OTTAWA-CARLETON DISTRICT SCHOOL BOARD

EQUITY
LEARNING
WELL-BEING
STEWARDSHIP
ENGAGEMENT

Lynn Scott
Trustee Zone 1

Jennifer Adams
Director of Education/
Secretary of the Board

Katrine Mallan
Manager of
Board Services

OCASC

SEAC

Mark Fisher
Trustee Zone 7

Keith Penny
Trustee Zone 8

Shawn Menard
Trustee Zone 9

Erica Braunovan
Trustee, Zone 10

Shirley Seward
Trustee Zone 11

Sandra Schwartz
Trustee Zone 12

Chris Ellis
Trustee Zone 6

Anita Olsen Harper
Trustee Zone 5

Theresa Kavanagh
Trustee Zone 4

Donna Blackburn
Trustee Zone 3

Christine Boothby
Trustee, Zone 2

Isaac Glassman
Student Trustee

Samantha Lin
Student Trustee

Student Senate

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE AGENDA

Tuesday, 06 November 2018

6:30 pm (In Camera)
7:30 pm (Public)

Boardroom
Administration Building
133 Greenbank Road
Ottawa, Ontario

OCEOC

ETFO

OSSTF

Delegations

OSSTF

OCSSAN

For further information on this agenda or how the Committee of the Whole meeting works, please contact Amanda Rock, Committee Coordinator, at 596-8211 ext. 8363 or amanda.rock@ocdsb.ca

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):
- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

ABOUT THIS AGENDA:
- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Amanda Rock, Committee Coordinator at 596-8211, ext. 8363 or amanda.rock@ocdsb.ca

IN CAMERA MEETINGS:
- Under provincial law, "*A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,*
  - *(a)   the security of the property of the board;*
  - *(b)   the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;*
  - *(c)   the acquisition or disposal of a school site;*
  - *(d)   decisions in respect of negotiations with employees of the board; or*
  - *(e)   litigation affecting the board."*

HOW TO APPEAR AS A DELEGATION:
- The following rules apply to members of the public who would like to address the Committee at a public meeting:
  - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
  - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Amanda Rock on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Amanda Rock, Committee Coordinator at
(613) 596-8211, ext. 8363, or amanda.rock@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

COMMITTEE OF THE WHOLE
PUBLIC AGENDA

Tuesday, November 6, 2018, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

1.   Call to Order - Chair of the Board

2.   Approval of Agenda

3.   Briefing from the Chair

4.   Briefing from the Director

5.   Delegations

9. Information Items:

   9.1   Notice of Motion, Revisions to OCDSB By-Laws and Standing Rules and   143
          Policy P.012.GOV Board Governance

   9.2   Report from OPSBA (if required)

   9.3   New Ministry Initiatives Update (if required)

   9.4   OSTA Update (if required)

10. New Business - Information and Inquiries

11. Adjournment

Nyansapo is a community organization dedicated to working with educational institutions and community agencies/organizations as appropriate to improve career and educational outcomes for parents, guardians, students, teachers and non-teaching staff of African Descent in Ottawa.

The focus of the presentation is to:

1. Seek the OCDSB's endorsement of Nyansapo to serve as the direct link/liaison between the Board and the wider (African, Caribbean, Black Canadian) (ACBC) communities in Ottawa with regards to educational programming and policy issues.

2. Request the Board's commitment to facilitate the direct engagement of Nyansapo in all aspects of identity-based data collection initiatives currently underway within the District.

3. Make recommendations to the OCDSB on a way forward to ensure better/improved working relations with the ACBC communities in Ottawa.

COMMITTEE OF THE WHOLE   **06 November 2018**
Report 18-115

CONSOLIDATION OF SAFE SCHOOL POLICIES

Key Contacts: **Brett Reynolds, Associate Director, ext. 8252**
                   Michele Giroux, Executive Officer, Corporate
                   Services, ext. 8607

PURPOSE:

1. To seek approval of the proposed consolidation of the following safe school policies:
   - P.032.SCO Safe Schools;
   - P.036.SCO Weapons;
   - P.106.SCO Access to Board Premises;
   - P.123.SCO Bullying Prevention and Intervention; and
   - P.124.SCO Progressive Discipline and Promoting Positive Student Behaviour.

CONTEXT:

2. The District currently maintains over twenty safe schools policies and procedures, with topics ranging from weapons to progressive discipline, harassment prevention, and substance abuse. As part of the annual systematic review of policies and procedures, staff identified an opportunity to streamline the content of five safe school policies; namely, Safe Schools, Weapons, Access to Board Premises, Bullying Prevention and Intervention, and Progressive Discipline and Promoting Positive Student Behaviour, by consolidating them into one Safe School policy (Appendix A).

   The procedures associated with the aforementioned policies will continue to apply to schools.

KEY CONSIDERATIONS:

3. In consolidating the five safe school policies, staff was considerate of ensuring that the content of all policies is captured in the streamlined policy and that unnecessary redundancy between policies and procedures is eliminated, e.g.,

- s.2.2 and 2.11: Neither definition is currently in the body of the five policies;
- s.2.6 the last part does not define "Bullying" and was therefore moved to s. 3.8;
- s. 4.4 and 4.8 (a, b, and c) currently exist in P.125.SCO School District Code of Conduct; and
- s.4.23 and 4.24 are procedural and currently exist in PR.524.SCO Access to School/Board Premises.

While this report does not bring any substantive change to the content of the current policies, a streamlined safe School Policy will attain the following efficiencies:
- reduced redundant information between related policies and procedures;
- fewer safe school policies that have to be reviewed by principals at the beginning of every school year;
- bringing together the content of related topics to improve clarity, understanding, compliance, and responsibility;
- offering clear presentation of the Board's guiding principles regarding safety in schools to the school community; and
- a more substantive review of the content going forward will be easier with a streamlined policy.

RESOURCE IMPLICATIONS:

4. There are no resource implications associated with the proposed consolidation of five of OCDSB safe school policies.

COMMUNICATION/CONSULTATION ISSUES:

5. Consultation is not required because the proposed changes described in the report and Appendix A are a consolidation of existing content and do no include any substantive changes to that content.

STRATEGIC LINKS:

6. Effective governance is one of the priorities of the Strategic Plan. Streamlining this content into one Safe School policy will improve the clarity, implementation and compliance of the policy and provide for a better governance structure for our schools.

RECOMMENDATIONS:

A. THAT the changes to Policy P.032.SCO Safe Schools, as outlined in Appendix A to Report 18-115, be approved; and

B. THAT the following policies, be rescinded:
   i. P.036.SCO Weapons as attached in Appendix C to Report 18-115;
   ii. P.106.SCO Access to Board Premises as attached in Appendix D to Report 18-115;

iii.   P.123.SCO Bullying Prevention and Intervention as attached in Appendix
       E to Report 18-115; and
iv.   P.124.SCO Progressive Discipline and Promoting Positive Student
       Behaviour as attached in Appendix F to Report 18-115.

Brett Reynolds   Jennifer Adams
Associate Director   Director of Education and
(ext. 8252)   Secretary of the Board

APPENDICES
Appendix A - P.032.SCO Safe Schools (New consolidated policy)
Appendix B - P.032.SCO Safe Schools (Current)
Appendix C - P.036.SCO Weapons (Current)
Appendix D - P.106.SCO Access to Board Premises (Current)
Appendix E - P.123.SCO Bullying Prevention and Intervention (Current)
Appendix F - P.124.SCO Progressive Discipline and Promoting Positive Student
Behaviour (Current)

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.032.SCO

TITLE: SAFE SCHOOLS

Date Issued: May 2008
Last Revised: 06 November 2018
Authorization: Board: 13 May 2008

1.0   OBJECTIVE

To ensure that students, staff, parents/guardians and visitors are safe and welcome at an orderly learning environment, free from concerns about personal safety.

2.0   DEFINITIONS

In this policy,

2.1   **Activities off school premises** ~~is interpreted to~~ mean ~~an~~ activi~~ty~~ies which ~~has~~ have occurred off school property ~~where~~ that the principal believes ~~that it~~ could have an impact on the school climate.

2.2   ~~**Adult Student** is a student who is 18 years or older or 16 or 17 and has removed him/herself from parental control.~~

2.3   **Authorized person** means a person empowered to act as an occupier at the schools to which they are assigned for the purposes of enforcing the *Trespass to Property Act*, 1990. The following are authorized persons:
a) Supervisory Officers

b) Principals

c) Vice-Principals

d) Program Administrators

e) Teachers

f) Plant Supervisors

g) Custodians

h) Any person in authority, in the circumstances

2.4   **Board** means the Board of Trustees.

2.5   **Board property** includes school buildings, grounds and facilities under the jurisdiction of the Board. This policy applies not only to conduct on Board property but also includes, for example, conduct on school buses, during field trips or at school-sponsored events off school premises.

2.6   **Bullying** is a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

       Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may ~~be~~ include size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, gender identity, and race.

       Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g.~~,~~ hitting, pushing, tripping), verbal (e.g.~~,~~ name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g.~~,~~ excluding others from a group, spreading gossip or rumours). ~~It~~ Bullying may also occur through the use of technology (see ~~c~~Cyber ~~b~~Bullying).

       ~~Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.~~

2.7   **Cyber Bullying** means sending or posting harmful or malicious messages or images through e-mail, instant messages, cell phones and websites and other technology.

2.8   **Discrimination** is intentional or unintentional differential treatment for which there is no bona fide or reasonable justification. Prohibited grounds of discrimination are: age, race, colour, ancestry, place of origin, political beliefs, religion, marital status, family status, physical or mental disability, sex, sexual orientation.

2.9   **District** means Ottawa-Carleton District School Board.

2.10   **Guardian** is interpreted to mean a person, other than a parent, who has lawful custody of a child, as established by court order.

2.11   **Minor** ~~is interpreted to mean a person who is under the age of 18 years, except where the specific provisions of other legislation may supercede this interpretation.~~

2.12   **Progressive discipline** means a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measure should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

The continuum of intervention may include written work assignment with a learning component, withdrawal of privileges, withdrawal from class, detention, restitution for damages, conflict resolution, individual, peer and group mediation, volunteer service to the school community, referral to counselling, short term suspension, long term suspension, expulsion.

2.13 **School-authorized activity** ~~is interpreted to~~ mean**s** any activity which is clearly connected to a school or its program, has been authorized by the principal or designate, and includes, for example, athletic events, field trips, playground activities, school-sponsored events off school premises, and travel on school buses.

2.14 **School/Board premises** includes the school and Board buildings and all adjacent Board property which is attached to the school or Board building, including playgrounds, parking lots, garden areas and bus bays, as well as school buses when being used to transport students on a school-authorized activity.

2.15 **Trespassing** carries the definition used in the *Trespass to Property Act 1990.*

3.0 GUIDING PRINCIPLES

3.1 The Board believes that it is the right of each student and staff member to a safe environment where every student can reach their full potential.

3.2 Schools play an important role in providing students with an opportunity to learn and develop in a safe and respectful society.

3.3 ~~It is the Board's objective to~~ **The Board endeavors to** teach self-control, self-respect, self-discipline and respect for others and for property to help prepare every young person for a satisfying and productive adult life.

3.4 The Board encourages positive student behaviour while at the same time supports providing positive, constructive and progressive measures to prevent inappropriate behaviours from escalating and to maintain an orderly, cooperative learning atmosphere in all schools.

3.5 The Board supports the use of practices that take into account the needs of individual students by showing sensitivity to diversity, to cultural needs and to special education needs, when implementing bullying prevention and intervention programs.

3.6 The Board does not tolerate physical, verbal (oral or written), sexual or psychological abuse; bullying or harassment; discrimination on the basis of race, ethnic origin, creed, culture, religion, gender, gender identity, language, disability, sexual orientation or any other attribute.

3.7 The Board believes that bullying is a serious issue that has far reaching consequences for both the entire school community and the community at large as it:
   a) adversely affects students' ability to learn and function as well-adjusted individuals;

   b) adversely affects healthy relationships and the school climate;

     c)   adversely affects a school's ability to educate its students; and

     d)   can have long-term effects on individuals.

3.8   The Board believes that children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

3.9   The Board does not tolerate the presence of intruders on any of its property or at school-sponsored events, and will expect its agents to take appropriate action, including the possible laying of charges against those who refuse to co-operate, in accordance with sections 4.17 to 4.21 of this policy.

4.0 SPECIFIC DIRECTIVES

4.1   All safe school policies and procedures of the Board shall conform to the Provincial Code of Conduct and the School Board Code of Conduct.

4.2   All participants in OCDSB schools - students, parents or guardians, volunteers, employees - are governed by this policy whether they are on school or Board property, on school buses, participating in school-authorized events or activities off school premises.

4.3   The Board expects high standards of respect, civility and responsible citizenship from all members of the OCDSB and its school communities at all times.

4.4   ~~Students are expected to demonstrate:~~
    ~~a)   respect for themselves, teachers, other students and members of the greater school community; and~~
    ~~b)   the responsibility of citizenship through acceptable behaviour.~~

4.5   Behavioural expectations and the consequences of inappropriate behaviour should be clearly enunciated in a positive manner to everyone in the school community.

4.6   The Board shall provide direction to schools to ensure accountability, excellence, and opportunities for learning in a safe environment, under the leadership of our principals and the support of teachers and school staff.

4.7   The Board shall promote the long-term prevention of violence by:
    a)   promoting programs that focus on building of healthy relations, character development and good citizenship, which will help students manage their lives and relationships in non-violent ways;

    b)   encouraging schools to use conflict resolution, restorative justice programs and other preventive programs (e.g. programs to deter theft and vandalism on Board property) and intervention measures to develop positive attitudes and acceptable behaviour; and

c)　　providing opportunities for students to develop the skills necessary to handle and avert violent and potentially violent situations.

4.8　Principals shall review at least annually school safety and school climate with the school council.

a)　~~our school codes of conduct are reviewed at least every three years by principals with the school council, students and staff;~~

b)　~~our teachers and school staff maintain order in the school and hold everyone to the highest standard of respectful and responsible behaviour;~~

c)　~~ensure that all members of the school community are treated with respect and dignity.~~

Bullying
4.9　Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online and activities off school premises) ~~where engaging in bullying will have a negative impact on the school climate~~.

4.10　The Board shall reduce and try to eliminate the incidence of bullying and violence in the schools.

4.11　The Board shall provide bullying prevention and intervention programs consistent with a progressive discipline approach in all schools in the District.

4.12　Each school shall develop and implement a school-wide bullying prevention and intervention plan~~s as part of their School Improvement Plan~~.

4.13　Each school's prevention and intervention plan shall include:
a)　　appropriate and timely responses to address incidents of bullying; and

b)　　strategies and support for students who have been bullied, students who bullied others, bystanders, and others who have been affected by observing bullying.

4.14　Each school shall have in place procedures to allow staff, occasional teachers, students, parents/guardians and volunteers to report bullying incidents safely and in a way that will minimize the possibility of reprisal.

4.15　Each school shall establish a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the principal or designate. The team must have a staff chair.

4.16　In developing and implementing bullying prevention and intervention in schools, principals shall consult Board Procedure PR.659.SCO Bullying Prevention and Intervention.

Access to Board Premises

4.17   Persons who are on school/Board premises without being authorized by Ontario Regulation 474/00 *Access to School Premises*, or in violation of any of its provisions, have committed an offence and can be prosecuted under the *Education Act* (s.305) and/or the *Trespass to Property Act 1990*.

4.18   Subject to subsections 4.19 to 4.21, the following persons shall be permitted to be on school/Board premises:

a)   a person enrolled as a pupil in the school;

b)   a parent or guardian of such a pupil;

c)   a person employed or retained by the Board who is on the premises for performing the duties assigned by the Board;

d)   a person who is generally invited by a staff member to attend an event on school/Board premises for the purposes of that event;

e)   a person whose presence is authorized by the principal or designate;

f)   a person who is otherwise on the premises for a lawful purpose, such as a person registered for a continuing education program, a person attending an event for which the premises have been contracted, a person making a lawful delivery, a person attending a school council meeting, a person making a legitimate enquiry of the school*,* or a person using school grounds in a manner for which they were intended*,* for that purpose only; and

g)   a member of the Board, a member of the Assembly (MPP) in whose constituency the school is located, or a member of the clergy in the area where the member has pastoral charge.

4.19   The permission granted in subsection 4.18 applies only for the purposes ~~and places~~ described in sub-section 4.18, and does not entitle access to all areas of the school/Board premises.

4.20   The Board and its agents have the right to lock the school/Board premises when they are not being used for a purpose authorized by the Board. Under normal circumstances, the decision to lock school grounds will be the responsibility of the principal, vice-principal, or designate.

4.21   No person shall be permitted to remain on school/Board premises if, in the judgement of an authorized person, the person's presence is potentially detrimental to the safety or well-being of a person or property on the premises, or interferes with the conduct of school activities.

4.22   Where an unauthorized person refuses to report their presence, staff shall act in accordance with Board Procedure PR.524.SCO Access to School/Board Premises.

4.23   ~~During regular school or work hours, all visitors to a school or Board building who are not staff or enrolled pupils at that building, shall report their presence at the school office or reception area immediately upon arrival in the building.~~

4.24 ~~No person who has refused to sign in at the school or Board building, as specified in sub-section 3.6 of this policy, shall be permitted to remain in the building/premises.~~

Weapons

4.25 The Board is seriously concerned about issues of assault, threat and intimidation and thus it strictly prohibits weapons on school and other Board property, at Board-sponsored events, and activities off school premises.

4.26 Anyone on Board property or attending a Board-sponsored event shall not supply, handle, use, transmit or have in their possession a dangerous instrument or weapon.

4.27 In situations where weapons are involved, staff shall act in accordance with Board Procedure PR.525.SCO Weapons.

Progressive Discipline Practices

4.28 The Board requires the use of intervention strategies to foster safe and appropriate student behaviour in schools and school-related activities.

4.29 Disciplinary practices shall be fair and consistent to address student behaviours that are contrary to the provincial and OCDSB Codes of Conduct, with the basic assumptions underlying a democratic society.

4.30 The range of interventions, supports and consequences used in schools shall be clear and developmentally appropriate and shall include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.

4.31 For students with special education needs, the interventions, supports and consequences shall be consistent with the expectations in the student's Individual Education Plan (IEP).

4.32 The Board and school administrators shall consider all mitigating and other factors, as required by the *Education Act* and as set out in *Regulation 472/07: Suspension and Expulsion of Students.*

4.33 Each school shall develop a school policy and procedure on progressive discipline and the promotion of positive student behaviour.

4.34 The school policy shall focus on ensuring that a positive climate built on healthy relationships, character development, social inclusion, and good citizenship will prevail in the school community.

4.35 The school policy shall take into account the needs of individual students and will show sensitivity to diversity, cultural needs and special education needs of students.

4.36 The school procedure on progressive discipline shall outline a continuum of interventions, supports, consequences and strategies, in accordance with Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour.

Partnerships

4.37 ~~The Board believes that there should be c~~ Ongoing communication, consultation and co-operation among *schools,* students, parents, staff and community ~~All members of the school community play a role in~~ *are critical to* maintaining a safe and effective learning environment and promoting positive student behaviour.

4.38 The Board and schools shall work cooperatively and in shared responsibility with students, parents, school councils, staff, and the wider community to foster a safe and inclusive school environment and to fulfill the guiding principles and objectives of the Board.

4.39 The Board expects parents to support the efforts of school and District staff in maintaining a safe and respectful learning environment for all students.

4.40 The Board shall establish protocols with community agencies to support prevention and intervention programs.

4.41 All Board staff shall cooperate with police services in ensuring that schools are and continue to be safe and orderly learning environments.

