
Another disability not listed	63	27	20	16	43%	32%	25%	0.54	1.88	7.42

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Table 5-C. Secondary (Gr.9 and 10) **SCIENCE** Course Enrolment, 2019-2020

Secondary (Gr.9-10) Science Course Enrolment, 2019-2020	Total Student Count	Student Count (distribution across programs)			Course Enrolment (within-group representation)			Disproportionality (relative representation in Programvs		
		ACD	APP	LDCC	ACD	APP	LDCC	ACD	APP	LDCC
All Students (District)	11,781	9,267	1,991	523	79%	17%	4%			
ELL	2,711	1,948	574	189	72%	21%	7%	0.91	1.25	1.57
Low-SES	3,209	2,031	847	331	63%	26%	10%	0.81	1.54	2.37
Female	5,781	4,695	866	220	81%	15%	4%	1.03	0.89	0.86
Male	5,994	4,568	1,123	303	76%	19%	5%	0.97	1.11	1.14
Indigenous Identity	227	115	87	25	51%	38%	11%	0.64	2.27	2.48
SpEd (excl. Gifted)	2,517	1,372	924	221	55%	37%	9%	0.69	2.17	1.98
Valuing Voices **Survey:**										
Indigenous Identity - All Respondents	7,872	6,561	1,070	241	83%	14%	3%			
Does not identify as Indigenous	7,576	6,402	964	210	85%	13%	3%	1.01	0.93	0.89
First Nation	204	106	73	25	52%	36%	12%	0.62	2.63	3.94
Métis	85	57	24	4	67%	28%	5%	0.81	2.07	1.51
Inuit	47	24	16	7	51%	34%	15%	0.61	2.50	4.79
Race - All Respondents	7,759	6,499	1,026	234	84%	13%	3%			
Black	752	549	153	50	73%	20%	7%	0.88	1.48	2.14
East Asian	867	817	42	8	94%	5%	1%	1.13	0.35	0.30
Indigenous	177	97	66	14	55%	37%	8%	0.66	2.72	2.54
Latino/Latina/Latinx	245	185	50	10	76%	20%	4%	0.91	1.49	1.31
Middle Eastern	1,204	936	203	65	78%	17%	5%	0.93	1.23	1.73
South Asian	663	607	45	11	92%	7%	2%	1.10	0.49	0.53
Southeast Asian	304	254	44	6	84%	14%	2%	1.00	1.05	0.63
White	4,465	3,780	588	97	85%	13%	2%	1.02	0.96	0.70
Another race not listed	156	121	21	14	78%	13%	9%	0.93	0.98	2.88
Gender Identity - All Respondents	7,745	6,481	1,028	236	84%	13%	3%			
Boy or Man	3,726	3,015	567	144	81%	15%	4%	0.97	1.15	1.27
Gender Fluid	47	34	11	2	72%	23%	4%	0.86	1.76	1.40
Gender Non-Conforming	29	25	4	-	86%	14%	0%	1.03	1.04	n/a
Girl or Woman	3,741	3,257	402	82	87%	11%	2%	1.04	0.81	0.72
Non-Binary	57	44	13	-	77%	23%	0%	0.92	1.72	n/a
Questioning	85	72	10	3	85%	12%	4%	1.01	0.89	1.16
Trans Boy or Man	48	39	9	-	81%	19%	0%	0.97	1.41	n/a
Trans Girl or Woman	25	18	5	2	72%	20%	8%	0.86	1.51	2.63
Two-Spirit	28	22	5	1	79%	18%	4%	0.94	1.34	1.17
Not Listed	110	87	18	5	79%	16%	5%	0.95	1.23	1.49
Not Sure	55	40	12	3	73%	22%	5%	0.87	1.64	1.79
Gender Diverse (composite)**	349	271	65	13	78%	19%	4%	0.93	1.40	1.22
Self-Identified Disability - All Respondents	6,834	5,803	843	188	85%	12%	3%			
Does not identify as having a disability	6,177	5,386	667	124	87%	11%	2%	1.40	0.38	0.21
Addiction(s)	75	45	22	8	60%	29%	11%	0.72	2.19	3.42