Communications

4.42 The Board shall provide training to all administrators, teachers, occasional teachers and all support staff to ~~acquire the knowledge and skills necessary to address bullying~~ *support the implementation of this policy*. The Board shall ensure that others (e.g., school bus drivers, school bus operators, support staff, parents, members of community agencies, and volunteers) are ~~trained and~~ made aware of the policy.

4.43 Subject to legislation governing disclosure of personal information, as appropriate and on an ongoing basis, trustees and school council chairs shall be made aware of major violent events that have occurred.

4.44 The Director of Education shall ensure that there are appropriate responses to critical incidents and that critical incidents are reported to the police and to the Ministry of Education, and shall report annually to the Board, *in accordance with PR.528.SCO Critical Incident Review Process*. The summary reports to the Board shall be made public after removing any identification of individual students.

4.45 The Director of Education/Secretary of the Board is authorized to issue such procedures, guidelines and other materials as may be necessary to implement this policy.

5.0   REFERENCE DOCUMENTS

The Education Act
Education Amendment Act (Progressive Discipline and School Safety), 2007
Trespass to Property Act, R. S. O. 1990, Chapter T.21
Ontario Regulation 298 (as amended)
Ontario Regulation 472/07 Suspension and Expulsion of Students
Ontario Regulation 474/00, Access to School Premises

MOE Code of Conduct, 2007

Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, ~~October 4, 2007~~ *October 17, 2018*

Policy/Program Memorandum 141, School Board Programs for Students on Long-Term Suspension~~, August 23, 2007~~ *December 5, 2012*

Policy/Program Memorandum 142, School Board Programs for Expelled Students, ~~August 23, 2007~~ *December 5, 2012*

Policy/Program Memorandum 144, Bullying Prevention and Intervention, ~~October 4, 2007~~ *October 17, 2018*

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, ~~October 4, 2007~~ *October 17, 2018*

Protocol to Accompany Safe Schools Policies in the City of Ottawa, 2016

Board Policy P.026.SCO: Student Suspension and Expulsion

~~Board Policy P.029.SCO: Field Trips, Excursions and Educational Tours~~

Board Policy P.034.SCO: Substance Abuse

~~Board Policy P.036.SCO: Weapons~~

Board Policy P.041.SCO: Custody and Access to Students by Parents/Guardians

Board Policy P.043.SCO: Police Involvement in Schools

Board Policy P.060.FIN: Vandalism, Theft, Damage or Loss Affecting Board Property

~~Board Policy P.106.SCO: Access to School/Board Premises~~

~~Board Policy P.123.SCO: Bullying Prevention and Intervention~~

~~Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour~~

Board Policy P.125.SCO: School ~~Board~~ *District* Code of Conduct

Board Procedure PR.515.SCO: Student Suspension/Investigation/Possible Expulsion

Board Procedure PR.521.SCO: Safe Schools

Board Procedure PR.522.FIN: Vandalism, Theft, Damage or Loss Affecting Board Property

Board Procedure PR.523.SCO: Substance Abuse

Board Procedure PR.524.SCO: Access to School/Board Premises

Board Procedure PR.525.SCO: Weapons

Board Procedure PR.528.SCO: Critical Incident Review Process

Board Procedure PR.531.SCO: Custody and Access to Students by Parents/Guardians

Board Procedure PR.533.SCO: Police Involvement in Schools

Board Procedure PR.543.HR: Alleged Harassment of a Student

Board Procedure PR.659.SCO: Bullying Prevention and Intervention

Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.032.SCO

TITLE: SAFE SCHOOLS

Date Issued: 04 September 2001
Last Revised: 13 May 2008
Authorization: Board: 27 August 2001

1.0   OBJECTIVES

The Board believes that it is the right of each student and each staff member to a safe and orderly learning environment, free of concern about personal safety and, therefore, the Board shall:

a)   reduce and try to eliminate the incidence of bullying and violence in the schools;

b)   provide opportunities for students to develop the skills necessary to handle and avert violent and potentially violent situations;

c)   promote the long-term prevention of violence by preparing students to manage their lives and relationships in non-violent ways;

d)   work co-operatively and in shared responsibility with students, parents, school councils, staff, the wider community and the police to foster a safe and inclusive school environment and to fulfill the guiding principles and objectives of the Board;

e)   ensure that all members of the school community are treated with respect and dignity.

2.0   DEFINITIONS

In this and all safe school policies and procedures of the Board, the following definitions apply.

2.1   **Minor** is interpreted to mean a person who is under the age of 18 years, except where the specific provisions of other legislation may supercede this interpretation.

2.2   **Guardian** is interpreted to mean a person, other than a parent, who has lawful custody of a child, as established by court order.

2.3   **School-authorized activity** is interpreted to mean any activity which is clearly connected to a school or its program, has been authorized by the principal or designate,

and includes, for example, athletic events, field trips, playground activities, school-sponsored events off school premises, and travel on school buses.

2.4   **"Board property"** includes school buildings, grounds and facilities under the jurisdiction of the Board. This policy applies not only to conduct on Board property but also includes, for example, conduct on school buses, during field trips or at school-sponsored events off school premises.

2.5   **Activities off school premises** is interpreted to mean an activity which has occurred off school property where the principal believes that it could have an impact on the school climate.

2.6   **Bullying** is interpreted to mean a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

2.7   **Adult Student** is a student who is 18 years or older or 16 or 17 and has removed him/herself from parental control.

2.8   **Progressive discipline** may include written work assignment with a learning component, withdrawal of privileges, withdrawal from class, detention, restitution for damages, conflict resolution, individual, peer and group mediation, volunteer service to the school community, referral to counselling, short term suspension, long term suspension, expulsion.

2.9   **Discrimination** is intentional or unintentional differential treatment for which there is no bona fide or reasonable justification. Grounds of discrimination are: age, race, colour, ancestry, place of origin, political beliefs, religion, marital status, family status, physical or mental disability, sex, sexual orientation.

3.0   POLICY

3.1   All safe school policies and procedures of the Board shall conform to the Provincial Code of Conduct and the School Board Code of Conduct.

3.2   All participants in OCDSB schools - students, parents or guardians, volunteers, employees - are governed by this policy whether they are on school or Board property, on school buses, or at school-authorized events or activities off school premises.

3.3   The Board believes in positive, constructive, progressive discipline intended to create and maintain an orderly, co-operative learning atmosphere in all schools. Disciplinary practices shall be fair and consistent with the basic assumptions underlying a democratic society. It is also the Board's objective to teach self-control, self-respect, self-discipline and respect for others and for property, to help prepare every young person for a satisfying and productive adult life.

3.4 The Board believes that there should be continuing communication, consultation and co-operation among students, parents, staff and community. Behavioural expectations and the consequences of inappropriate behaviour should be clearly enunciated in a positive manner to everyone in the school community. Principals shall review at least annually school safety and school climate with the school council.

4.0 **SPECIFIC DIRECTIVES**

4.1 All members of the school community play a role and accept responsibility for maintaining a safe and effective learning environment. The Board expects high standards of respect, civility and responsible citizenship from all members of the OCDSB and its school communities at all times. To this end, the Board shall take all necessary and reasonable measures to ensure that:

a) direction is provided to schools to ensure accountability, excellence, and opportunities for learning in a safe environment;

b) our principals take a leadership role in maintaining academic excellence in a safe and orderly environment;

c) our school codes of conduct are reviewed at least every three years by principals with the school council, students and staff;

d) our teachers and school staff maintain order in the school and hold everyone to the highest standard of respectful and responsible behaviour;

e) our students demonstrate respect for themselves, teachers, other students and members of the greater school community and for the responsibility of citizenship through acceptable behaviour;

f) our parents support the efforts of school and District staff in maintaining a safe and respectful learning environment for all students;

g) our schools work to maintain and strengthen relationships with the school community and our community partners; and

h) protocols are established with community agencies so that prevention and intervention programs can be supported.

4.2 The Board does not tolerate physical, verbal (oral or written), sexual or psychological abuse; bullying or harassment; or discrimination on the basis of race, ethnic origin, creed, culture, religion, gender, gender identity, language, disability, sexual orientation or other attribute.

4.3 The Board strictly prohibits weapons on Board property.

4.4 The Board does not tolerate the presence of intruders on any of its property or at school-sponsored events, and will expect its agents to take appropriate action, including

the possible laying of charges under the Ontario *Trespass to Property Act,* against those who refuse to co-operate.

4.5   The Board encourages programs to deter theft and vandalism on Board property.

4.6   The Board encourages schools to use conflict resolution**,** restorative justice programs and other preventive programs and intervention measures to develop positive attitudes and acceptable behaviour.

4.7   The Director of Education shall ensure that there are appropriate responses to critical incidents and that critical incidents are reported to the police and to the Ministry of Education, and shall report annually to the Board. The summary reports to the Board shall be made public after removing any identification of individual students.

4.8   Subject to legislation governing disclosure of personal information, as appropriate and on an ongoing basis, trustees and school council chairs shall be made aware of major violent events that have occurred.

4.9   All Board staff shall cooperate with police services in ensuring that schools are and continue to be safe and orderly learning environments.

4.10   The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0   REFERENCE DOCUMENTS

The Education Act,
Education Amendment Act (Progressive Discipline and School Safety) 2007
Ontario Regulation 472/07 Suspension and Expulsion of Students
Policy/Program Memorandum 141, School Board Programs for Students on Long-Term Suspension, August 23, 2007
Policy/Program Memorandum 142, School Board Programs for Expelled Students, August 23, 2007
Policy/Program Memorandum 128, The Provincial Code of Conduct and School Board Codes of Conduct, October 4, 2007
Policy/Program Memorandum 144, Bullying Prevention and Intervention, October 4, 2007
Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, October 4, 2007.
Ontario Regulation 298 (as amended)
Trespass to Property Act, R. S. O. 1990, Chapter T.21
Ontario Regulation 474/00, Access to School Premises
MOE Code of Conduct, 2007
Protocol to Accompany Safe Schools Policies in the City of Ottawa, 2016
Board Policy P.026.SCO: Student Suspension and Expulsion
Board Policy P.029.SCO: Field Trips, Excursions and Educational Tours
Board Policy P.034.SCO: Substance Abuse
Board Policy P.036.SCO: Weapons
Board Policy P.043.SCO: Police Involvement in Schools
Board Policy P.060.FIN: Vandalism, Theft, Damage or Loss Affecting Board Property
Board Policy P.106.SCO: Access to School/Board Premises

Board Policy P.123.SCO: Bullying Prevention and Intervention
Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour
Board Policy P.125.SCO: School Board Code of Conduct
Board Procedure PR.515.SCO: Student Suspension/Investigation/Possible Expulsion
Board Procedure PR.521.SCO: Safe Schools
Board Procedure PR.522.FIN: Vandalism, Theft, Damage or Loss Affecting Board Property
Board Procedure PR.523.SCO: Substance Abuse
Board Procedure PR.524.SCO: Access to School/Board Premises
Board Procedure PR.525.SCO: Weapons
Board Procedure PR.528.SCO: Critical Incident Review Process
Board Procedure PR.533.SCO: Police Involvement in Schools
Board Procedure PR.659.SCO: Bullying Prevention and Intervention
Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.036.SCO

TITLE: WEAPONS

Date Issued: 15 May 1998
Last Revised: 27 May 2008
Authorization: Board: 11 May 1998

1.0 OBJECTIVE

To prohibit weapons on Board property including, for example, on school buses, during field trips, or at any school related activities off school premises.

2.0 POLICY

2.1 The issues of assault, threat and intimidation are of serious concern to staff, trustees, students and parents. The Ottawa-Carleton District School Board believes that all facilities must be safe places in which to learn and work and will strictly prohibit weapons on school and other Board property and at Board-sponsored events and activities off school premises.

2.2 Anyone on Board property or attending a Board-sponsored event shall not supply, handle, use, transmit or have in their possession a dangerous instrument or weapon.

2.3 The Director of Education is authorized to issue any procedures necessary to implement this policy.

3.0 REFERENCE DOCUMENTS

Board Policy P.032.SCO: Safe Schools
Board Policy P.020.SCO: Student Suspension
Board Policy P.026.SCO: Student Suspension/Investigation/Possible Expulsion
Board Procedure PR.521.SCO: Safe Schools
Board Procedure PR.511.SCO: Student Suspension
Board Procedure PR.515.SCO: Student Suspension/Investigation/Possible Expulsion
Board Procedure PR.525.SCO: Weapons
Board Procedure PR.528.SCO: Critical Incident Review Process

![Ottawa-Carleton District School Board logo]

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.106.SCO

TITLE: ACCESS TO SCHOOL/BOARD PREMISES

Date Issued: 04 September 2001
Last Revised: 27 May 2008
Authorization: Board: 27 August 2001

1.0   OBJECTIVE

To ensure that students, staff, parents/guardians and visitors are safe and welcome on Ottawa-Carleton District School Board school/Board premises.

2.0   DEFINITIONS

In this policy, unless otherwise stated:

2.1   **School/Board premises** includes the school and Board buildings and all adjacent Board property which is attached to the school or Board building, including playgrounds, parking lots, garden areas and bus bays, as well as school buses when being used to transport students on a school-authorized activity.

2.2   **Authorized person** is a person as specified in subsection 3.8 of this policy.

2.3   **Trespassing** carries the definition used in the *Trespass to Property Act 1990.*

3.0   POLICY

3.1   Persons who are on school/Board premises without being authorized by Ontario Regulation 474/00 *Access to School Premises*, or in violation of any of its provisions, have committed an offence and can be prosecuted under the *Education Act* (s.305) and/or the *Trespass to Property Act 1990*.

3.2   Subject to subsections 3.3 to 3.8, the following persons shall be permitted to be on school/Board premises:
a)   a person enrolled as a pupil in the school;

b)   a parent or guardian of such a pupil;

c)   a person employed or retained by the Board who is on the premises for performing the duties assigned by the Board;

d)   a person who is generally invited by a staff member to attend an event on school/Board premises, for the purposes of that event;

e)   a person whose presence is authorized by the principal or designate;

f)   a person who is otherwise on the premises for a lawful purpose, such as a person registered for a continuing education program, a person attending an event for which the premises have been contracted, a person making a lawful delivery, a person attending a school council meeting, a person making a legitimate enquiry of the school, or a person using school grounds in a manner for which they were intended, for that purpose only; and

g)   a member of the Board, a member of the Assembly (MPP) in whose constituency the school is located, or a member of the clergy in the area where the member has pastoral charge.

3.3   The permission granted in subsection 3.2 applies only for the purposes and places defined or described in sub-section 3.2 and does not entitle access to all areas of the school/Board premises.

3.4   The Board and its agents have the right to lock the school/Board premises when they are not being used for a purpose authorized by the Board. Under normal circumstances, the decision to lock school grounds will be the responsibility of the principal, vice-principal, or designate.

3.5   No person shall be permitted to remain on school/Board premises if, in the judgement of an authorized person, the person's presence is potentially detrimental to the safety or well-being of a person or property on the premises, or interferes with the conduct of school activities.

3.6   During regular school or work hours, all visitors to a school or Board building who are not staff or enrolled pupils at that building, shall report their presence at the school office or reception area immediately upon arrival in the building.

3.7   No person who has refused to sign in at the school or Board building, as specified in sub-section 3.6 of this policy, shall be permitted to remain in the building/premises.

3.8   The following persons shall be empowered to act as "authorized persons" or occupiers at the schools to which they are assigned for the purposes of enforcing the *Trespass to Property Act,* 1990, of the Province of Ontario:
a)   Supervisory Officers

b)   Principals

c)   Vice-Principals

d)   Program Administrators

e)   Teachers

f)   Plant Supervisors

g)   Custodians

h)   Any person in authority, in the circumstances.

4.0   REFERENCE DOCUMENTS

Ontario Regulation 475/00, *Access to School Premises*
Trespass to Property Act, R. S. O. 1990, Chapter T.21
Board Policy P.032.SCO: Safe Schools
Board Policy P.020.SCO: Student Suspension
Board Policy P.026.SCO: Student Suspension/Investigation/Possible Expulsion
Board Policy P.041.SCO: Custody and Access to Students by Parents/Guardians
Board Procedure PR.521.SCO: Safe Schools
Board Procedure PR.524.SCO: Access to School/Board Premises
Board Procedure PR.531.SCO: Custody and Access to Students by Parents/Guardians
Board Procedure PR.511.SCO: Student Suspension
Board Procedure PR.515.SCO: Student Suspension/Investigation/Possible Expulsion

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.123.SCO

TITLE: BULLYING PREVENTION AND INTERVENTION

Date Issued: May 2008
Last Revised:
Authorization: Board: 13 May 2008

1.0   OBJECTIVE

1.1   The Board believes that bullying is a serious issue that has far reaching consequences for both the entire school community and the community at large and that bullying:

a)   adversely affects students' ability to learn and function as well-adjusted individuals;

b)   adversely affects healthy relationships and the school climate;

c)   adversely affects a school's ability to educate its students;

d)   can have long-term effects on individuals;

e)   will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

1.2   The Board believes that providing students with an opportunity to learn and develop in a safe and respectful society is a responsibility in which schools play an important role; and therefore; the Board shall:

a)   provide bullying prevention and intervention programs consistent with a progressive discipline approach in all schools in the District;

b)   support the use of practices that take into account the needs of individual students by showing sensitivity to diversity, to cultural needs and to special education needs, when implementing bullying prevention and intervention programs;

c)   provide training to all administrators, teachers, occasional teachers and all support staff to acquire the knowledge and skills necessary to address bullying, and ensure that others (e.g., school bus drivers, school bus operators, support staff, and volunteers) are trained and made aware of the policy.

2.0   DEFINITIONS

In this policy,

2.1 <u>Bullying</u>

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, gender identity, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (see cyber bullying).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

2.2 <u>Cyber Bullying</u>

Cyber Bullying can generally be defined as sending or posting harmful or malicious messages or images through e-mail, instant, messages, cell phones and websites and other technology.

3.0 SPECIFIC DIRECTIVES

3.1 Each school shall develop and implement school-wide bullying prevention and intervention plans as part of their School Improvement Plan.

3.2 Each school's prevention and intervention plan shall include appropriate and timely responses to address incidents of bullying.

3.3 Each school shall have in place procedures to allow staff, occasional teachers, students, parents/guardians and volunteers to report bullying incidents safely and in a way that will minimize the possibility of reprisal.

3.4 Each school's prevention and intervention plan shall provide strategies and support for students who have been bullied, students who bullied others, bystanders, and others who have been affected by observing bullying.

3.5 Each school shall establish a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one

support staff member, one community partner, and the principal or designate. The team must have a staff chair.

3.6   The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

4.0   REFERENCE DOCUMENTS

The Education Act
Education Amendment Act (Progressive Discipline and School Safety) 2007
Ontario Regulation 472/07 Suspension and Expulsion of Students
Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, October 4, 2007
Policy/Program Memorandum 144, Bullying Prevention and Intervention, October 4, 2007
Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, October 4, 2007
Board Policy P.032.SCO: Safe Schools
Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour
Board Policy P.125.SCO: School Board Code of Conduct
Board Procedure: PR.521.SCO: Safe Schools
Board Procedure: PR.543.HR: Alleged Harassment of a Student
Board Procedure: PR.659.SCO: Bullying Prevention and Intervention
Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.124.SCO

TITLE: PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR

Date Issued: May 2008
Last Revised:
Authorization: Board: 13 May 2008

1.0   OBJECTIVE

1.1   The Board believes in the maintenance of school environments that are supportive and respectful of the needs of all students and encourage positive student behaviour while at the same time providing progressive measures to prevent inappropriate behaviours from escalating, and therefore, the Board shall:

a)   promote programs and activities that focus on the building of healthy relationships, character development and good citizenship;

b)   support the active engagement of all members of the school community in a progressive discipline approach;

c)   require the use of intervention strategies to foster safe and appropriate student behaviour in schools and in school-related activities;

d)   develop and strengthen community partnerships/linkages to promote positive student behaviour;

e)   provide training on this policy to all administrators, teachers, occasional teachers, educational assistants, school office staff, and care staff, and ensure that other Board staff**,** parents, volunteers, school bus operators/drivers, and members of community agencies are made aware of the policy.

2.0   DEFINITIONS

2.1   <u>Progressive Discipline</u>

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences

that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

There is a continuum of interventions, in some circumstances short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

3.0   POLICY

3.1   The goal of this policy is to support a safe learning and teaching environment in which every student can reach his/her full potential.

3.2   Appropriate action shall consistently be taken by staff in schools to address student behaviours that are contrary to the provincial and the school board codes of conduct.

3.3   The range of interventions, supports and consequences used in schools shall be clear and developmentally appropriate and shall include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.

3.4   For students with special education needs, the interventions, supports and consequences shall be consistent with the expectations in the student's Individual Education Plan (IEP).

3.5   The Board and school administrators shall consider all mitigating and other factors, as required by the *Education Act* and as set out in Regulation 472/07*: Suspension and Expulsion of Students.*

4.0   SPECIFIC DIRECTIVES

4.1   Each school shall develop a school policy and procedure on progressive discipline and the promotion of positive student behaviour.

4.2   The school procedure on progressive discipline shall outline a continuum of interventions, supports, consequences and strategies as outlined in Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour.

4.3   The school policy shall focus on ensuring that a positive climate built on healthy relationships, character development, social inclusion, and good citizenship will prevail in the school community.

4.4   The school policy shall take into account the needs of individual students and will show sensitivity to diversity, cultural needs and special education needs of students.

4.5   The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0   REFERENCE DOCUMENTS

The Education Act
Education Amendment Act (Progressive Discipline and School Safety) 2007
Ontario Regulation 472/07 Suspension and Expulsion of Students
Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, October 4, 2007
Policy/Program Memorandum 144, Bullying Prevention and Intervention, October 4, 2007
Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, October 4, 2007
Board Policy P.032.SCO: Safe Schools
Board Policy P.123.SCO: Bullying Prevention and Intervention
Board Policy P.125.SCO: School Board Code of Conduct
Board Procedure PR.521.SCO: Safe Schools
Board Procedure PR.659.SCO: Bullying Prevention and Intervention
Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

PARENT INVOLVEMENT COMMITTEE

Wednesday, October 17, 2018
6:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members:	Mostafizur Khan, Carm Janneteau, John Marshall, Diana Mills, Gita Nurlaila, Geneviève Harte , Graciela Jasa Silveira, Susan Fullerton, Malaka Hendela (Ottawa-Carleton Assembly of School Councils), Bonnie Oaks Charron (Ottawa-Carleton Assembly of School Councils)
Non-Voting Members:	Marisa Moher (Community Representative), Shannon Smith (Principal), Christine Boothby (Trustee), Brett Reynolds (Associate Director)
Staff and Guests:	Michele Giroux (Executive Officer of Corporate Services), Engy Abdel Masieh (Policy Analyst) and Nicole Guthrie (Board/Committee Coordinator)

1.   Call to Order

Chair Khan call the meeting to order at 6:10 p.m.

2.   Approval of Agenda

 Moved by Malaka Hendela,

   THAT the agenda be approved.

 - Carried –

3.   Review of PIC Report

3.a   Report 4, 16 May 2018

Moved by Susan Fullerton,

   THAT Report 4, dated 16 May 2018 be received.

Ms. Fullerton requested that her statement in paragraph 5 on page 2 be revised to read "Ms. Fullerton encouraged the District to consider Walking the Path: A Model for Promoting Student Well-being and Achievement as a teaching strategy."

Moved by Susan Fullerton,

> **THAT Report 4, dated 16 May 2018 be received, as amended.**

-Carried-

4. Chair's Report

Chair Khan thanked the members for attending the meeting and providing their valuable input. He hoped the committee could provide support to the Parent Conference and build on the success of previous years and that the committee would grow during the 2018-2019 school year with the addition of new community representatives.

Chair Khan reminded the members about his participation at the PIC Symposium and commented that it is a valuable opportunity for parents to learn from and engage with other parents from across the province. He hoped that despite the change in government the Education Minister would attend the District's parent conference on 3 November 2018.

Chair Khan thanked Director Adams and Chair Seward for their continued support of the PIC.

5. Director's Report

Associate Director Reynolds advised that the 2018-2019 school year began smoothly and construction improvements to schools were completed over the summer months to ensure they were ready to receive students in September.

Associate Director Reynolds reported that all Ottawa area school boards came together to support students and families impacted by the tornado that hit Ottawa on 21 October 2018. A decision to close all schools on 24 September 2018 was made and the District appreciated the support of all parents as school staff worked to assess the damage and hazards at all school sites. The District continues to work closely with the Ottawa Student Transportation Authority (OSTA) to ensure those students displaced by the tornado can still attend their home school.

Associate Director Reynolds announced that the Board has appointed a new Director of Education, Camile Williams-Taylor. Ms. Williams-Taylor will officially assume the role January 2019. Ms. Williams-Taylor has been a senior executive with the Durham District School Board since 2011 and has considerable experience with special education and equity.

Associate Director Reynolds noted that cannabis became legal on 17 October 2018. The District amended its policies in anticipation of the change in legislation and cannabis will be treated similarly to alcohol. The District, in cooperation with Ottawa Public Health, has organized several parent information sessions where parents can learn more about cannabis, the new legislation, and how to talk to their youth as well as available resources and services.

Associate Director Reynolds advised that progress reports at both the secondary and elementary level will be provided to parents in the coming weeks.

Associate Director Reynolds reported that OSTA is dealing with a driver shortage and has advised that there may be disruptions to service. OSTA is working hard to address the shortage and is investigating a variety of options, including the use of taxi companies to manage the demand.

Executive Officer Giroux noted that the province announced on 17 October 2018 that it would be putting a pause on the Parent Reaching Out (PRO) Grant. The District has not received any other information on the status of the PRO Grant at this time. She added that further announcements and information will be provided to the members as received.

In response to a query from Ms. Mills regarding the District's Plans to recognize the United Nations International Decade for People of African Descent, Associate Director Reynolds advised that the District has begun some intensive training in equity as a part of the commitment to the declaration. He added that he will provide the committee with further details on the District's plans for Black History Month.

In response to a query from Ms. Mills regarding the policy of the District on the communication of the death of a teacher to students and parents, Director Reynolds noted that the District is sympathetic to the wishes of the family and the District cannot make an announcement until the next of kin authorizes it. Ms. Hendela indicated she was familiar with the situation described by Ms. Mills and conveyed her support for the way the administrative staff of the school handled the situation.

6. <u>Action Items</u>

6.a   <u>Report 18-109, Revisions to the PIC Bylaws and Standing Rules (M. Giroux, ext. 8310)</u>

Your committee had before it Report 18-109, Revisions to the PIC Bylaws and Standing Rules. The report proposes several revisions to the By-Laws and Standing Rules governing the committee and seeks members' input on the new content in compliance with the *Ontario Regulation 330/10* under the *Education Act*.

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

- The Bylaws have not been reviewed and updated since 2011;
- There are three major elements of the proposed revisions:

  - Specifying the number of the one and two-year terms of office;
  - Clarifying the process of appointing Community Representatives to the Committee; and
  - Simplifying the process of acquiring the names of the OCASC Representatives to the Committee.
- Electronic communication will be used to confirm the OCASC representatives;
- Letters of interest will be sent to local associations requesting the appointment of a primary and an alternate community representative;
- In alignment with Board policies, a provision concerning meeting absence was added. In such case, membership would cease if the member was absent from three consecutive meetings with no prior notification;
- Page 17 outlines the term of office of 2 years for parent members. However, if this is enforced it precludes parents whose children are in their last year of high school from participating. Staff recommend section 5.1 be revised to read "The eight (8) Parent Members of the Committee shall be appointed to serve a term of office of either one (1) or two (2) years and, wherever possible, members shall be appointed for a two-year term.";
- OCASC members will continue to be appointed for a one year term of office;
- Ms. Hendela noted her support for the changes to communication with OCASC regarding the appointment of representatives;
- Ms. Fullerton supported both one and two-year appointments for parent members to encourage participation;
- In response to a query from Ms. Hendela regarding term limits and whether or not a priority is given to the new or returning member, Executive Officer Giroux advised that reappointment is subject to the Membership Sub-Committee. There is no specific term limit defined in either the bylaws or the regulation. The position of chair is subject to a term limit whereby the chair cannot serve more than 2 consecutive terms. The Membership Sub-Committee has flexibility in their decision making and a skills matrix is prepared for the Membership Sub-Committee to assist them in reviewing the applicants and making a recommendation. The skills matrix addresses the points outlined in section 6.7;
- In response to a query from Ms. Janeteau, the mandate of the PIC as outlined in the bylaws is dictated by Ministry regulation and therefore cannot be altered;

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- The Board does not have to approve the PIC Bylaws. Amendments to the Bylaws and Standing Rules are approved by the PIC members;
- The PIC minutes and PIC participation in consultations serve to inform the board of its opinions related to matters that relate to improving student achievement and well-being;
- In response to a query from Ms. Hendela, Executive Officer Giroux noted that Section 47 of the regulation provides that the Board must formally provide a response to the PIC, however, the Ministry does not distinguish or highlight a difference in the words board and district; and
- Ms. Janeteau and Ms. Moher queried whether or not an action tracker or checklist could help organize the recommendations of the PIC and provide a better mechanism for informing the members of actions take by the Board or staff.

Moved by Malaka Hendela, seconded by Marissa Moher,

THAT proposed changes to PIC By-Laws and Standing Rules, as outlined in Appendix A to Report 18-109 be approved, as amended.

-Carried-

7. <u>Presentation and Discussion</u>

7.a <u>Parent School Climate Survey Results (M. Giroux ext. 8310)</u>

Executive Officer Giroux advised that a link to Report 18-085, Measuring Progress on Well-being would be shared with the PIC members and the item will be added to the 21 November 2018 agenda. The report contains the results of the "OurSCHOOL" parent survey that was conducted in May and June 2018.

Ms. Moher advised that as a community representative the information provided in the report and feedback from the survey is important to the work of her organization and she would appreciate the opportunity to review the document carefully and to have a broader discussion on the document at the next meeting.

Principal Smith will provide the committee with details on how the results of the survey are used to support school planning to create positive and accepting school environments.

Ms. Janeteau queried the type of feedback sought by PIC on the report and the results of the survey. Executive Officer Giroux responded that a review of the survey results will provide members with an understanding of the results and participation rates. In the past, the committee had recommended that the District work on initiatives to increase the participation rate and remove barriers to parent participation.

7.b <u>Report 18-108, Consultations on Education Reform in Ontario (M. Giroux ext. 8310)</u>

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Your committee had before it Report 18-108, Consultations on Education Reform in Ontario. The report provides the members with a status update on the provincial consultations on education reform in Ontario.

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

- The provincial government launched a consultation on education reform in Ontario on 28 September 2018. The consultation asks for participants' input on a variety of subjects including:
  - Improving Ontario students' performance in Science, Technology, Engineering and Math (STEM);
  - Preparing students with job skills, including skilled trades or fields, such as coding;
  - Graduating students with life skills like financial literacy;
  - Providing age-appropriate health and physical education curriculum that includes subjects like mental health, sex-education, and legalization of cannabis;
  - Improving standardized testing;
  - Banning cellphone use in the classroom; and
  - Developing a parents' bill of rights.
- The government has provided for three methods for parent engagement: an online submission, an online survey and telephone town halls. As of 10 October 2018 only the online submission form is available. The consultation closes on 15 December 2018;
- The Chair and Vice Chair and the Board will be submitting a formal response on behalf of the Board of Trustees;
- The provincial consultation has been undertaken by the Ontario Government and although there is limited reference to parent councils or PIC it does not preclude a PIC response;
- The members noted that the consultation contains many open ended questions and it will be difficult for the province to review and evaluate responses in a meaningful way;
- Ms. Hendela expressed the view that the response to questions should be up to individuals and that the role of PIC and groups like OCASC is to ensure the process is accessible and that parents can voice their personal opinions;
- Ms. Hendela commented that she is not clear how the results will be shared with parents. Owing to the open ended nature of the questions, agregating the data will be difficult. She expressed the view the PIC, OCASC and parent councils must advocate for all parents and encourage and inspire parents to participate. She noted that the nature of the questions make participation intimidating and as a result participation may be limited as a result. She advised that PIC, OCASC and parent council leadership can help;

- Ms. Mills queried how the provinces's proposed ban on cell phone use in the classroom would impact the District's Bring Your Own Device (BYOD) commitment and whether or not the District has enough equipment to ensure students have the tools they need. Associate Director Reynolds noted that BYOD and its use is different from school to school. The District has increased the number of chromebooks in the system and, should a cellphone ban be implemented, would have to increase the number of devices to accommodate the need;
- Principal Smith expressed the view that a cellphone ban does not fit with the District commitment to digital citizenship and fluency. Educators want to help students navigate the digital world and a ban does not help educators teach valuable technology use lessons. She added that District schools do have technology available and the students with special education needs have the devices they need;
- The consultation provides for limited response from newcomers and those with language barriers. It was felt that newcomers will not be able to understand or be able to communicate their thoughts. PIC members agreed the consultation questions do little to assuage their comfort in the process or confidence in the results;
- The members noted that it is typically more learned, knowledgeable and engaged parents who complete surveys like these and expressed their concern about the results and the lack of a valid cross-section;
- Executive Officer Giroux noted that the provincial consultation is important and that the PIC should encourage broad participation from the parent community. The PIC must focus on those elements within its control and how they can support and encourage participation;
- Ms. Moher advised all PIC members to encourage their community organizations to connect with parents and to assist parents in completing the survey. She expressed the view that, given the concern with the questions, PIC may take on an advocacy role and request from the province the methodology of the survey and the baseline response rate for validity. She queried how the province would be able to use the data to inform policy decisions;
- Ms. Hendela noted that the PIC may choose to communicate with their PIC colleagues in other Districts and request an audience with the Ministry. PIC should monitor the social media of the other local PICs to get a sense of their efforts in response to the consultation;
- Executive Officer Giroux reminded the members that the role of the PIC is to encourage and enhance parent engagement through its advice to the Board on strategies to communicate with parents in the District. The PIC role is to undertake the advocacy or encourage the Board to do the advocacy work. PIC must be strategic about the role it plays and what it expects to accomplish. She suggested that PIC recommend to the Board that it reach out to broadly engage all parent

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groups to ensure a broad cross section of voices are heard. She added that the discussion of this item will be presented to the Board at a future meeting;

- Ms. Nurlaila suggested that PIC advise the Board to promote and encourage parent participation in the Ministry consultation. She added that the Board may also request the Ministry to provide an accessible version of the survey and that the results of the consultation be disclosed;

- Ms. Hendelea queried how the discussion could be parlayed into action. Executive Officer Giroux suggested that the PIC consider the action that is required by parents and to determine the best way to achieve it. She noted that, should the PIC decide to form a sub-committee to provide a response, the meeting will have to be open to the public and notice provided;

- Ms. Janeteau noted the importance of the response and how the PIC responds should be carefully considered;

- Ms. Hendela expressed the view that the Ministry consultation is different and that the use of the traditional board mechanisms to provide a response is not ideal. She noted the consultation is specifically addressed to parents and not the institutions and therefore the parent voice must be the loudest;

- Ms. Hendela expressed the view that the PIC is appointed to represent parents and that a message and response from PIC may carry more weight if increased parent participation is the goal;

- Associate Director Reynolds noted that the PIC are the subject matter experts and that their role is to advise the Director and the Board on how best to proceed. He noted that a response can be both individual or from the PIC or other bodies like OCASC. He encouraged the members to promote the completion of the consultation through their own networks; and

- Executive Officer Giroux advised that PIC may chose to play a role to build participation in the Ministry consultation. The District has a variety of ways to convey the message and she encouraged the members to provide suggestions and strategies to reach out to the parent community.

Moved by Malaka Hendela, seconded by Carm Janeteau,

THAT Parent Involvement Committee host a workshop at the Parent Conference on 3 November 2018 to discuss the provision of a PIC response to the Consultations on Education Reform in Ontario; and

THAT the feedback from the workshop be presented for discussion at the 21 November 2018 PIC meeting.

-Carried-

7.c <u>2018-2019 Initiatives</u>

1. <u>Draft PIC Work Plan</u>

At the PIC agenda planning meeting on 17 September 2018, the Chair and Vice-Chair discussed the work plan for 2018-2019 with staff. The draft PIC 2018-2019 Work Plan was presented for discussion.

During discussion of the 2018-2019 Work-Plan, the following points were noted:

- A large part of the work of the Parent Involvement Committee is funded through the PRO Grant. The District was informally alerted on 17 October 2018 that the Ministry would be halting the PRO grant. The PRO grant for school councils will still be distributed as planned. The District will seek further clarification from the province on the status of the PRO Grant and will provide an update at the 21 November 2018 meeting;
- The District will cover the cost of the parent conference and it will proceed as planned. The funding for the event will come from the Corporate Services budget;
- The total cost of the parent conference depends on several factors including but not limited to guest speakers, childcare and food. Typically the District budgets $20,000 for the event but it fluctuates from year to year;
- Ms. Hendela noted that the Pro Grant typically distributes approximately $80,000 to schools across the District and a total of $2.45 million across the province. She added that the pause will have an impact on local schools and hoped the District would make up for the loss;
- The District will begin the pre-consultation on the 2019-2023 Strategic Plan and a discussion with PIC is planned for 21 November 2018;
- The consultation process for the 2019-2023 Strategic Plan has four stages:
  - Pre-consultation (October/November 2018)
  - Idea exchange (November/December 2018)
  - Developing strategies and action (January 2019)
  - feedback on the draft plan (May 2019)
- The District had a total of 13,500 participants engaged in the creation of the 2014-2018 District Strategic Plan and are aiming for an increase in participation to 20,000;
- A discussion on the Provincial Parent Bill of Rights is scheduled for the 9 January 2019, conditional on input from the province;

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- The Research Evaluation and Analytic Division (READ) will begin to formulate a process for identity-based data collection. The READ team plans to meet with several audiences, including PIC, to seek input. The District recognition of the United Nations International Decade for People of African Descent will ensure that elements of equity and diversity are built into the overall Equity Plan for the District. Funding was expected from the province and the District is still waiting to receive confirmation of the funding before it proceeds;
- Ms. Oaks-Charron requested that an additional column be added to the work plan which would identify a clear goal. She expressed the view that identifying clear goals and objectives would advance the work of PIC and provide an element of accountability;
- Ms. Hendela and Ms. Janeteau expressed their frustration with the lack of clearly defined goals and outputs in the draft work plan. They suggested that defining goals and outputs would provide for a greater narrative on the work of the PIC for the annual report;
- Ms. Janeteau expressed the view that the work plan must reflect the mandate of the committee; and
- Ms. Hendela suggested that the work plan include the production of some tangible products such as toolkits and legacy projects which could assist parents in the District and further enhance communication.

8.   Member Information

8.a   OCASC Report

Ms. Hendela advised that 37 District schools were represented at the 27 September 2018 meeting of OCASC and that the schedule of meetings and meeting minutes are available on the OCASC website.