Autism Spectrum Disorder	114	71	27	16	62%	24%	14%	0.75	1.76	4.64
Blind or Low Vision	60	41	17	2	68%	28%	3%	0.82	2.10	1.04
Chronic Pain	43	30	10	3	70%	23%	7%	0.84	1.72	2.20
Deaf or Hard of Hearing	41	31	7	3	76%	17%	7%	0.91	1.26	2.31
Developmental	38	23	10	5	61%	26%	13%	0.73	1.95	4.19
Learning	330	181	112	37	55%	34%	11%	0.65	2.69	3.98
Mental	191	127	53	11	66%	28%	6%	0.79	2.10	1.84
Mobility	31	24	5	2	77%	16%	6%	0.93	1.19	2.03
Physical	75	51	21	3	68%	28%	4%	0.82	2.08	1.26
Speech Impairment	50	29	17	4	58%	34%	8%	0.70	2.53	2.53
Undisclosed	75	53	17	5	71%	23%	7%	0.85	1.68	2.11
Another disability not listed	60	33	15	12	55%	25%	20%	0.66	1.85	6.55

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Table 6. Elementary (Gr.1-8) Achievement Outcomes and Disparities in Achievement by Student Demographics/Identity, 2019-2020[35]

Elementary (Gr.1-8) Achievement based on available final (June) report card marks, 2019-2020	Achievement Outcomes (% met provincial standard)										Disparities in Achievement (relative difference in % met provincial standard compared to others)				
	French-Reading		French-Writing		Language-Reading		Language-Writing		Math-All Strands**		French-Reading	French-Writing	Language-Reading	Language-Writing	Math-All Strands
	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.					
All Students (District)	32,335	77%	33,210	77%	35,666	83%	33,342	78%	103,095	86%					
ELL	5,240	74%	5,204	74%	6,680	77%	6,238	74%	18,073	80%	0.95	0.95	0.92	0.93	0.92
Low-SES	8,646	70%	8,494	69%	10,050	75%	9,557	71%	28,518	79%	0.88	0.87	0.87	0.86	0.89
Female	16,042	81%	16,510	83%	17,358	86%	16,238	84%	50,258	86%	1.09	1.16	1.09	1.14	1.01
Male	16,281	74%	16,688	71%	18,294	79%	17,094	73%	52,804	86%	0.91	0.86	0.92	0.88	0.99
Indigenous Identity	546	64%	571	62%	719	71%	682	65%	2,016	74%	0.82	0.81	0.86	0.82	0.86
SpEd (excl. Gifted)	5,306	64%	5,470	61%	7,115	72%	6,584	65%	18,948	74%	0.80	0.76	0.84	0.79	0.83
ENG Programs (Alt+Reg)	9,668	77%	9,856	76%	14,392	76%	13,398	72%	39,520	80%	0.99	0.99	0.88	0.86	0.89
EFI Program	19,828	77%	20,460	77%	17,650	87%	16,849	83%	53,604	90%	0.99	0.99	1.12	1.14	1.11
MR Program	2,148	81%	2,375	81%	2,395	86%	2,155	86%	6,564	88%	1.05	1.06	1.05	1.10	1.03
Valuing Voices Survey Results:															
Indigenous Identity - All	12,196	81%	12,720	81%	13,865	85%	12,204	84%	39,261	87%					
Does not identify as Indigenous	11,848	82%	12,351	81%	13,383	86%	11,784	84%	37,909	88%	1.00	1.00	1.00	1.00	1.00
First Nation	247	70%	264	70%	347	78%	307	76%	984	77%	0.85	0.87	0.91	0.91	0.87
Métis	106	73%	115	76%	145	87%	125	79%	380	86%	0.89	0.93	1.02	0.94	0.98
Inuit	72	64%	73	60%	88	78%	80	78%	259	72%	0.78	0.74	0.92	0.92	0.82