Ms. Hendela noted that OCASC participated in the Ottawa offering of Random Hacks of Kindness, a hackathon for social good that brings together volunteer developers to work with charities, community groups and social enterprises. OCASC members sought solutions to engage parents through the use of technology. A portal for parent council access was created and is designed to be a place where parent councils can share documents and best practices for fundraising, hosting events and general information. Ms. Hendela expressed the view that navigating the District website can be challenging for some parents and the storage of digital tools in one location could support broader parent engagement and assist those schools that may not be able to participate in the traditional parent council model.

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Ms. Hendela shared that the OCASC executive is discussing methods to increase participation which include changing the meeting location from the Fisher Park Public School location and using social media and a live chat model to broaden access for parents.

Ms. Hendela advised that OCASC had discussed the Gifted Advisory Group. It was suggested that the input of the volunteer members of the Gifted Advisory Group was not considered in the final product produced by the District. Ms. Hendela expressed the view that the issues were not solely confined to the Gifted community and that OCASC is concerned that the District did not follow its own policies. She added that decisions on special education programs also impact children in the regular classroom as more students with special education needs are integrated into the regular classroom.

Ms. Hendela noted that the next OCASC meeting will be held on 18 October 2018 and feature an update from Executive Officer Giroux about the Board's new strategic plan and the cannabis policy.

Ms. Hendela thanked Ms. Oakes Charon for her commitment to and participation on the PIC in 2017-2018. She added that OCASC members expressed considerable interest in PIC membership and two new OCASC representatives will be introduced in November.

9. New Business

Executive Officer Giroux advised that the District has assisted 17 schools with the migration of their standalone Parent Council websites to the District site. She noted that the ability for school councils to have their site integrated into the school website builds capacity for the support of content management and can help school councils save on monthly hosting fees. The District will share a report on the status and the rollout to principals and finally to school councils. She added that the schools that have migrated required immediate assistance and were engaged in the trial.

Chair Khan requested that members review the PIC page of the District's website and provide feedback on the content of the page. He requested the item be added to the agenda for the 21 November 2018 meeting.

Chair Khan noted that due to technical difficulties he was regrettably unable to participate in the VoiceED radio podcast scheduled for 13 June 2018.

Chair Khan noted the presence of Julie Cranton, Vimy Ridge Public School Parent Council and Sonia Campbell-Nadon, a member of the Special Education Advisory Committee (SEAC).

10. Adjournment

The meeting adjourned at 8:19 p.m.

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Mostafizur Khan, Chair, Parent Involvement Committee

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

REPORT, INDIGENOUS EDUCATION ADVISORY COUNCIL

Date: Thursday, October 18, 2018, 6:00 pm
Location: Boardroom (1st Floor)
133 Greenbank Road

Attendees Present	Monique Monatch, Albert Dumont, Kirk Brant, Jo McQuarrie, Nina Stanton, Sylvie Lajoie, Anthony Debassige, Falicia Gingras, Jasmine Doig, Romaine Mitchell, Michael Justinich, Sytukie Joamie, Jo VanHooser, Anthony Debassige, Thomas Ill, Nicole Parsons, Jesse Paypompee-Kavanaugh, David Finkle and Jordyn Hendricks.
Staff Present	Superintendent Dorothy Baker, Vice-Principal Jody Alexander, Vice-Principal Paula Reynolds-Hall, Instructional Coach Nancy Henry, Educational Assistant Lili Miller, Teacher Nancy Nadeau, Teacher Ali Dusome, and Committee Coordinator Amanda Rock.
Non-Voting Representatives Present	Trustee Dr. Anita Olsen Harper.
Trustee(s) Present	Trustee Chris Ellis.

1. Opening/ Prayer

   The meeting was called to order by Vice-Principal Jody Alexander and commenced at 6:27 p.m.

   Vice-Principal Alexander advised attendees that offerings of tea and tobacco were left on attendees' chairs as a gift of gratitude for coming to the inaugural IEAC meeting. She expressed her hope to work together to create a space for Indigenous students, families, and educators where Indigenous knowledge is honoured and respected.

   Nancy Henry acknowledged that the meeting was taking place on unceded Algonquin territory and thanked the Algonquin Nations for hosting the meeting on their land.

Jo McQuarrie shared some of the Indigenous teachings that can be applied in our daily life including being courageous, brave, and truthful. She expressed the opinion that comments should be kept short during this meeting and participants should have respect for each other's ideas. She noted that the Council was established and everyone has gathered for a common cause to provide guidance to the Board for the purpose of promoting Indigenous education.

Albert Dumont said an opening prayer in the Algonquin language.

Sytukie Joamie said an opening prayer in the Inuktitut language.

2.   Introductions

Vice-Principal Alexander requested that all attendees introduce themselves to get acquainted. The attendance of IEAC 18 October 2018 reflects all who attended and introduced themselves at the meeting.

Vice-Principal Alexander advised that the meeting would follow the agenda as part of a more formal way of conducting the meeting. She noted that questions are welcome throughout the meeting.

3.   Review Policy P.140.GOV Indigenous Education Advisory Council (D. Baker, ext. 8573)

The meeting had before it Policy P.140.GOV which established the Indigenous Education Advisory Council (IEAC) with the goal of providing guidance to the Board as it pertains to Indigenous education, well-being and achievement, and providing support to its Indigenous students, families, and educators.

Superintendent Baker noted the purpose of the policy is to formalize the work of the Council. She acknowledged and was grateful for all who attended.

Superintendent Baker advised that this is the first IEAC committee of the OCDSB. She shared that extensive outreach to the community, students, and their families was done to receive input for what the community would like the District's priorities to be. Superintendent Baker stressed that the Policy is where IEAC's core mandate lives and that this Council is where the priorities and wishes for Indigenous education can inform the Board Action Plan for Indigenous Education.

In response to Superintendent Baker's introduction to the Policy, the following points were noted:

- The Board of Trustees want to hear the advice of IEAC to move recommendations forward on Indigenous education;
- Wording in section 2.7 is inappropriate; specifically, the word "explorers";
- Nations that belong to the West of the Prairies could be added to section 2.7;
- The wording "communities" in section 2.7 should state "reserves";
- The definition of "community" could be stronger; and
- The wording "the people" in section 2.9 should simply state "people";

Trustee Ellis expressed the opinion that individuals should self-identify if they have any conflict of interest in the appointment of members process. Albert Dumont expressed confidence that a true traditional knowledge keeper gives themselves boundaries based on the honour system. The honour system puts the onus on people to provide the information and excuse themselves of certain roles. He expressed concern that only one Algonquin Nation member was identified to be a member of the IEAC when the meetings are going to be held on Algonquin territory.

Based on feedback from consultations, it was decided that IEAC's structure should not reflect the usual committee structure. For example, it was decided that IEAC needs 2-3 student representatives.

Anthony Debassige concurred with Albert Dumont's concern that much of the Indigenous student population in the OCDSB is either Algonquin, Ojibwe, or Inuit; therefore, the membership should represent the majority and host nation people.

During the ensuing discussion, the following points were noted:

- Student representatives to IEAC should be voting, instead of non-voting representatives;
- Students and Student Senate representatives are non-voting members in the OCDSB Policy on Advisory Committees policy;
- Consensus of the entirety of the group in attendance may substitute for a formal vote and made by voting members;
- The Policy is intended to be reviewed in 2 years specifically so the Council can provide feedback that better reflects its needs - euro-centric rules are not always satisfactory to certain committees; and
- Advice from advisory committees is brought forward to the Board of Trustees.

4. Council Mandate

Superintendent Baker indicated that the Strategic Plan Consultation Plan was on page 8 of the agenda. She noted that there is an upcoming municipal election and that there will be a new Board of Trustees. The staff and the Board work diligently to reach out all stakeholders, families, and students to develop the Strategic Plan. She advised that it will identify key priorities that the Board will undertake during their term. IEAC has an opportunity to voice the priorities for this community; therefore, IEAC members need to liaise with the community and brainstorm what is wanted from the Board regarding Indigenous Education and the development of a new strategic plan.

In response to a query regarding recommendations put forward by IEAC, Trustee Ellis advised that IEAC can make recommendations to the Committee of the Whole through the reporting process. A trustee must move the recommendation in the form of a motion. He also noted that a motion requires a majority of

trustees to agree for it to pass. Trustee Ellis shared that a recommendation may be put in place and moved to staff directly, noting that the Board doesn't necessarily always implement advice from its advisory councils. Trustee Ellis noted that he will advocate in favour of IEAC recommendations to the Board of Trustees.

Superintendent Baker advised that phase 2 of the curriculum writing sessions has been put on hold and reminded the attendees that the District is committed to working with community partners on Indigenous education, regardless of the Ministry's outcomes.

Superintendent Baker noted that the Board is often working on policies for many different areas of focus and may need to have an Indigenous lens on certain issues.

In response to a query from Sylvie Lajoie, Superintendent Baker confirmed that there are staff resources assigned to this Council.

She informed attendees that part of the Council's role is to assist in decision-making around resources provided to schools, which is a part of the Indigenous Education Board Action Plan; therefore, they can also make recommendations about additional resources that are required. Superintendent Baker stressed that the value of having this Council is to identify other resources that staff haven't considered.

Superintendent Baker advised that, through the Ministry First Nation, Métis, Inuit Policy Framework, each school board is encouraged to have an Indigenous Advisory Council.

5.   Overview of Membership

Superintendent Baker advised that the policy states what the membership of IEAC should look like; however, a process on how the membership would be decided has not yet been established. She noted that the meetings are open to anyone who wants to attend. The members of the IEAC are those who submit an expression of interest and are elected. It is a two-year commitment, for the purpose of continuity, and a minimum of six meetings will be held per year.

After the initial Council membership is formed, they will help determine the membership process for future councils:

The membership will consist of the following, as stated in section 4 of the policy:

The nine (9) voting members shall include:
a) three (3) members representing Elders, Senators and Traditional Knowledge Keepers; one from each of the respective communities;
b) two (2) members of the First Nations community; one of whom is Algonquin;
c) two (2) members of the Métis community; and
d) two (2) members of the Inuit community.

The non-voting members shall include:
a) one (1) trustee;
b) one (1) Indigenous education lead;
c) one (1) superintendent or designate;
d) at least two (2) and not more than three (3) grade 7-12 students; where possible each of First Nations, Métis and Inuit communities would be represented; and
e) up to two (2) school based staff volunteers (one teacher and one education support worker) who identify as First Nations, Métis or Inuit.

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

Superintendent Baker invited the group to share their thoughts, questions, and suggestions on how this Council could move forward to determine what the process for electing Members could look like.

6. Membership

Superintendent Baker advised that she is looking to the Council for direction and suggestions on the process behind electing the membership of IEAC.

There were no immediate expressions of interest.

In response to a query about student membership, Superintendent Baker advised that there is not yet a formalized process by which students are appointed to sit on the IEAC committee and this can be determined by the IEAC.

In response to query and concern about formal membership, as described in the policy, Superintendent Baker suggested that anyone interested can express interest in being a member and will be an item for discussion at the next IEAC meeting.

Trustee Ellis provided context, and as an example, that the Chair of the Advisory Committee on Equity (ACE) has recognized certain groups and has had them participate in the discussions although they were not a part of the official membership of the meeting.

Student attendees noted that the word "member" feels exclusive; specifically, "member" being someone who has a voice. It was suggested that the word "member" may not need to be the verbiage that is used at this Council. Superintendent Baker advised that similar conversations have occurred at ACE because they strive to be an inclusive environment. She noted that there is an opportunity for attendees at ACE to have a voice. Superintendent Baker advised that individuals can attend the meetings as a member, active participant, or observer; however, expressions of interest in certain roles are welcome.

In response to queries regarding the next meeting, the following was noted with consensus from the meeting attendees:

- All meeting dates have been established for the 2018-2019 school year as 15 November 2018, 17 January 2019, 21 February 2019, 18 April 2019, 16 May 2019;
- Suggestions for an alternate meeting space are welcome to Superintendent Baker and Vice-Principal Alexander;
- Schools and community centres are possibilities for a meeting space;
- Gloucester High School may be a meeting space for the next meeting; and
- Vice-Principal Alexander will take expressions of interest via email. Submissions should include where interested members are from and why they want to be a Member of the Council.

7.   Closing Song

Student attendees performed a closing drum song.

The meeting adjourned at 8:34 p.m.

ADVISORY COMMITEE ON EQUITY

October 25, 2018
6:00 pm
Mezzanine (2nd Floor)
133 Greenbank Road

Members:	Stacey Ann Morris
	Nadine Clarke
	Elaine Hayles
	Harvey Brown
Staff and Guests:	Erica Braunovan (Trustee), Donna Blackburn (Trustee), Chris Ellis (Trustee), Milo Salem (Student Trustee), Rob Campbell (Trustee Elect), Dorothy Baker (Superintendent of Instruction); Michele Giroux (Executive Officer), Halcian Joseph-Clost (Strategic Business Analyst), Jacqueline Lawrence (Diversity and Equity Coordinator), Sue Rice (Equity Instructional Coach), Monjur Chowdhury, June Girvan, Bob Dawson, David Sutton, Ken Mak, Nicole Guthrie (Board/Committee Coordinator)

1. Welcome/Call to Order

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

   1.1 Approval of the Agenda

   Moved by Elaine Hayles,

   THAT the agenda be approved.

   -Carried-

   1.2 Approval of the Minutes - 27 September 2018

   Moved by Nadine Clark,

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THAT Report 6, Advisory Committee on Equity, dated 27 September 2018 be received.

-Carried-

1.3   Matters Arising form the Minutes, Motion and Action Tracking

In response to a query from Ms. Hayles, Diversity Coordinator Lawrence confirmed that the April 2017 motion regarding data collection as listed on page 13 was correct. She added that the status of the motion is on-going and that qualitative data from stories and lived experiences were captured during the Black Youth Conference. More information will be shared with the committee in the coming months.

Superintendent Baker advised that the Research, Evaluation & Analytics Division (READ) is gathering evidence from community partners. READ is interested in both qualitative and quantitative data. Identity-based data will help provide a more precise measure of the suspension rates of black students.

Ms. Hayles queried how ACE will be involved in the collection of the qualitative data and community conversations and stressed the importance of a bottom-up approach.

Diversity Coordinator Lawrence shared that she had spoken with Business & Learning Technologies staff and confirmed that a polycom can be utilized by the committee to enable members to participate electronically.

Superintendent Baker sought clarification on Ms. Hayles' request for an organizational chart. Ms. Hayles indicated that the organizational chart should clarify the senior staff structure and outline all those staff directly or indirectly responsible for equity in the District.

In response to a query from Ms. Hayles regarding the Equity Steering Committee, Superintendent Baker noted that the Committee is currently comprised of District staff closely involved in equity work. The Equity Steering Committee was initiated at the end of the 2017-2018 school year and is chaired by the Associate Director. She added that staff involved in the committee are responsible for a variety of equity related initiatives and meet to ensure they are integrating and planning their work systematically. Staff on the Steering Committee have links to the Advisory Committee on Equity, the Parent Involvement Committee as well as the Indigenous Education Advisory Committee. She noted that outputs from the Steering Committee will be brought to ACE.

2.   Community Voice

Ms. Girvan noted that United Nations Universal Children's Day is celebrated on November 20th each year to promote international togetherness, awareness

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among children worldwide, and improving children's welfare. She noted that every child is sacred. The event will focus on the relationship of Indigenous children, black children and children of European descent. She noted that all of these children have often grown up with the shame of perpetuating racism.

Ms. Girvan noted that Human Rights Day will be observed on 10 December 2018.

Ms. Girvan added that on February 25, 2019 John Simcoe Graves, an icon of anti-racism in Canada, will be recognized on the anniversary of his birthday as a part if the events of Black History Month.

3.   For Review

    3.1   Long Range Agenda Items

        The long range agenda was provided for information.

4.   For Feedback

    4.1   Strategic Plan Pre-Consultation

        The OCDSB current strategic plan is scheduled to expire in August 2019. Over the next 3 months, the district will be actively consulting with stakeholders in order to gain input into the development of priorities for the next strategic plan. The consultation process has four stages: Pre-consultation (October/November 2018), Idea Exchange (November/December 2018), Developing Strategies and Action (January 2019) and Feedback on Draft Plan (May 2019). Staff has begun to engage stakeholders to get insight and ideas to encourage parent participation in the planning process.

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

- The idea exchange in November will be conducted through the Thoughtexchange platform. Stakeholders can participate at any time of day, from any location with internet access. Participants are able to share ideas and see and rank other ideas that are important to them;
- Thoughtexchange will be live for 4 weeks;
- The Thoughtexchange platform generates a report identifying key themes and issues;
- The District had close to 13,500 participants in the last strategic plan and anticipate an increase to 20,000 during the consultation for the 2019-2023 plan;
- The District will host forums and focus groups in January throughout the District in an effort to engage as many people as possible. Conversations will also be held with strategic, community business partners;

- All of the feedback will be prioritized and will help inform senior staff as they prepare a draft plan for review in May of 2019 with the goal of Board approval in June 2019;
- Members of many communities in the city have limited access to technology and have significant language barriers. The members queried how those parents will be able to share their ideas. Executive Officer Giroux noted that the District will use a multifaceted approach to reach out to the parent community. The District will use direct email, school council newsletters, websites, Synervoice, Zone meetings, communications with parent councils, trustee information sessions, local media and CHIN radio as well as paper documents in student's backpacks;
- The members encouraged the District to target communities that have been traditionally difficult to engage and host focus groups in those communities;
- Translation was identified as a concern and the District will be utilizing the service of a translation firm to provide translation over and above google translate;
- The members expressed the view that parents be provided with an explanation on the value of their participation (i.e. link to their child's success and well-being);
- A one-page document will be translated after the pre-consultation and will include reasons why parents should engage in the consultations and provide them with information and opportunities available for their participation ;
- Schools can be used as a space to overcome barriers to access to technology;
- The District will be working with Multi-Cultural Liaison Officers to help bridge communities and overcome some of the language barriers;
- The forums and focus groups must be welcoming and comfortable spaces where participants feel safe to share their ideas. The forums and focus groups could be conducted as part of a community meal as the notion of breaking bread and sharing in conversation is important in many cultures;
- The District has listed numerous community partners in its consultation plan and is open to suggestions of those that may not be listed;
- A discussion on the pre-consultation will be he held with the Student Senate on 8 November 2018;
- The Thoughtexchange process will be differentiated by group - one for community at large, one for staff and one for students which will allow the District to better address the unique needs of each group;
- The District will investigate the possibility of a mechanism for self-identification within the Thoughtexchange platform but the priority is to ensure all are welcome to the process;

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- Consultations with local experts Ottawa Local Immigration Partnerships (OLIP) and Ottawa Community Immigrant Services Organization (OCISO) are critical to reaching and understanding the issues with populations that are more challenged than others;
- Voluntary identification within the electronic idea exchange can assist the District in identifying where and which communities the ideas are coming from and which are not being engaged. For example, it will let the District know if it is reaching the Indigenous community, people of African descent etc.;
- If the District accommodates for voluntary identification, it must ensure participants can check as many different boxes that apply;
- The Thoughtexchange platform enables stakeholders to share their ideas, learn about the ideas of others, and prioritize all of the input;
- Staff can work with community members to input the data for those who may not have access to technology. A phone number will be provided in the contact sheet;
- Organizations like Nyansapo as well as others should be invited to participate;
- In response to a query regarding accessibility, Executive Officer Giroux noted that any participant may choose to work with staff to provide input at their local school or speak with staff at the central office. The Thoughtexchange platform is compatible with assistive devices;
- Ms. Hayles expressed support for the sample questions for the idea exchange;
- Ms. Girvan expressed concern that the priorities identified may not include those populations identified by the UN as vulnerable. Executive Officer Giroux advised that the consultation process and the results of ThoughtExchange are not the only source of evidence used by the Board in their decision making;
- In response to a query regarding participation bias and ensuring the voices of those traditionally unrepresented in this type of process are heard, Executive Officer Giroux noted that the Thought Exchange program can assess the weight of ideas better than a traditional survey;
- Mr. Chowdhury expressed the view that the communication to stakeholders should focus on the reasons why parents and community members should participate;
- The District will host forums and focus groups throughout the city. Staff are currently planning the events and are mindful of the places, spaces, timing and structure of the events to maximize participation;
- The members recommended that community groups be involved in hosting the forums; and

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- Ms. Girvan suggested the District remember the mantra "nothing about us without us" as the consultation proceeds as it may help to diffuse any negativity associated with the consultation.

4.2 <u>Review of PR.687.GOV Appointment of Voting Members to the Advisory Committee on Equity</u>

Your committee had before it a draft of PR.687.GOV Appointment of Voting Members to the Advisory Committee on Equity. A draft of the individual member skills matrix was also included for review. The procedure and the matrix will provide the committee with background information and support to enable a decision upon the formation of a membership sub-committee.

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

- Policy P.008.GOV Advisory Committee on Equity states that ACE shall review its membership needs and as required create a Membership Sub Committee that includes the Chair and Vice-Chair, plus up to three (3) members, as nominated by the Committee;
- In response to a query from Ms. Hayles regarding the requirement for the posting of a notice inviting applications, Diversity Coordinator Lawrence responded that staff will work with the Communications team on a marketing campaign for various communication channels. The information will also help current members share information with their communities to help broaden the reach;
- Mr. Chowdhury suggested the District communicate and share the call for membership with those communities and organizations outlined in the minutes of the 25 September 2018 meeting;
- The membership sub-committee will review an applicant's resume, application form, and statement of interest;
- Executive Officer Giroux advised that the Parent Involvement Committee (PIC) uses a similar matrix and process for appointing members;
- Members suggested that the application include some flexibility for applicants to provide a statement of interest in their own language;
- A long application may be a barrier to participation and the members queried the rationale for the inclusion of a resume and requested that the questions be used to applicants to provide similar information. Many potential applicants may not have a resume;
- Members suggested an alternative option to an online application. Superintendent Baker indicated that staff could assist with the data input and that interested applicants could call staff to provide assistance;

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- Section 5.7 of the procedure states that applications will be evaluated using the skills matrix. Executive Officer Giroux suggested that text regarding bias removal and equity be added to this section;
- Superintendent Baker noted that the Council of Ontario Directors of Education (CODE) has a bias-free decision-making matrix and that it may be a helpful comparator;
- Ms Girvan expressed the view that the District invitation for participation and the related questions be written at a grade 5 or 6 level noting that education level can be a barrier to participation. She recommended that "Statement of Interest" be revised to "Tell us about yourself" or "why do you want to be a part of the committee?";
- Ms. Girvan expressed the view that the District took an extraordinary step in its recognition of the United Nations International Decade for People of African Descent and that it should be honoured in policy and procedure;
- Policy P.008.GOV advises that every effort shall be made to ensure that the four individual members represent the diverse demographic composition of the District and may be members of the following identities: Creed-based; Disability (e.g., physical, mental, and learning disabilities); First Nations, Métis or Inuit; Immigrants and newcomers to Canada; LGBTQ2S+; and/or racialized groups;
- Ms. Girvan expressed the view that the Ottawa community of persons of African descent seek equality and equity and must be a part of the conversation and included in membership criteria;
- The skills matrix can be used to seek and flag those members the membership sub-committee deems essential to ensure broad representation;
- Staff were encouraged to the review the polices and procedures in other large School Boards like Durham, Toronto and York for elements of diversity and equity requirements;
- Membership criteria and the inclusion of an Indigenous representative and person of African descent could be addressed within the skills matrix and the application process;
- Ms. Clarke commented that many of the current members do not fit the criteria as listed in the policy and that for the past ten years the group has struggled with membership. She expressed the view that ACE needs to move forward with the establishment of a membership subcommittee and the campaign to attract new members. She requested that the matter of an amendment to the policy be added to the long range agenda for discussion at the 29 November 2018 meeting; and
- Trustee Ellis advised that procedures do not require Board approval. Procedures are approved by the Director's Executive Council based on policy set by the Board of Trustees and the language in procedure matches that of the policy.

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5. <u>For Decision</u>

   5.1 <u>Establishment of an ACE Membership-Subcommittee</u>

   This item was not addressed.

   5.2 <u>Nyansapo Statement of Support</u>

   This item was not addressed.

6. <u>For Information</u>

   6.1 <u>Committee of the Whole Report</u>

   Trustee Blackburn noted that the 16 October 2018 Committee of the Whole meeting featured a discussion on the District's gifted program. She expressed the view that the motion passed at the meeting would provide parents who can afford to have their children independently assessed with choices other parents do not have. She advised that she tried to amend the motion to ensure equity, but was unsuccessful. She expressed the view that the motion if passed, would add significant costs to the budget. She noted the motion would be moving to the Board meeting on 30 October and encouraged members of ACE to share their views on the matter with trustees.

   Trustee Ellis expressed the view that traditionally students of colour have been underrepresented in Gifted community and that the decisions the District undertook regarding testing and the introduction of tiered interventions have had a negative impact on the congregated gifted classes. He noted that congregated gifted classes have dwindled and that without further scrutiny and intervention the program will disappear which would preclude the inclusion of students of colour, Indigenous and/or low socio-economic status from participating as there will no longer be a program for students to attend.

   Mr. Brown commented that there were 7 or 8 delegations which spoke to the gifted motion. He noted that of particular interest to ACE was a delegation from the Britannia area who spoke about low-income families and their entry into the congregated gifted program. He noted the Board approved the motion but did not address any of the delegates concerns. He expressed support for universal testing.

   6.2 <u>District Equity Update</u>

   a. <u>Identity Based Data Collection Update</u>

   b. <u>Consultations on Education Reform in Ontario</u>

7. <u>New Business</u>

   There was no new business.

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8. <u>Adjournment</u>

The meeting adjourned at 8:37 p.m.

At the time of adjournment the following items remained as unfinished business:

- 5.1 Establishment of an ACE Membership-Subcommittee
- 5.2 Nyansapo Statement of Support
- 6.2 District Equity Update

_____

Stacey Ann Morris, Chair, Advisory Committee on Equity

MEASUREMENT REPORT: LEARNING
Report No. 18-113

COMMITTEE OF THE WHOLE (PUBLIC)   **6 November 2018**

Key Contacts:
Michele Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310
Dorothy Baker, Superintendent of Curriculum Services, 613-596-8211 ext. 8573

Learning is one of the OCDSB's strategic objectives for 2015-2019. It is defined as "a culture which develops creative, confident and engaged learners who model the Characteristics and Skills expressed in our Exit Outcomes for graduates". The objective states: **By 2019, the District will improve the achievement of students in all educational pathways**.

To support achievement, the OCDSB is committed to understanding the learning needs of our students. As we monitor our progress in this area, this report discusses key work that has been carried out to support student learning. In addition, this report is accompanied by:

- Detailed quantitative evidence of student achievement: Annual Student Achievement Report (ASAR; Appendix A); and
- The identification of priorities which will set District direction in support of student achievement and well-being this year: Board Improvement Plan for Student Achievement and Well-being (BIPSAW; Appendix B).

The information provided in these documents demonstrates how the meaningful use of data can inform our practice.

Primary data for assessing progress on the learning objective are our standardized assessment results for literacy and numeracy (EQAO). To put these results into context, they are examined in comparison to the provincial average. In 2017-2018, OCDSB students outperformed their provincial counterparts on 7 of 10 EQAO assessments. To better understand trends over time, 2017-2018 results were compared to average results across the previous three years. Analyses revealed that the proportion of students meeting, or exceeding, the provincial standard on EQAO assessments (noted as 'success rate' in the figure below) increased in 4 of the 10 areas.
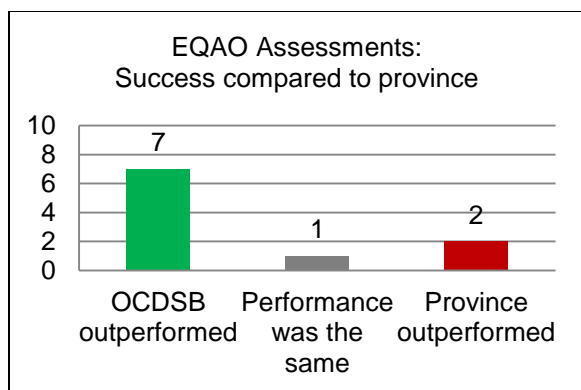
EQAO Assessments:
Success compared to province

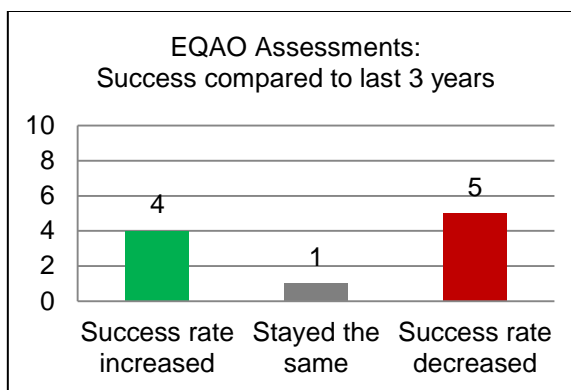|	OCDSB outperformed	Performance was the same	Province outperformed
Value	7	1	2

Figure 1. OCDSB success on EQAO assessments compared to the province.

EQAO Assessments:
Success compared to last 3 years

	Success rate increased	Stayed the same	Success rate decreased
Value	4	1	5

Figure 2. OCDSB success on EQAO assessments compared to the last 3 years.

Analysis of the District's EQAO results, alongside other achievement data, is presented in detail in the ASAR, Appendix A. Given the breadth of the data in the ASAR and the BIPSAW, this document highlights specific pieces of work that support learning at the OCDSB. The discussion of this work and the progress made last year has been organized according to the strategies for the learning objective. The strategies are:

- Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners;
- Improve and increase access to the educational pathways for every student; and
- Optimize School Learning Plans to develop strategies to support achievement in targeted areas (e.g. numeracy and literacy).

Each of these strategies, and corresponding evidence, will be discussed in turn.

Strategy #1: Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners.

The Early Literacy and Numeracy Observation Tool (ELNOT);
The ELNOT resource has been designed to provide Early Years educators with a sound classroom assessment that measures emergent literacy and numeracy skills. The skills of interest have been identified by research as being important building blocks for future development and successful outcomes. In 2017-2018, the District engaged in the development of district-level normative data, which provides educators with an important point of reference to screen for early intervention and to assess developmental growth of children during the two-year kindergarten program. Over a thousand students were randomly selected from 65 schools for the norming project, with attempts to ensure District representation according to superindendency, types of programs offered, and socio-economic status. The resulting resource provides educators with a tool kit for better understanding students' learning needs in both literacy (e.g., letter identification; concepts about print; phonological awareness; etc.) and numeracy (e.g., number identification; counting; cardinality; etc.).

Professional Development;
In 2017-2018, the OCDSB worked to enhance instructional practice in mathematics through professional development. Although professional development opportunities were limited due to the shortage of occasional teachers, staff received support through a K-12 network for School Learning Plan teams, including administrators, math leads, learning support/resource teachers, ESL leads, and digital lead learners. School Learning Plans had mathematics as a focus, and tracking the impact of the School Learning Plans for Student Achievement was done in part through the study of marker students' progress, based on their individual learning profiles. Furthermore, the EOSDN math project focused specifically on planning and responding to student learning needs, based on a study of their work and their personalized learning profiles.

In addition to a focus on mathematics, professional learning was provided to staff to support self-regulation in the Early Years. To support this learning, Learning Support Services provided a series of presentations to school teams at staff meetings and sessions were provided to educators who were new to teaching kindergarten. The focus on self-regulation supports student well-being, which in turn supports students learning, highlighting the intersection between these objectives.

New Pedagogies for Deep Learning (NPDL);
NPDL is a global initiative designed to enhance instructional practice through new pedagogies, learning partnerships, learning environments and leveraging digital technology. NPDL is centered on six global competencies: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. These competencies align comprehensively with the OCDSB Exit Outcomes, as outlined in the figure below.

Figure 3. Alignment of OCDSB Exit Outcomes and NPDL Global Competencies.

One of the ways that the OCDSB supports educators in teaching these skills and characteristics is through the development of deep learning tasks. In 2017-2018, educators and students at 12 OCDSB schools embarked on deep learning journeys. Through NPDL, educators design experiences that build on learner strengths and needs, create new knowledge using real-life problem solving, and help all students identify their strengths, purpose, and passion. School learning teams were provided with support through professional development, in-school release time to work on collaborative inquiries, support from a technology coach, participation in an online

Google Community, and membership in the global deep learning partnership. This work has been integrated with support from Curriculum Services, Learning Support Services, and Business & Learning Technologies. The OCDSB will submit a selection of school-based projects from the 2018-2019 school year to the Canadian NPDL cluster for moderation in the spring. Past works from the OCDSB have been highlighted at both the national and international level through the NPDL Global Network.

Collaborative Inquiry – Students with Autism Spectrum Disorder;
Last year, a school team worked with a member of the Research, Evaluation and Analytics Division to conduct a collaborative inquiry measuring learning in students with Autism Spectrum Disorder (ASD). The goal of the inquiry was to use Augmentative and Alternative Communication (AAC) Prompting Hierarchy to increase student independence and reduce staff prompting. Specifically, the team investigated the intentional use of a prompting hierarchy for communicating "more" with 28 marker students (diagnosed with ASD; non-verbal; demonstrate joint attention). Students were monitored bi-weekly, over a 5-month period, and results showed that:

- 83% of students completed the task with a lower level of support; and
- 76% of students completed the task with fewer prompts.

In addition, staff feedback showed a reported increase in task independence for students, as well as a change in their own practices using the ACC prompting hierarchy (as shown in the figures below). Although a small sample, this inquiry provides evidence of student learning, educator learning, and provided an effective means of addressing and monitoring the needs of both groups.
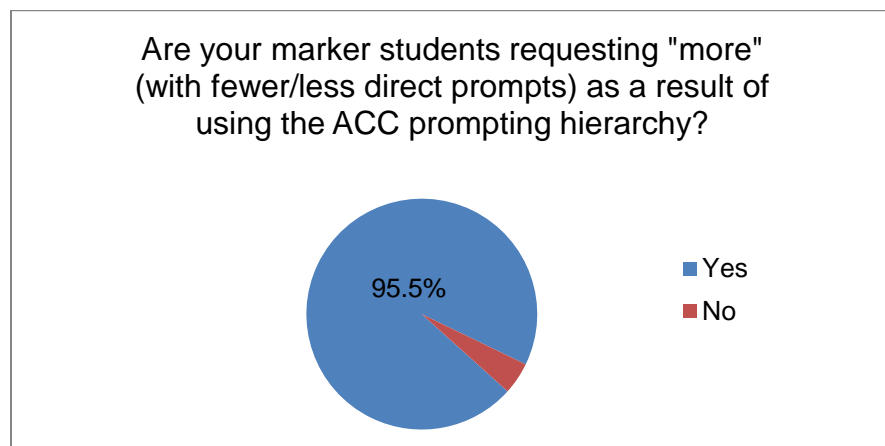

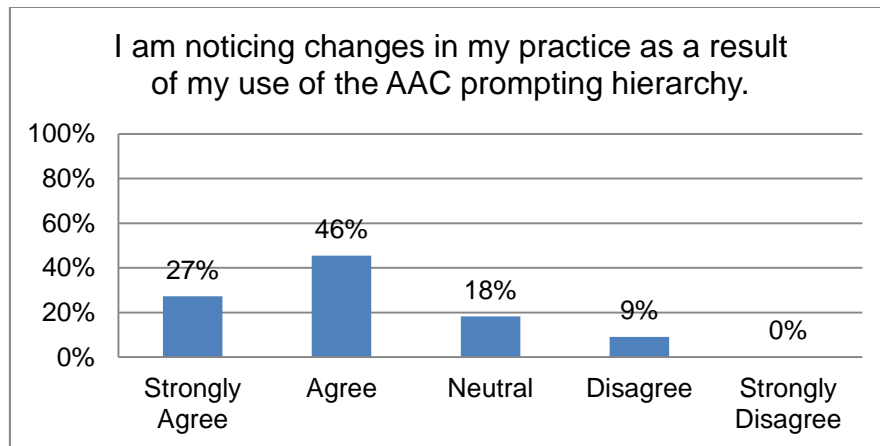Figure 4. Staff reports of increased student independence on task (n = 22).

I am noticing changes in my practice as a result of my use of the AAC prompting hierarchy.

Figure 5. Staff reports of changes in their practice (n = 22).

Collaborative Inquiry – Alternate Program;
Another Collaborative Inquiry was conducted to better understand the learning needs of students in the Alternate Program. Historically, EQAO participation rates are low for students in this program, and therefore evidence to inform school planning has been limited. To address this need, school teams gathered information on how well student needs are being met; what is being done to meet those needs; and in what ways/areas we can improve.

Staff designed a survey to collect feedback from students in the Alternate Program, who had earned 23 credits or more (n = 127). The survey consisted of questions that allowed students to express their views and feelings related to their personal experiences in the Alternate system. Once the survey closed, the lead teachers then held four focus groups, each with a sampling of students who had taken the survey. This enabled teachers to ask more specific questions, seek clarification, and gain further insight into the students' experiences.

Results from the Collaborative Inquiry were deemed very useful by school teams, especially when planning for the upcoming school year. As highlighted in the figure below, students expressed appreciation for the flexible learning environment of the Alternate Program. Students also reported that their learning was supported by the ability to take one course/classroom at a time, the variety of methods to earn credits, and the choice of courses.
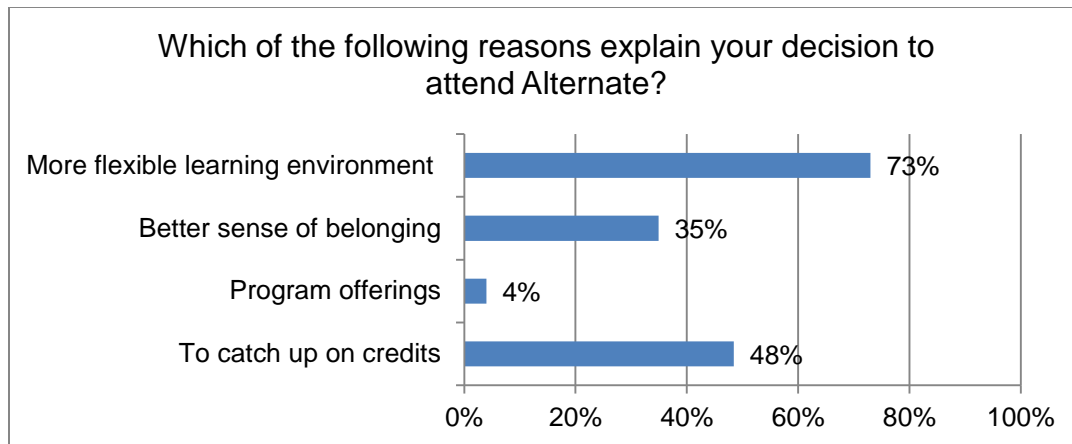
Which of the following reasons explain your decision to attend Alternate?

Reason	Percentage
More flexible learning environment	73%
Better sense of belonging	35%
Program offerings	4%
To catch up on credits	48%

Figure 6. Students' reasons for attending an Alternate Program.
Note. Students could select more than one reason, therefore totals exceed 100%.