Race - All Respondents	11,862	81%	12,382	81%	13,504	85%	11,893	84%	38,211	87%					
Black	903	77%	921	74%	1,099	77%	989	77%	3,149	78%	0.94	0.91	0.89	0.92	0.89
East Asian	1,126	89%	1,249	91%	1,326	93%	1,123	92%	3,702	96%	1.11	1.14	1.10	1.11	1.11
Indigenous	235	71%	243	67%	304	78%	270	74%	872	76%	0.87	0.83	0.91	0.89	0.86
Latino/Latina/Latinx	252	78%	250	77%	292	80%	264	80%	823	87%	0.96	0.95	0.94	0.95	0.99
Middle Eastern	1,820	75%	1,750	74%	2,086	79%	1,873	78%	5,971	82%	0.91	0.90	0.92	0.92	0.93
South Asian	877	85%	928	86%	1,046	90%	920	89%	3,066	92%	1.05	1.07	1.05	1.06	1.06
Southeast Asian	391	88%	411	86%	453	88%	401	87%	1,341	92%	1.08	1.06	1.03	1.03	1.05
White	7,252	82%	7,704	82%	8,022	87%	7,038	85%	22,534	89%	1.02	1.02	1.04	1.03	1.03
Another race not listed	336	77%	360	74%	390	82%	354	79%	1,079	83%	0.94	0.91	0.96	0.94	0.95
Gender Identity - All Respondents	11,812	81%	12,322	81%	13,479	85%	11,836	84%	38,047	87%					
Boy or Man	5,967	77%	6,184	76%	6,842	82%	6,021	79%	19,389	87%	0.91	0.88	0.91	0.90	0.98
Gender Fluid	42	69%	43	67%	45	78%	37	84%	139	83%	0.85	0.83	0.91	1.00	0.95
Gender Non-Conforming	22	86%	25	76%	25	80%	24	79%	71	86%	1.06	0.94	0.94	0.94	0.98
Girl or Woman	5,741	86%	6,018	87%	6,477	90%	5,698	88%	18,248	89%	1.11	1.15	1.10	1.11	1.02
Non-Binary	40	78%	48	90%	54	80%	47	85%	155	78%	0.95	1.11	0.93	1.02	0.89
Questioning	56	82%	65	80%	70	81%	57	86%	189	80%	1.01	0.99	0.95	1.03	0.92
Trans Boy or Man	25	68%	25	60%	29	55%	28	81%	76	62%	0.84	0.74	0.65	0.96	0.71
Trans Girl or Woman	13	62%	15	73%	21	86%	18	89%	56	86%	0.76	0.91	1.00	1.06	0.98
Two-Spirit	11	82%	10	90%	14	57%	13	85%	38	71%	1.01	1.11	0.67	1.01	0.81
Not Listed	62	77%	63	76%	78	74%	70	83%	201	81%	0.95	0.94	0.87	0.99	0.93
Not Sure	78	82%	80	85%	95	83%	84	88%	252	87%	1.01	1.05	0.97	1.05	0.99
Gender Diverse (composite)	232	77%	261	77%	295	76%	250	84%	806	80%	0.95	0.95	0.89	1.00	0.91
Disability - All Respondents	10,923	82%	11,363	82%	12,339	86%	10,926	84%	35,084	88%					
Does not identify as having a disability	9,974	83%	10,369	83%	11,083	87%	9,808	86%	31,894	89%	1.00	1.00	1.00	1.00	1.00
Addiction(s)	16	63%	16	69%	25	72%	19	95%	67	67%	0.75	0.83	0.82	1.11	0.75
Autism Spectrum Disorder	164	75%	172	72%	238	79%	211	70%	665	79%	0.91	0.87	0.90	0.81	0.89
Blind or Low Vision	31	81%	31	74%	41	73%	31	77%	105	72%	0.97	0.90	0.84	0.90	0.81
Chronic Pain	12	83%	14	86%	17	94%	14	79%	47	74%	1.01	1.04	1.08	0.92	0.84
Deaf or Hard of Hearing	46	78%	42	76%	52	81%	48	81%	146	85%	0.95	0.92	0.92	0.95	0.95
Developmental	68	65%	66	61%	102	75%	96	60%	298	74%	0.78	0.73	0.85	0.71	0.83
Learning disability	472	65%	491	63%	624	72%	575	66%	1,857	75%	0.79	0.76	0.82	0.77	0.85