Students also reported feeling comfortable asking school staff for support (as shown below), and being engaged in classroom/learning activities. Across the various types of activities surveyed about, students reported being engaged/highly engaged:

- When the teacher allows me to choose how I learn (92%);
- When the teacher is explaining the question(s) or activity (86%);
- When explaining my ideas to the teacher (91%);
- When the teacher involves me in planning/choosing options within the course (89%); and
- When working on hands-on activities (84%).

To what extent are you comfortable with asking school staff for support?

- Not Comfortable: 3%
- Somewhat Comfortable: 17%
- Comfortable: 38%
- Very Comfortable: 42%
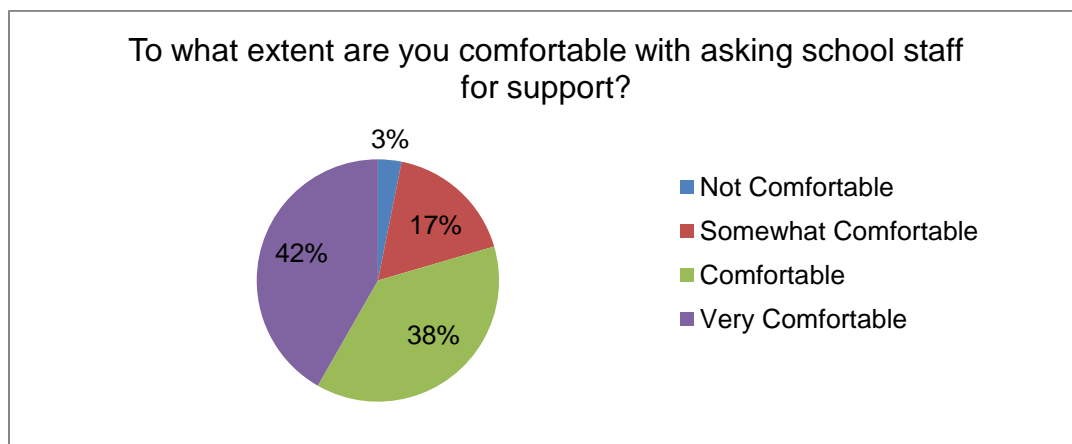
Figure 7. The extent to which surveyed students in the Alternate Program reported feeling comfortable asking school staff for support.

Additionally, students were asked about how the Alternate Program helped them develop various skills and prepare them for the future. Students reported that the Alternate Program helped them develop the ability to work independently and to advocate for personal and health and wellness (see graph below). Students also reported being prepared for their chosen pathway, following secondary school. The

most common pathway students reported planning to follow was college (62%). Of the students who planned to attend college next year, 71% reported being confident/very confident that they were prepared for this pathway by the Alternate Program. Of the students who planned to attend college eventually, 81% reported feeling confident/very confident that they were prepared.
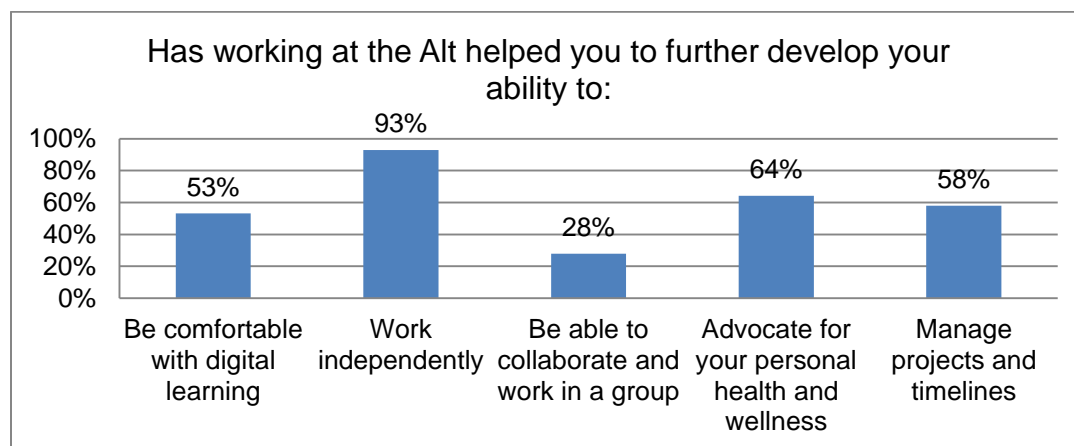

Figure 8. Student reports of abilities developed through the Alternate Program.
Note. Students could identify multiple abilities, therefore totals exceed 100%.

Strategy #2: Improve and increase access to the educational pathways for every student.

Early French Immersion (EFI) Program;
As of September 2016, the Kindergarten Program at the OCDSB consists of two years with 50% English and 50% French instruction. Importantly, this shift resulted in a change to the entry point to the Early French Immersion (EFI) Program (from the end to year 1 to the end of year 2) until after students have had the opportunity to experience learning in both official languages. Alongside changes to the Kindergarten Program, the OCDSB also implemented changes to the EFI program for grades 1-3 by changing the language of instruction for math from French to English.

By ensuring every kindergarten student has two years of 50% French exposure during their school day, we have sought to increase equity of access to the EFI program particularly for students who may not otherwise consider this option. To monitor the impact of these changes, we will consider both enrolment statistics and measures of student achievement (as they become available; with a detailed report scheduled for Spring 2022). The first cohort of students from the 50/50 Kindergarten Program is now enrolled in grade 1, for which enrolment statistics will be examined once they are finalized (with an interim report scheduled for Spring 2019). We can, in the meantime, consider enrolment trends from last year, which represent the cohort of students who experienced one year of 50/50 Bilingual Kindergarten before choosing a program stream for grade 1. Enrolment trends for this cohort show that an increasing number of students are opting for EFI. While this increase suggests that more students are

deciding that EFI is the right pathway for them, this increase does not suggest that the change is a result of the changes to the Kindergarten Program. In fact, trajectory of this increase is consistent with the pattern of enrolment we have seen in recent years (see figure below). Despite being unable to determine causality, we see an increasing number of students taking advantage of the opportunity for Early French Immersion at the OCDSB.
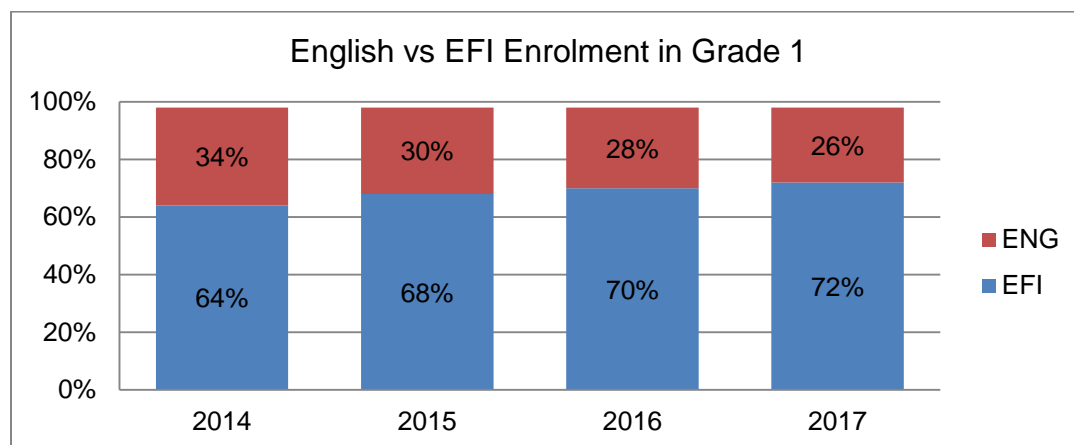

Figure 9. English vs. EFI enrolment trends for grade 1 students.
Note. Totals do not add up to 100% given a small proportion of students enrolled in other programs (i.e., Alternative; specialized classes).

Virtual Learning Environment;
The OCDSB's Virtual Learning Environment (VLE) is now the home for the OCDSB Student Portal, providing all students with access to an Elementary or Secondary Student Toolkit containing links to a wide variety of electronic resources including Homework Help, Britannica School, the Ontario Educational Resource Bank (OERB), Mathies, and Bookflix. Students access their blended and online courses through the VLE, continuing to actively engage in their own learning while building digital fluency and communication skills. Through our membership in the Ontario eLearning Consortium, students are able to choose from 92 different eLearning courses, improving access to all educational pathways, including courses needed for SHSM programs, French language and French Immersion courses, and courses related to personal areas of interest. The OCDSB offered 95 sections in 2017-2018 as shown in the figure below.
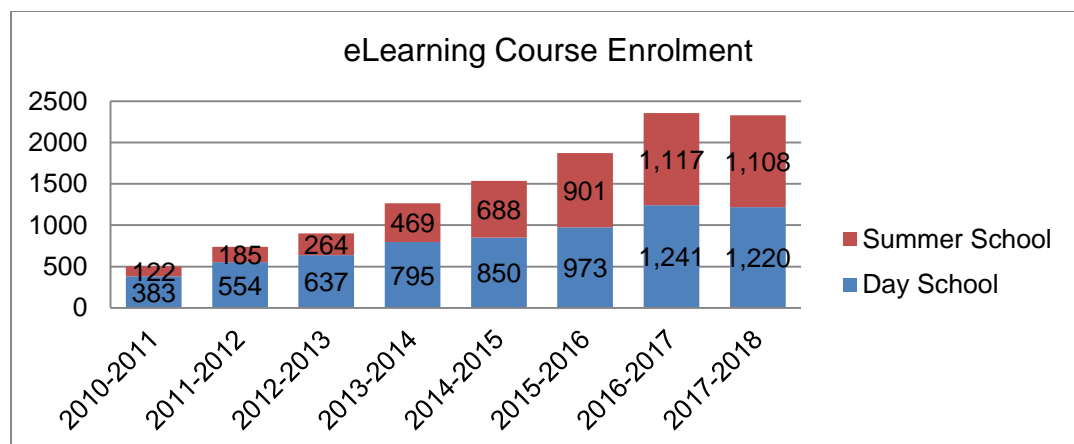
Figure 10. Enrolment statistics for eLearning course over time.

Specialist High Skills Major (SHSM);
The SHSM program was launched in 2006, with Ministry approval, to support student learning and the development of skills, interests, and talents that align with their desired career path. Students take part in rich experiential learning through work experiences, job shadowing, and reach ahead opportunities, while earning their Ontario Secondary School Diploma. Over the years, there has been growth in both the number of programs and number of students enrolled. In 2014-2015, just prior to the start of this strategic plan, the OCDSB offered 23 SHSM programs and had 520 students enrolled. This year, 2018-2019, there are 42 programs with a projected enrolment of 759 students. This represents an increase of 19 programs and over 200 students over the course of this strategic plan, both of which have been factors in increased funding from the Ministry of Education for SHSM programming at the OCDSB.

The enrolment trends over time are presented in the figure below. The substantial increase in recent years is credited to a combination of factors, including the addition of new programs and strategic support from the instructional coach. Although there has been great progress in growing the program, completion rates continue to be an area for future work. Completion rates for 2017-2018 are not yet available, but data from 2016-2017 shows a completion rate of 48% for the OCDSB and 53% for the province.
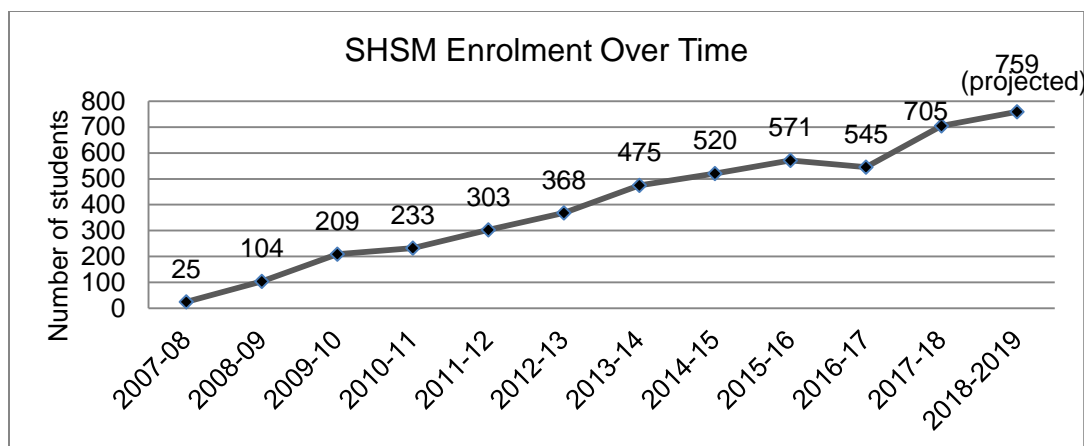
Figure 11. SHSM Enrolment over time.
Note. Between 2015-16 and 2016-17 student tracking in Trillium underwent improvements, leading to increased data accuracy. This is an important consideration when interpreting what appears to be a decline over that same time period.

International Certificate Program;
The International Certificate Program gives high school students the opportunity to become informed, engaged, and active global citizens who learn about themselves by learning about the world. Students study an international language, take internationally-focused classes, learn to understand global issues, and participate in an internationally-focused project. The program, which was introduced in 2012-2013, is now in its 7th year at the OCDSB. Over that period, the program has grown substantially (as shown in the figure below). This year, the number of graduates is expected to exceed 80 students. Many students are participating in new reciprocal exchange programs, which in combination with student bursaries, has resulted in economically feasible options to study abroad.
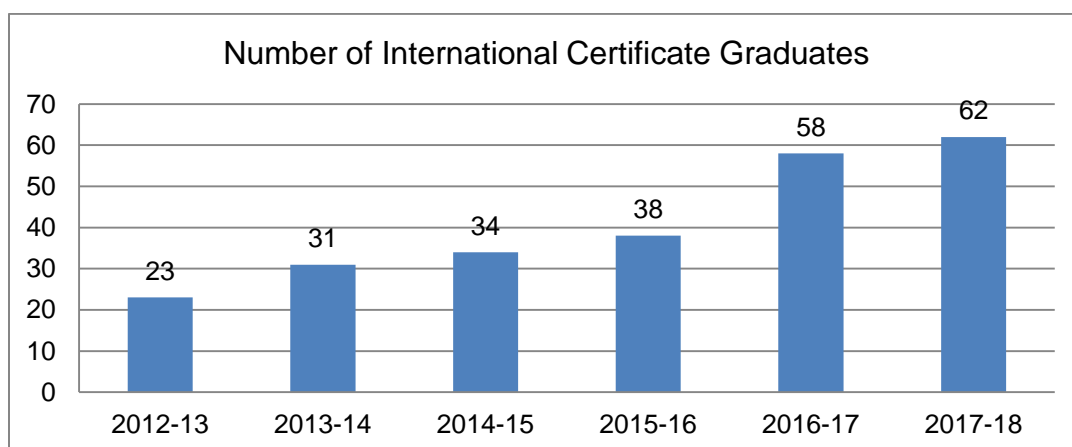

Figure 12. Number of International Certificate Graduates each year since introduction of the program.

Strategy #3: Optimize School Learning Plans to develop strategies to support achievement in targeted areas (e.g. numeracy and literacy).

School Learning Plans (SLPs) engage school teams to develop strategies for supporting student learning and well-being. In doing so, they use the following process:
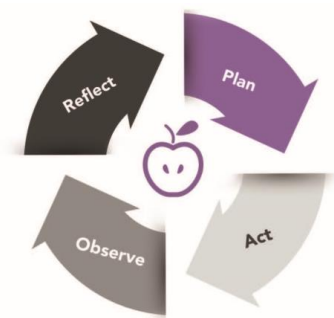
Reflect: Use systematically-collected data and information about student learning to inform decision-making and actions
Plan: Promote and support a collaborative learning culture.
Act: Establish and support comprehensive literacy and numeracy programs to equip students for success.
Observe: Review student progress and support improvements in instructional practice.

Figure 13. Professional Learning Cycle for School Learning Plans.

Through the SLP process, school staff set goals for student achievement and well-being. In addition, they make decisions about how and when these goals will be achieved. This involves schools within each superintendency working with a member of the central research team to build school teams' capacity for understanding and using data to inform practice. This data typically includes EQAO results, report cards, survey data, teacher observations, and classwork. Ultimately, the SLP is designed to support staff in focusing on the areas of greatest need for their students.

In 2017-2018, the District encouraged and supported all schools in having a target in mathematics in the achievement goal of their SLP. Across the SLP submissions received, a number of common themes emerged. Areas of focus frequently cited were:
- Number Sense;
- Problem Solving;
- Computational Strategies;
- Proportional Reasoning; and
- Operation Sense.

Furthermore, themes emerged in the instructional strategies identified by schools, including:
- Assessment Loop (feedback and success criteria);
- Number Talks and Accountable Talk;
- Self-Verbalization/Self-Questioning;
- Spaced and Mass Practice/Spiraling; and
- Demonstration and Modelling.

Schools are also encouraged to engage their community in their SLP. Schools were provided with a common template for their SLP, which they could use to share their SLP

with stakeholders via their website. For the most part, engaging parents in the SLP process consisted of schools sharing information (i.e., shared with School Council; newsletters; school website; email; social media; etc.). Some schools further involved parents by holding a math information night; providing tools/resources; having an information booth at school events; supporting parent-let activities; gathering feedback; and hosting focus groups/forums.

Next Steps
Ultimately, the goal of the learning objective is to improve the achievement of students in all educational pathways. Through the identified strategies, the District has had many accomplishments in pursuit of this goal. Student learning, however, continues to be an area of need. Now in the final year of the 2015-2019 strategic plan, key work is needed to continue to support progress on this objective.

Strategy #1: Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners.
One of the ways in which we are working to personalize student learning this year is through a continued focus on the Exit Outcomes. To support the development of these skills and characteristics in OCDSB students, staff will be implementing a self-reflection tool that is designed to help students assess and understand the Exit Outcomes characteristics. Through this self-reflection, students will be encouraged to assess their personal strengths and think about areas in which they can promote self-growth.

Curriculum Services is also working to enhance instructional practice through professional learning models for staff. The Curriculum Services team is working to develop these models in a range of formats, which will allow for different levels of support for different purposes. For example, depending on staff needs, professional learning may take the form of building awareness and gaining access to resources; it may be webinars or self-directed learning using various information sources; or it may be small groups engaging in deep inquiry. By creating these models, we aim to engage staff in professional learning that will ultimately serve the needs of our students.

Strategy #2: Improve and increase access to the educational pathways for every student.
As discussed in the Measurement Report on Equity (18-068), revisions to the Student Success Model, 7-12, were undertaken last year. This year, the OCDSB will implement these revisions. The revised model is designed to support multiple strategic objectives, including equity, stewardship, and well-being. Specific to the learning objective, the revised Student Success Model will support timely and effective strategies that serve to increase student success in grades 7 to 12, and to broaden staff instructional capacity. This will involve a focus on the Student Success Team, professional learning, resources, and monitoring and tracking.

Another important piece of work this year will be to maintain momentum on the growing SHSM program. As outlined above, this program provides students with experiential learning opportunities through work-related experience. This year, the OCDSB is working to develop and implement business partnerships in order to continue to support the SHSM program. These partnerships will increase opportunities for students and improve access to this pathway.

Strategy #3: Optimize School Learning Plans to develop strategies to support achievement in targeted areas (e.g. numeracy and literacy).
One of the ways in which the OCDSB will optimize SLPs this year is through identification of precise achievement and well-being goals. In support of student learning, each SLP will identify an achievement goal aligned with Fundamentals of Mathematics. This demonstrates our continued focus on math as a District, as we aim to further support our students in this area. Additionally, SLPs will be supported this year through community involvement. This will involve using a common SLP template and ensuring that SLPs are posted to all school websites. By engaging the community in the SLP process, we are promoting looking to not only share SLPs with our stakeholders but to also gather their insight on student learning and well-being needs.