Mental disability	157	72%	170	65%	212	74%	182	70%	576	76%	0.87	0.78	0.85	0.82	0.86
Mobility disability	12	75%	10	60%	18	78%	17	82%	58	78%	0.91	0.73	0.89	0.96	0.87
Physical disability	74	76%	80	80%	94	78%	85	74%	279	83%	0.91	0.97	0.89	0.87	0.93
Speech Impairment	59	64%	54	65%	91	75%	87	67%	245	78%	0.78	0.78	0.86	0.78	0.88
Another disability not listed	192	73%	197	74%	254	78%	231	70%	704	79%	0.88	0.90	0.89	0.81	0.88
Undisclosed	62	71%	69	70%	89	76%	72	89%	245	83%	0.86	0.84	0.87	1.04	0.94

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[35] As until recently Mathematics has been reported out on 5 individual strands, students may contribute to this composite (based on all available strand marks) up to 5 times. Due to this, "# Students" is based on the total number of student marks available.

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Table 7-A. Secondary (Gr.9 and 10) **ENGLISH** Course Achievement Outcomes and Disparities in Achievement by Student Demographics/Identity, 2019-2020

| Secondary (Gr.9&10) Course Achievement based on final report card marks, 2019-2020 | Achievement Outcomes - ENGLISH (% met provincial standard) | | | | | | Disparities in Achievement (relative difference in % met provincial standard compared to others) | | |
| | Academic | | Applied | | Locally Developed | | | | |
	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.	Academic	Applied	Locally Developed
All Students (District)	9,475	80%	1,756	50%	246	34%			
ELL	1,874	70%	421	44%	52	35%	0.85	0.86	1.02
Low-SES	2,112	71%	753	44%	105	30%	0.85	0.77	0.64
Female	4,853	86%	716	56%	70	33%	1.17	1.21	0.95
Male	4,618	74%	1,039	46%	176	35%	0.85	0.82	1.05
Indigenous Identity	131	65%	77	39%	22	18%	0.81	0.78	0.51
SpEd (excl. Gifted)	1,481	65%	895	49%	195	35%	0.79	0.99	1.20
Valuing Voices Survey Results:									
Indigenous Identity - All Respondents	6,578	83%	870	56%	134	37%			
Does not identify as Indigenous	6,411	83%	803	56%	117	41%	1.00	1.00	1.00
First Nation	111	67%	46	52%	14	7%	0.80	0.93	0.17
Métis	59	71%	16	44%	1	0%	0.85	0.78	0.00
Inuit	27	74%	8	50%	2	0%	0.89	0.89	0.00
Race - All Respondents	6,514	83%	841	56%	128	36%			
Black	560	70%	115	51%	13	31%	0.84	0.89	0.88
East Asian	814	90%	38	61%	4	25%	1.09	1.07	0.72
Indigenous	110	69%	49	47%	9	11%	0.83	0.82	0.31
Latino/Latina/Latinx	187	80%	28	36%	2	0%	0.96	0.62	0.00
Middle Eastern	914	75%	133	50%	17	24%	0.89	0.86	0.65
South Asian	609	89%	35	74%	5	60%	1.09	1.32	1.79
Southeast Asian	252	79%	32	59%	2	50%	0.95	1.05	1.46
White	3,844	85%	513	60%	84	40%	1.05	1.15	1.57
Another race not listed	122	83%	24	54%	6	17%	1.00	0.95	0.47
Gender Identity - All Respondents	6,497	83%	841	56%	134	37%			