<u>Guiding Questions</u>
The following questions are provided to support the discussion of this item by the Committee:
- What does the information provided tell us about the learning needs of our students?
- How does the information in this report and the Annual Student Achievement Report inform our work for this year?
- How will the goals and strategies of the BIPSAW support our progress during the final year of our 2015-2019 strategic plan?
- How will the identified next steps move us forward on this objective?

_____   _____
Michele Giroux   Jennifer Adams
Executive Officer   Director of Education and
(ext. 8607)   Secretary of the Board

ANNUAL STUDENT ACHIEVEMENT REPORT
2017–2018

Table of Contents

Executive Summary

The *Annual Student Achievement Report (ASAR)* is an in-depth analysis of OCDSB achievement data which is used to measure progress in student learning and to help inform the development of strategies in our Board Improvement Plan for Student Achievement and Well-being. The ASAR data includes 2017-2018 provincial assessments (EQAO), secondary report card marks, and key achievements for students in the secondary panel. Taken together, the evidence helps frame our understanding of our strengths as a system, as well as areas where targeted efforts are needed.

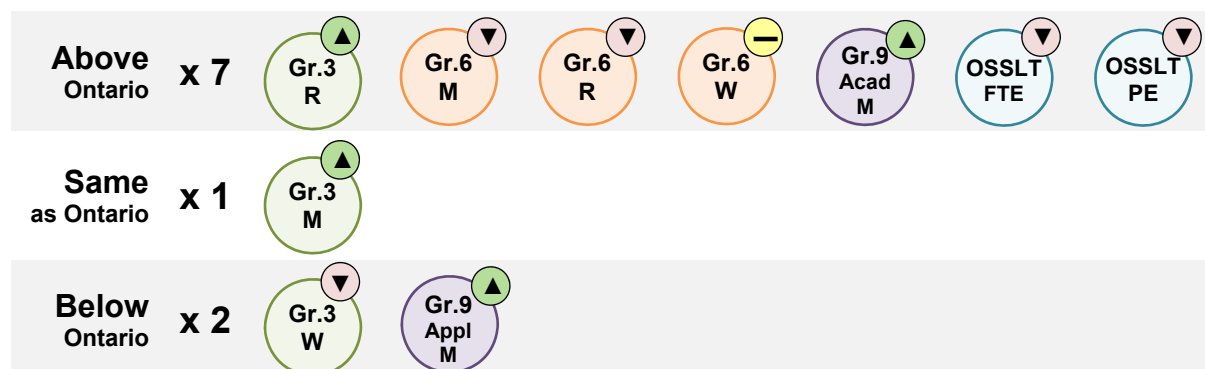## Provincial Assessment Data (EQAO)
EQAO assessment data provides an objective measure of student learning over time. In the ASAR, we examine EQAO data in terms of our year over year results; trends over time; results relative to the province; and, results for groups of students. We also examine data from the EQAO assessments in relation to the student questionnaires. A quick overview of the data is provided in the chart below:

Primary, Met Standard (All Students):
• Reading 76% (vs. 73% last year-up 3%); province 75% • Writing 71% (vs. 70% last year-up 1%); province 72% • Math 61% (vs. 58% last year-up 3%); provincd 61%
Junior, Met Standard (All Students):
• Reading 83% (vs. 84% last yr-down 1%); province 82% • Writing 81% (vs. 79% last yr-up 2%); province 80% • Math 51% (vs. 51% last yr-no change); provincial 49%
Grade 9 Math, Met Standard (All Students):
• Applied 43% (vs. 37% last yr-up 6%); provincd 45% • Academic 88% (vs. 86% last yr-up 2%); province 84%
OSSLT, Successful (Fully-participating Students):
• First-time eligible 84% (vs. 86% last year-down 2%); province 79% • Previously eligible 53% (vs. 56% last year-down 3%); province 46%

Highlights:
  ➢ Year over year, the District results increased in six assessments, decreased in three assessments and remained the same in one assessment.
  ➢ Compared to an average of the previous three years, District trends indicate improvements in: Primary Reading, Primary Mathematics, Grade 9 Applied Mathematics, and Grade 9 Academic Mathematics.
  ➢ In 2017-2018, the OCDSB outperformed the province in seven (7) of the ten (10) EQAO assessments.

The following graph depicts our District's performance across (10) EQAO Assessments compared to the province and to previous District performance:

Above Ontario	x 7	Gr.3 R ▲	Gr.6 M ▼	Gr.6 R ▼	Gr.6 W —	Gr.9 Acad M ▲	OSSLT FTE ▼	OSSLT PE ▼
Same as Ontario	x 1	Gr.3 M ▲						
Below Ontario	x 2	Gr.3 W ▼	Gr.9 Appl M ▲					

*****Board Trends** in success rates are indicated in the superscript above each EQAO assessment bubble (decrease, no change, increase). These are based on comparisons to the District average across the previous three years.*

Focused Monitoring of Specific Groups of Students

The OCDSB undertakes regular focused monitoring of specific groups of students that may experience barriers to learning. Throughout the ASAR, achievement data is displayed for all students and for the five groups of students that have been identified for monitoring purposes: boys, English language learners (ELL), students with special education needs (SpEd), students who self-identify as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES). The examination of results for each of these groups of students relative to all students can expose achievement gaps. Understanding achievement gaps from a data perspective is essential to developing effective strategies to overcome barriers and ensure equitable outcomes for all students.

Our data for 2017-2018 shows that achievement gaps have narrowed in seven (7) areas assessed by EQAO for students who self-identified as Indigenous, and in six (6) areas for students with special education needs (excluding Gifted). However, achievement gaps have widened across most assessments for English language learners.

Understanding Intersectionality
Although results are reported separately for each of the five groups, it is important to remember that there is considerable overlap between the groups. The following graph explains the intersectionality of these groups of students - each group is represented by anon ellipse. , The number of students who also belong to another group is indicated within the shaded areas of the ellipses; darker shading represents a greater number of groups to which the student belongs. For example, sections with the darkest shading in each ellipse indicate that students have self-identified as Indigenous, reside in a lower income neighbourhood, and have been recorded as both an ELL and as having a special education need (excluding Giftedness) in Trillium. The number on the outside of

each ellipse represents the number of females and males who do not belong to one of the other four groups – ELL, SpEd, FNMI, or SES.

K-12 Enrolment, Intersectionality of Specific Groups of Students
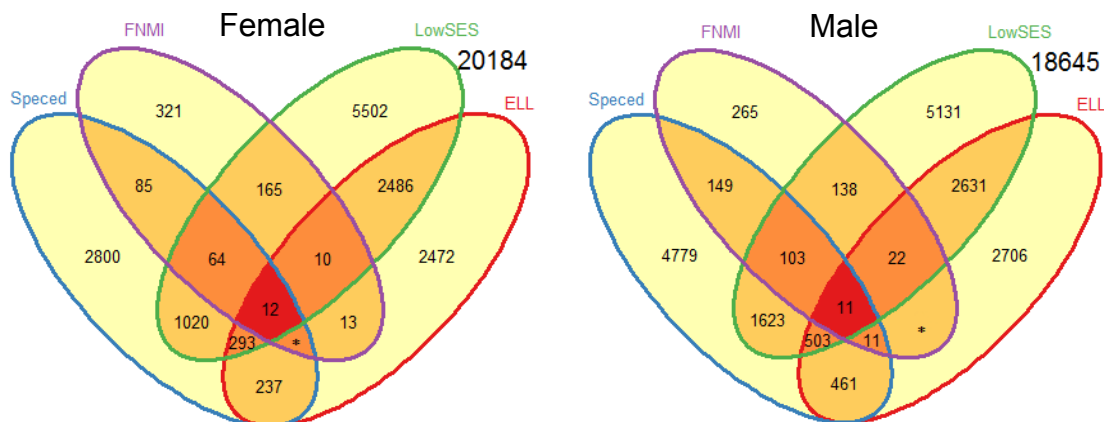
*fewer than 10

Key considerations to keep in mind when reviewing the information contained within the report include:

- 43% of female students and 50% of male students belong to at least one of the other four groups of students – ELLs, students with special education needs (excluding gifted; SpEd), students who self-identified as Indigenous (FNMI), and/or students residing in lower-income neighbourhoods;
- 12% of females and 15% of males belong to at least two other groups that are currently monitored;
- the greatest degree of overlap for both females and males is with SES (27%);
- there is a much higher proportion of males with special education needs (excluding gifted) compared to females (21% vs. 13%, respectively); and
- the proportion of females and males who also belong to either the Indigenous or the ELL groups is more evenly distributed.

Report Card Data

Report card data is another valuable source of data for measuring student achievement. Overall, OCDSB students are highly successful, with pass rates staying the same or increasing in 18 of 22 compulsory courses in grades 9 and 10 (English, Core French, Geography, History, Math, Science, Civics, and Careers). Increases were as high as 3%, whereas the four courses which saw decreases did so by between one and three percentage points and were all in the area of literacy.

Despite evidence of improved outcomes for students in applied level courses, performance continues to be lower compared to those in academic level courses; this is true for both pass rates and the proportion of students meeting/exceeding the provincial standard. For example, in 2017-2018, students in applied-level literacy and numeracy courses were (on average) 25% less likely to achieve a level 3 or 4 than their peers enrolled in academic courses. This continues to be an area of concern not only for the District, but for the province, as well.

Average pass rates and percentages of students achieving level 3 or 4 across grades 9 and 10 compulsory credits (based on 2017-2018 report card data)
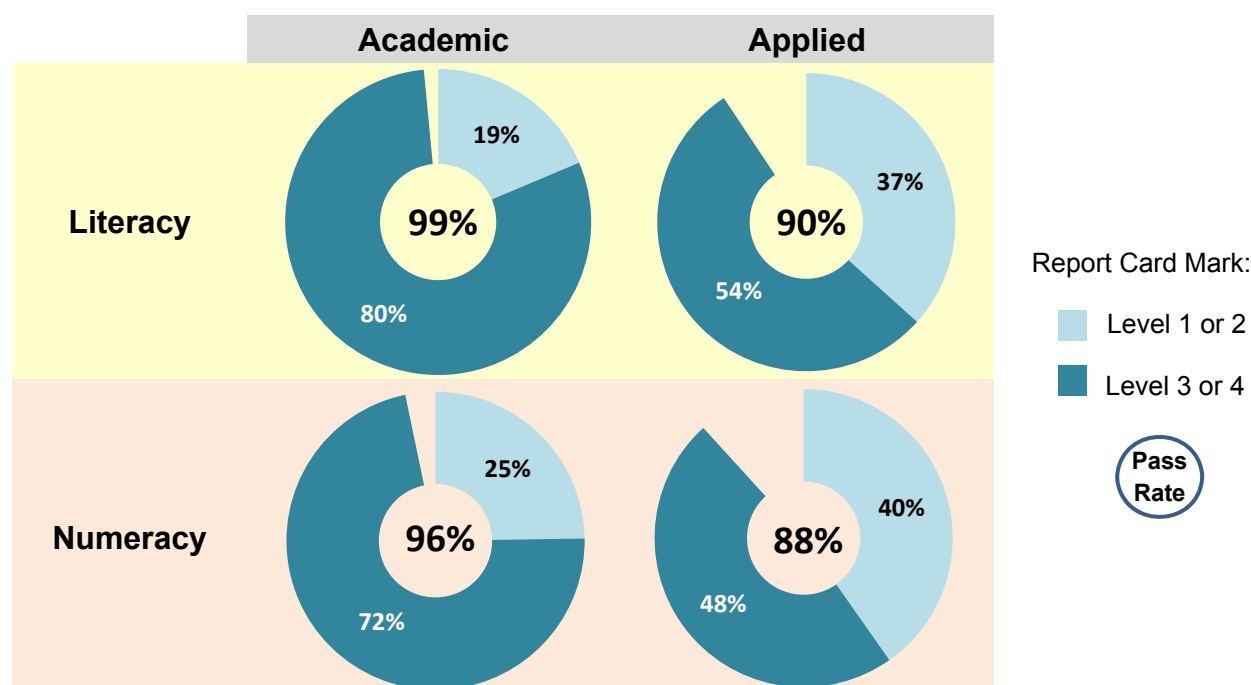
Analyses of report card data for specific groups of students enrolled in academic and applied level courses in grades 9 and 10 revealed the following key observations when comparing data from 2017-2018 to the District average of the previous three years:

➢ Achievement gaps have narrowed in nine (9) of ten (10) academic level courses for ELLs and students residing in lower-income neighbourhoods, whereas gaps have widened in half the courses for students with special education needs (excluding gifted) and students who self-identified as Indigenous; and

➢ For students enrolled in applied level literacy and numeracy courses, the greatest progress towards narrowing gaps have been with ELLs and students residing in lower-income neighbourhoods.

Trends in Pathways

One of the District's strategic priorities is to increase the achievement of students in all educational pathways. The following image captures evidence of achievement trends across four measures that can be used to consider student success by pathway:

➢ grade 10 credit accumulation – *Are students earning enough credits to graduate with their peers?*;

➢ cohort graduation rate – *What percentage of students graduate within 5 years of starting grade 9?*;

➢ annual certification rate – *What percentage of students earn a diploma or certificate in their final year of high school?;* and

➢ success rate on the *Diplôme d'études en langue français* (DELF; Grade 12 French proficiency test) – *What level of French proficiency have students attained?*

78%
GRADE 10 STUDENTS **"ON TRACK TO GRADUATE"** *WITH 16+ CREDITS EARNED*

Increases in both the pass rate and proportion of students meeting/ exceeding the provincial standard in Grade 10 Civics & Careers

87%
5-YR COHORT GRADUATION RATE

Achievement gaps continued to narrow dramatically for students with special education needs (excl. gifted), No gaps for ELLs

94%
GRADE 12 FRENCH PROFICIENCY TEST *SUCCESS RATE*

87% of eligible students participated – most opted to challenge the highest level of proficiency. Reading is an area of strength across test levels

91%
ANNUAL CERTIFICATION RATE *UP 2% FROM PREVIOUS YEAR*

Ninety-nine percent of these students earned an Ontario Secondary School Diploma

ACHIEVEMENT GAPS continued to be greatest for students who self-identified as Indigenous across these measures, whereas progress towards narrowing achievement gaps was evident for ELLs.

<u>Summary and Next Steps</u>

Generally speaking, OCDSB students have sustained high levels of performance in the areas of literacy and program pathways, progress has been made to improve outcomes in mathematics, and efforts to narrow the achievement gaps for identified groups of students continue. Nevertheless, our results continue to provide strong evidence for the need to continue our intentional focus on the area of mathematics both at the District level and provincially. The Ministry's requirement for school districts to focus on the Fundamentals of Mathematics builds on the foundations that have been embedded in our work over the past few years in relation to the *OCDSB Balanced Math Framework* and professional learning connected to the *Board Improvement Plan for Student Achievement and Well-being (BIPSAW)* and our School Learning Plan cycle. The following strategies will be key to moving us forward in this work:

- **Focused strategies for improvement** - Every School Learning Plan (elementary and secondary) will continue to include a mathematics focus that emphasizes fundamental math concepts and skills that students are expected to know to meet current curriculum expectations. In the OCDSB, concept of number and problem-solving pose the greatest challenge for our students. Intentional focus to narrow achievement gaps for our ELLs, paying particular attention to the intersectionality with other groups (e.g., students residing in lower-income neighbhourhoods) will also be important. District support will continue to be provided to develop school-based strategies that will align with the *Board Improvement Plan for Student Achievement and Well-being* and efforts will be strategically targeted at the junior and intermediate divisions to improve student achievement while also promoting greater equity of outcomes for our students.

- **Enhancing teacher expertise** – Every elementary school has a lead math teacher who will continue to participate in math-focused professional development and have access to resources to support peer to peer learning at the school level. Job-embedded professional learning will also continue to be provided by central program departments in order to increase educator knowledge of mathematical concepts and skills, and effective mathematics pedagogy;

- **Focused professional development** – All educators have participated in a full day of PD in October that focused on mathematics. The District is committed to ensuring there is ongoing collaboration across multiple levels of the organization in order to enhance program delivery and improve outcomes for our students.

- **Focused instruction –** Instructional strategies will focus on developing student proficiency in concept of number and problem solving, while simultaneously supporting students in developing characteristics and skills described in the OCDSB Exit Outcomes. By combining these approaches, student confidence and achievement in mathematics should be positively impacted.

- **Parent Communication** – Information and resources about math instruction and provincial assessments will be made available to parents through the District website and in support of parents receiving individual student information about provincial results.

More details can be found in the *2018-2019 BIPSAW*.

Introduction

The *2017-2018 Annual Student Achievement Report* includes information from provincial assessment and local sources of data (e.g., report card data) and, where applicable, places them in the context of national and international trends. The report is divided into three main sections that reflect student achievement in the areas of literacy (K-12), numeracy (K-12), and pathways (7-12). Within each section, information is presented as an overview of the progress made towards improving student achievement and closing achievement gaps for specific groups of students which are among the core priorities of both the Ministry of Education and the Ottawa-Carleton District School Board (OCDSB).

Literacy (K-12): Achievement in the area of literacy is measured by OCDSB student performance on the provincial assessments in primary and junior reading and writing, and on the Ontario Secondary School Literacy Test (OSSLT). Results are provided for: all students; specific groups of students (i.e., females/males, English language learners, students with special education needs (excluding gifted), students who have self-identified as Indigenous (FNMI), and students residing in lower-income neighbourhoods (SES)); and, specific cohorts of students as they move through the education system. An analysis of grades 9 and 10 report card data for English, French, Geography and History are also presented.

Numeracy (K-12): Achievement in the area of numeracy is measured by OCDSB student performance on the provincial assessments in primary, junior, and grade 9 mathematics, as well as analyses of grades 9 and 10 report card data for Mathematics and Science. Similarly to Literacy, results are presented for all students and for specific groups of students.

Pathways to Success (7-12): This section of the report includes an analysis of secondary school report card data for grade 10 Civics and Careers courses. Information is also presented that spans across multiple subject areas that serve as indicators of progress towards successful high school completion (e.g., grade 10 credit accumulation, cohort graduation rate, and annual certification rate). Finally, results on the Grade 12 French proficiency test, *Diplôme d'études en langue française* (DELF), are included.

Understanding Intersectionality: It is important to note that although results are reported separately throughout this document for specific groups of students, there is considerable overlap between them. Table1 provides an overview of the number of students in each group for both the elementary and secondary panels combined.

Table 1: K-12 Enrolment by Specific Group of Students

	Number	Percentage
TOTAL:	**72,857**	
Female	35,672	49%
Male	37,185	51%
ELL	11,883	16%
Spec. Ed.	12,159	17%
FNMI	1,384	2%
Low SES	19,714	27%

Figure 1 shows the intersectionality of these groups of students; each group is represented by an ellipse. The number of students who belong to another group is indicated within the shaded areas of the ellipses; darker shading represents a greater number of groups to which the student belongs. For example, sections with the darkest shading in each ellipse indicate that students have self-identified as Indigenous, reside in a lower-income neighbourhood, and have been recorded as both an ELL and as having a speial education need (excluding Giftedness) in Trillium. The number on the outside of each ellipse represents the number of females and males who do not belong to one of the other four groups – ELL, SpEd, FNMI, or SES.