Boy or Man	2,990	77%	500	53%	94	39%	0.88	0.89	1.10
Gender Fluid	37	78%	8	50%	-	-	0.94	0.89	n/a
Gender Non-Conforming	26	77%	4	75%	-	-	0.92	1.34	n/a
Girl or Woman	3,284	89%	290	62%	37	35%	1.14	1.16	0.89
Non-Binary	48	81%	7	71%	1	100%	0.98	1.28	2.65
Questioning	78	88%	12	58%	1	100%	1.06	1.04	2.65
Trans Boy or Man	45	91%	7	43%	-	-	1.10	0.76	n/a
Trans Girl or Woman	19	79%	3	33%	-	-	0.95	0.59	n/a
Two-Spirit	25	76%	4	50%	-	-	0.91	0.89	n/a
Not Listed	86	76%	20	55%	2	0%	0.91	0.98	0.00
Not Sure	41	83%	6	17%	1	0%	1.00	0.30	0.00
Gender Diverse (composite)**	292	80%	62	53%	4	50%	0.96	0.95	1.32
Disability - All Respondents	5,791	84%	688	55%	104	35%			
Does not identify as having a disability	5,373	85%	506	57%	58	38%	1.00	1.00	1.00
Addiction(s)	48	71%	22	32%	3	33%	0.83	0.56	0.88
Autism Spectrum Disorder	72	67%	28	61%	11	64%	0.78	1.07	1.68
Blind or Low Vision	46	50%	9	33%	2	100%	0.59	0.59	2.64
Chronic Pain	32	69%	5	60%	1	100%	0.81	1.06	2.64
Deaf or Hard of Hearing	33	76%	5	40%	2	50%	0.89	0.71	1.32
Developmental	23	78%	10	30%	2	100%	0.92	0.53	2.64
Learning disability	184	67%	115	53%	26	23%	0.79	0.94	0.61
Mental disability	131	69%	52	50%	7	43%	0.81	0.88	1.13
Mobility disability	24	83%	4	50%	2	100%	0.98	0.88	2.64
Physical disability	56	77%	15	67%	3	67%	0.90	1.18	1.76
Speech Impairment	32	72%	15	40%	1	100%	0.85	0.71	2.64
Another disability not listed	51	69%	25	52%	3	33%	0.81	0.92	0.88
Undisclosed	30	80%	13	69%	9	33%	0.94	1.22	0.88

Table 7-B. Secondary (Gr.9 and 10) **MATHEMATICS** Course Achievement Outcomes and Disparities in Achievement by Student Demographics/Identity, 2019-2020

Secondary (Gr.9&10) Course Achievement based on final report card marks, 2019-2020	Academic		Applied		Locally Developed		Academic	Applied	Locally Developed
	Students #	% Met Std.	Students #	% Met Std.	Students #	% Met Std.			
All Students (District)	8,903	73%	2,637	58%	778	55%			
ELL	1,881	68%	670	51%	228	51%	0.92	0.84	0.91
Low-SES	1,980	63%	1,135	52%	468	54%	0.82	0.79	1.00
Female	4,414	77%	1,260	61%	370	57%	1.10	1.09	1.10
Male	4,484	70%	1,376	56%	408	52%	0.91	0.92	0.91
Indigenous Identity	106	56%	88	52%	31	48%	0.76	0.89	0.88
SpEd (excl Gifted)	1,209	57%	1,016	55%	284	47%	0.75	0.90	0.79
Valuing Voices **Survey Results:**									
Indigenous Identity - All Respondents	6,217	76%	1,362	62%	279	55%			
Does not identify as Indigenous	6,066	76%	1,256	62%	243	54%	1.00	1.00	1.00
First Nation	99	62%	71	59%	27	63%	0.81	0.95	1.16
Métis	53	68%	27	59%	7	14%	0.89	0.95	0.26
Inuit	22	77%	18	50%	4	75%	1.02	0.80	1.38
Race - All Respondents	6,161	76%	1,320	62%	268	54%			
Black	505	60%	216	49%	52	54%	0.79	0.78	0.99
East Asian	796	91%	49	73%	4	25%	1.24	1.21	0.46
Indigenous	90	61%	74	55%	9	67%	0.81	0.90	1.23
Latino/Latina/Latinx	167	67%	51	61%	8	25%	0.89	0.99	0.45
Middle Eastern	894	70%	271	52%	75	47%	0.92	0.83	0.82
South Asian	588	85%	59	71%	9	67%	1.14	1.17	1.23
Southeast Asian	249	78%	49	57%	6	33%	1.04	0.93	0.61
White	3,575	75%	759	67%	118	59%	0.98	1.21	1.16
Another race not listed	121	67%	26	62%	9	89%	0.89	1.01	1.67
Gender Identity - All Respondents	6,141	76%	1,323	62%	270	55%			
Boy or Man	2,899	74%	673	60%	161	53%	0.95	0.94	0.92
Gender Fluid	32	84%	12	67%	1	0%	1.12	1.07	0.00
Gender Non-Conforming	20	85%	10	70%	1	100%	1.12	1.12	1.81
Girl or Woman	3,045	78%	578	63%	101	56%	1.07	1.02	1.03
Non-Binary	41	61%	16	81%	1	100%	0.80	1.31	1.81
Questioning	70	81%	15	73%	1	100%	1.08	1.18	1.81
Trans Boy or Man	38	74%	11	82%	1	0%	0.97	1.32	0.00
Trans Girl or Woman	14	50%	4	100%	2	50%	0.66	1.61	0.90
Two-Spirit	20	60%	8	75%	1	0%	0.79	1.20	0.00
Not Listed	83	63%	18	67%	4	100%	0.83	1.07	1.83
Not Sure	41	59%	12	50%	2	100%	0.77	0.80	1.81
Gender Diverse (composite)**	256	70%	79	70%	12	67%	0.92	1.12	1.21
Disability - All Respondents	5,506	77%	1,088	62%	226	56%			
Does not identify as having a disability	5,138	78%	874	62%	156	59%	1.00	1.00	1.00
Addiction(s)	46	50%	21	43%	3	33%	0.64	0.70	0.57
Autism Spectrum Disorder	62	65%	29	72%	15	40%	0.82	1.18	0.68
Blind or Low Vision	40	55%	16	81%	2	50%	0.70	1.32	0.85
Chronic Pain	25	72%	12	67%	1	0%	0.92	1.08	0.00
Deaf or Hard of Hearing	32	59%	16	81%	8	25%	0.76	1.32	0.42
Developmental	22	55%	8	75%	3	33%	0.70	1.22	0.57
Learning disability	157	57%	122	66%	30	53%	0.73	1.08	0.90
Mental disability	113	60%	56	70%	15	60%	0.77	1.13	1.02
Mobility disability	22	59%	7	71%	2	50%	0.76	1.16	0.85
Physical disability	46	72%	23	74%	4	50%	0.92	1.20	0.85
Speech Impairment	28	57%	17	71%	3	67%	0.73	1.15	1.13
Another disability not listed	45	69%	20	65%	6	83%	0.88	1.06	1.41
Undisclosed	27	70%	20	80%	16	50%	0.90	1.30	0.85

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Table 7-C. Secondary (Gr.9 and 10) **SCIENCE** Course Achievement Outcomes and Disparities in Achievement by Student Demographics/Identity, 2019-2020

| Secondary (Gr.9&10) Course Achievement based on final report card marks, 2019-2020 | Achievement Outcomes - SCIENCE (% met provincial standard) | | | | | | Disparities in Achievement (relative difference in % met provincial standard compared to others) | | |
| | Academic | | Applied | | Locally Developed | | | | |
	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.	Academic	Applied	Locally Developed
All Students (District)	9,267	78%	1,991	52%	523	52%			
ELL	1,948	72%	574	49%	189	42%	0.90	0.92	0.72
Low-SES	2,031	70%	847	51%	331	50%	0.88	0.92	0.84
Female	4,695	81%	866	57%	220	59%	1.10	1.16	1.24
Male	4,568	74%	1,123	49%	303	48%	0.91	0.86	0.80
Indigenous Identity	115	60%	87	47%	25	36%	0.77	0.90	0.68
SpEd (excl. Gifted)	1,372	63%	924	50%	221	48%	0.79	0.91	0.86
***Valuing Voices* Survey Results:**									
Indigenous Identity - All Respondents	6,561	80%	1,070	57%	241	51%			
Does not identify as Indigenous	6,402	80%	964	58%	210	53%	1.00	1.00	1.00
First Nation	106	62%	73	48%	25	36%	0.78	0.82	0.68
Métis	57	70%	24	46%	4	50%	0.87	0.79	0.94
Inuit	24	63%	16	38%	7	43%	0.78	0.64	0.80
Race - All Respondents	6,499	80%	1,026	58%	234	51%			
Black	549	67%	153	48%	50	56%	0.84	0.81	1.10
East Asian	817	91%	42	64%	8	75%	1.16	1.13	1.46
Indigenous	97	65%	66	55%	14	64%	0.81	0.95	1.25
Latino/Latina/Latinx	185	76%	50	46%	10	60%	0.95	0.80	1.16
Middle Eastern	936	73%	203	49%	65	42%	0.91	0.83	0.75
South Asian	607	88%	45	60%	11	36%	1.12	1.05	0.69
Southeast Asian	254	83%	44	73%	6	33%	1.05	1.28	0.64
White	3,780	80%	588	62%	97	57%	1.00	1.16	1.15
Another race not listed	121	72%	21	71%	14	43%	0.90	1.25	0.82
Gender Identity - All Respondents	6,481	80%	1,028	58%	236	52%			
Boy or Man	3,015	77%	567	54%	144	53%	0.94	0.84	1.11
Gender Fluid	34	71%	11	36%	2	100%	0.89	0.62	1.97
Gender Non-Conforming	25	64%	4	75%	-	-	0.80	1.29	n/a
Girl or Woman	3,257	83%	402	64%	82	46%	1.09	1.16	0.86
Non-Binary	44	75%	13	62%	-	-	0.94	1.06	n/a
Questioning	72	85%	10	80%	3	33%	1.07	1.38	0.65
Trans Boy or Man	39	74%	9	78%	-	-	0.93	1.34	n/a
Trans Girl or Woman	18	39%	5	80%	2	50%	0.49	1.38	0.98
Two-Spirit	22	77%	5	60%	1	100%	0.97	1.03	1.96
Not Listed	87	69%	18	78%	5	20%	0.87	1.34	0.39
Not Sure	40	73%	12	33%	3	100%	0.91	0.57	1.98
Gender Diverse (composite)**	271	73%	65	68%	13	46%	0.91	1.17	0.90
Disability - All Respondents	5,803	81%	843	57%	188	51%			
Does not identify as having a disability	5,386	82%	667	57%	124	43%	1.00	1.00	1.00
Addiction(s)	45	56%	22	36%	8	75%	0.68	0.64	1.75
Autism Spectrum Disorder	71	61%	27	56%	16	75%	0.74	0.98	1.75
Blind or Low Vision	41	59%	17	47%	2	100%	0.71	0.83	2.34
Chronic Pain	30	70%	10	60%	3	100%	0.85	1.06	2.34
Deaf or Hard of Hearing	31	74%	7	57%	3	67%	0.90	1.01	1.56
Developmental	23	70%	10	40%	5	80%	0.85	0.71	1.87
Learning disability	181	64%	112	56%	37	59%	0.77	1.00	1.39
Mental disability	127	65%	53	58%	11	73%	0.79	1.03	1.70
Mobility disability	24	75%	5	60%	2	100%	0.91	1.06	2.34
Physical disability	51	75%	21	71%	3	100%	0.91	1.26	2.34
Speech Impairment	29	48%	17	59%	4	100%	0.59	1.04	2.34
Another disability not listed	53	68%	17	47%	5	40%	0.83	0.83	0.94
Undisclosed	33	82%	15	40%	12	75%	1.00	0.71	1.75

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