Figure 1. K-12 Enrolment, Intersectionality of Specific Groups of Students
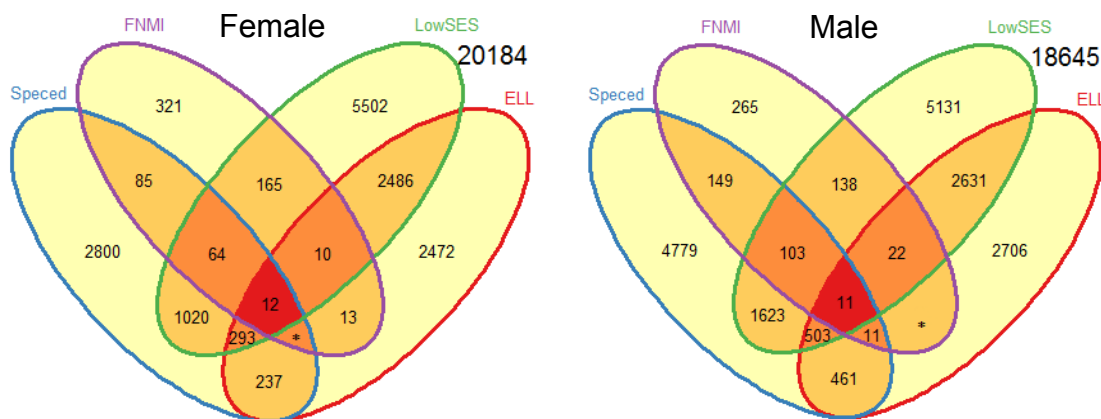
Key considerations to keep in mind when reviewing the information contained within this report include:

- 43% of female students and 50% of male students also belong to at least one of the other four groups of students – ELLs, students with special education needs excluding gifted (SpEd), students who self-identified as Indigenous (FNMI), and/or students residing in lower-income neighbourhoods;
- 12% of females and 15% of males belong to at least two other groups that are currently monitored;
- the greatest degree of overlap for both females and males is with SES (27%);
- there is a much higher proportion of males with special education needs (excluding gifted) compared to females (21% vs. 13%, respectively), whereas the proportion of females and males who also belong to either the Indigenous or the ELL groups is more evenly distributed.

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Literacy (K-12)

Education Quality and Accountability Office (EQAO) Assessments

Student Characteristics – Primary/Junior and OSSLT

The table below shows student participation for both the OCDSB and the province in Primary and Junior EQAO assessments, and for the Ontario Secondary School Literacy Test by eligibility status (i.e., first time eligible (FTE) or previously eligible (PE)). The percentage of PE students earning the literacy requirement through and Ontario Secondary School Literacy Course (OSSLC) has also been included.

Table 2: Student Participation, Primary/Junior & OSSLT EQAO Assessments

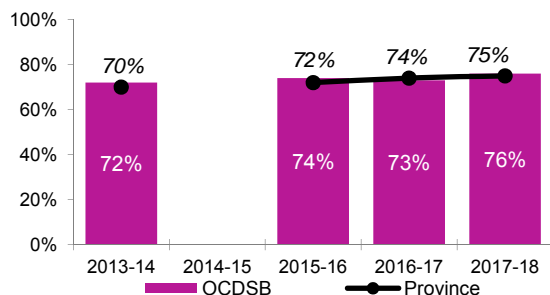|	Number of Students	Participation Rate	Fully Exempt	Absent	Deferred
OCDSB					
Primary (Grade 3)	4,901	96%	2%		
Junior (Grade 6)	5,048	97%	2%		
OSSLT: FTE	5,178	92%		1%	6%
OSSLT: PE	2,298	46%		15%	20%
PE : OSSLC		19%			
Province					
Primary (Grade 3)	132,656	97%	2%		
Junior (Grade 6)	132,776	97%	2%		
OSSLT: FTE	132,639	93%		2%	6%
OSSLT: PE	57,133	46%		9%	12%
PE : OSSLC		34%			

In comparison to the previous three-year average, this information has changed in the following ways for OCDSB students eligible to participate in these assessments:

- the participation rates were the same for both grade 3 and grade 6.
- full exemptions (i.e., an exemption from all three components of the assessment) was down 1% for grade 3 and unchanged for grade 6.
- participation rates for both FTE and PE students have decreased (1% and 9%, respectively). Despite an increase in the proportion of PE students attaining the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC), this rate continues to be much lower than that observed provincially.
- deferral rates for FTE and PE students have each increased by 1%. The rate of deferral for PE students in the OCDSB continues to be higher than the province.
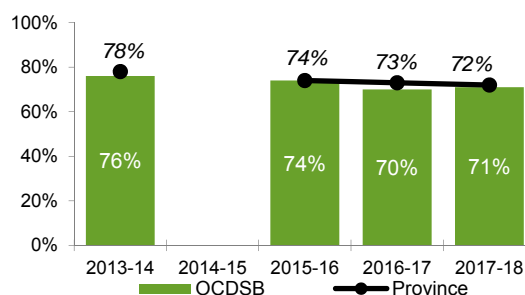
Overall Performance – Primary/Junior Reading & Writing, and OSSLT

The graphs below show the percentage of students in the District and the province who met the provincial standard in *reading* and *writing* and who were successful on the OSSLT over the last five years.
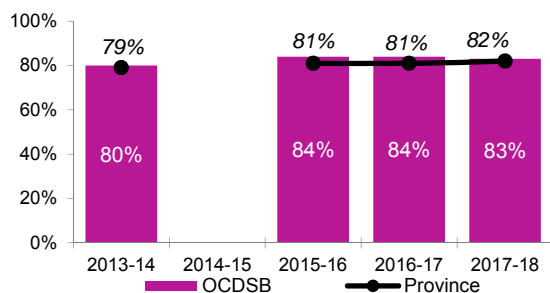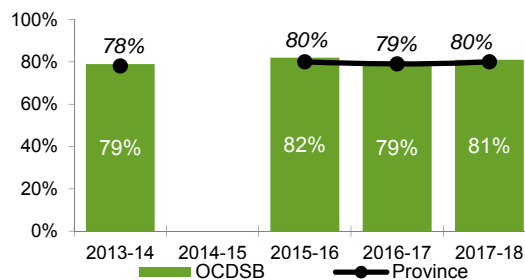
Grade 3 Reading

OCDSB: 72% (2013-14), 74% (2015-16), 73% (2016-17), 76% (2017-18)
Province: 70% (2013-14), 72% (2015-16), 74% (2016-17), 75% (2017-18)

Legend: OCDSB | Province

Grade 3 Writing

OCDSB: 76% (2013-14), 74% (2015-16), 70% (2016-17), 71% (2017-18)
Province: 78% (2013-14), 74% (2015-16), 73% (2016-17), 72% (2017-18)

Legend: OCDSB | Province

Grade 6 Reading

OCDSB: 80% (2013-14), 84% (2015-16), 84% (2016-17), 83% (2017-18)
Province: 79% (2013-14), 81% (2015-16), 81% (2016-17), 82% (2017-18)

Legend: OCDSB | Province

Grade 6 Writing

OCDSB: 79% (2013-14), 82% (2015-16), 79% (2016-17), 81% (2017-18)
Province: 78% (2013-14), 80% (2015-16), 79% (2016-17), 80% (2017-18)

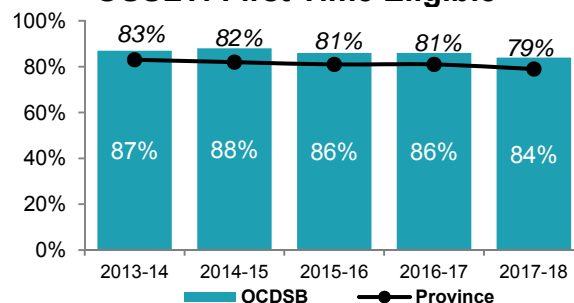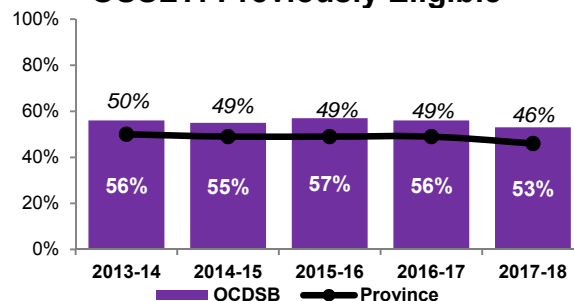Legend: OCDSB | Province

Observations

Over a one-year period, both the District and province saw improvements in literacy as measured by the primary and junior assessments of reading and writing, whereas results on the OSSLT declined for both FTE and PE students.

With the exception of grade 3 writing, OCDSB results were higher than the province across all literacy assessments. In elementary, this was also the area in which students showed the weakest performance.

OSSLT: First Time Eligible

OCDSB: 87% (2013-14), 88% (2014-15), 86% (2015-16), 86% (2016-17), 84% (2017-18)
Province: 83% (2013-14), 82% (2014-15), 81% (2015-16), 81% (2016-17), 79% (2017-18)

Legend: OCDSB | Province

OSSLT: Previously Eligible

OCDSB: 56% (2013-14), 55% (2014-15), 57% (2015-16), 56% (2016-17), 53% (2017-18)
Province: 50% (2013-14), 49% (2014-15), 49% (2015-16), 49% (2016-17), 46% (2017-18)

Legend: OCDSB | Province

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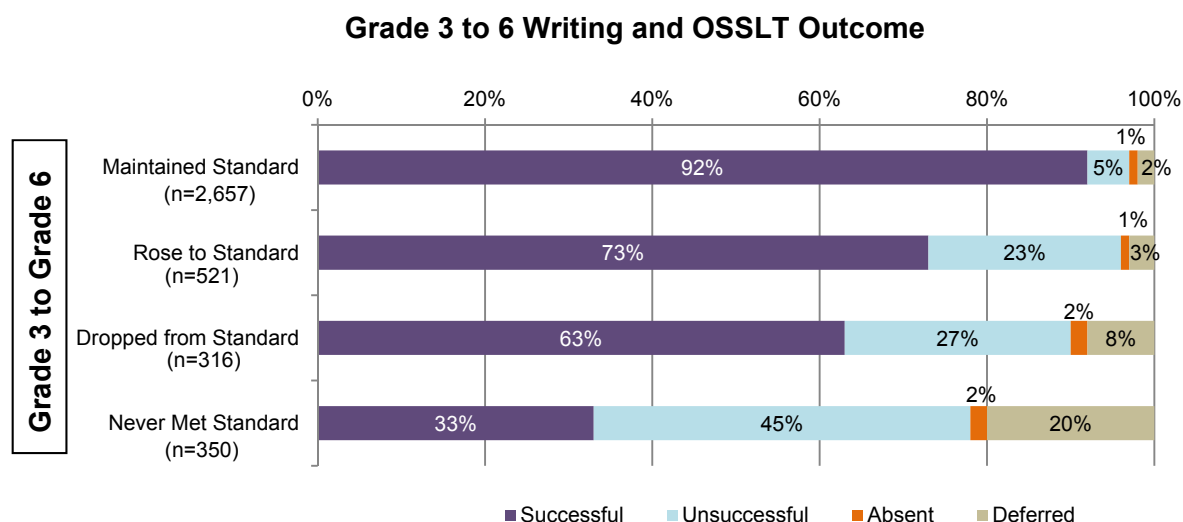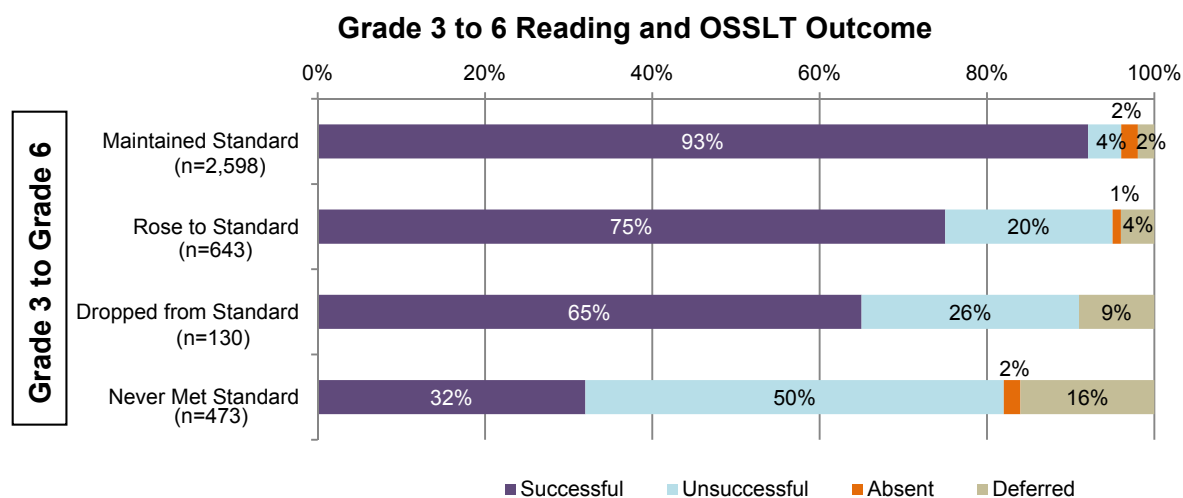## Cohort Tracking Over Time, Grade 3 to Grade 6 to OSSLT

Cohort tracking follows a group of students over time. In this case, as they move from grade 3 in 2011 to grade 6 in 2014 to grade 10 in 2018. The graphs below show the achievement results for the cohort of OCDSB students who were first-time eligible to write the OSSLT in March 2018 and for whom both grades 3 and 6 EQAO results are available (n=3,844).

Grade 3 to 6 Reading and OSSLT Outcome

Grade 3 to Grade 6

	Successful	Unsuccessful	Absent	Deferred
Maintained Standard (n=2,598)	93%	4%	2%	2%
Rose to Standard (n=643)	75%	20%	4%	1%
Dropped from Standard (n=130)	65%	26%		9%
Never Met Standard (n=473)	32%	50%	2%	16%

Legend: ■ Successful ■ Unsuccessful ■ Absent ■ Deferred

Grade 3 to 6 Writing and OSSLT Outcome

Grade 3 to Grade 6

	Successful	Unsuccessful	Absent	Deferred
Maintained Standard (n=2,657)	92%	5%	2%	1%
Rose to Standard (n=521)	73%	23%	3%	1%
Dropped from Standard (n=316)	63%	27%	2%	8%
Never Met Standard (n=350)	33%	45%	2%	20%

Legend: ■ Successful ■ Unsuccessful ■ Absent ■ Deferred

Observations: OCDSB Cohort Tracking

Students who met the provincial standard on both the primary and junior assessments of reading/writing were more likely to be successful on the OSSLT as first-time eligible students compared to students who either dropped from standard or who never met the standard. Deferral rates were substantively higher for students who had not met the provincial standard in either grade 3 or grade 6. Further investigation of the factors that may be contributing to these high deferral rates is currently underway.

Literacy Links to National/International Studies - Highlights

Students are randomly selected to participate in several national and international assessments on a 3-5 year cyclical basis. Results are reported at the country level and, where there are sufficient numbers of participating students, at the provincial level.

Across four literacy based assessments, Ontario students have been shown to be among the most successful in the world:

- performance of Ontario students in reading on the Pan-Canadian Assessment Program was the same as the Canadian average and higher than five Canadian provinces (PCAP in 2016);
- Ontario students have sustained high scores in overall reading achievement since 2000 on the Programme for International Student Assessment (PISA in 2015);
- Ontario students continue to be highly successful on the Progress in International Reading Literacy Study (PIRLS 2011); and
- Students in Ontario scored significantly higher than the international average on the International Computer and Information Literacy Study (ICILS in 2013).

Achievement Gaps for Specific Groups of Students – Primary, Junior and OSSLT

The OCDSB monitors progress towards narrowing achievement gaps for specific groups of students: boys, English language learners (ELLs), students with special education needs (excluding gifted), students who self-identified as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES). While it is understood that there is overlap between these groups of students, results are reported on the following pages for each group separately. The table below shows the number of students in each of these groups, as well as the proportion of the overall eligible cohort, for the primary and junior assessments of reading and writing, and for first-time eligible (FTE) and previously eligible (PE) students on the OSSLT.

Table 3: Distribution of Specific Groups of Students - Primary, Junior and OSSLT

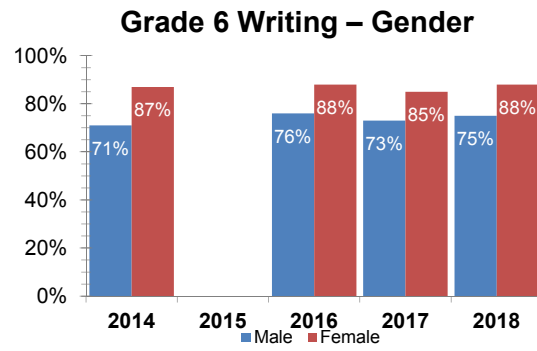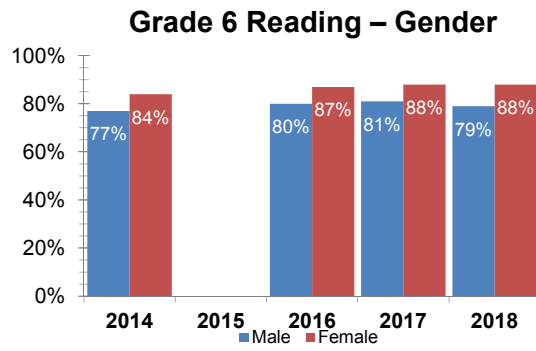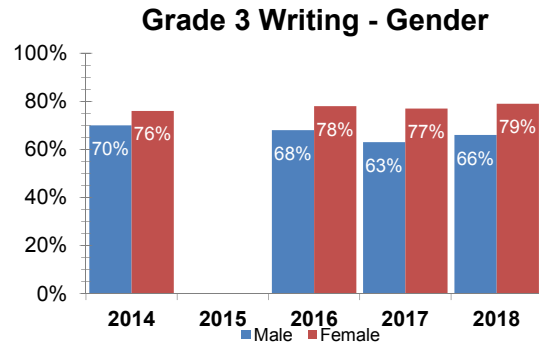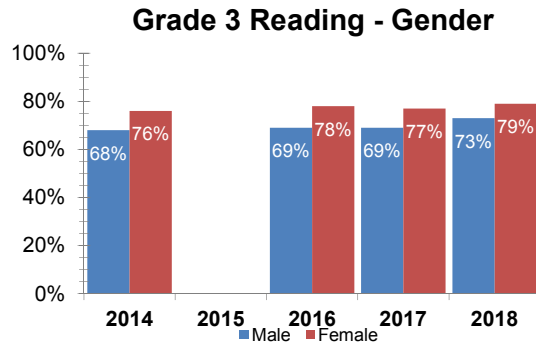| Assessment	Females	Males	ELLs	SpEd	FNMI	SES
Primary	2,389	2,512	766	953	116	1,353
(n = 4,901)	*49%*	*51%*	*16%*	*19%*	*2%*	*28%*
Junior	2,459	2,588	1,103	1,175	102	1,303
(n = 5,047)	*49%*	*51%*	*22%*	*23%*	*2%*	*26%*
OSSLT - FTE	2,600	2,577	1,026	1,168	85	1,297
(n = 5,178)	*50%*	*50%*	*20%*	*23%*	*2%*	*25%*
OSSLT - PE	942	1,337	826	826	83	993
(n = 2,298)	*41%*	*58%*	*36%*	*36%*	*4%*	*43%*

Compared to the OCDSB student population as a whole, boys, English language learners (ELLs), students with special education needs (excluding gifted; SpEd), students who self-identified as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES) continued to achieve at lower levels in reading and writing. The graphs on the following pages show the progress that's been made in narrowing the achievement gaps in reading and writing on the primary and junior EQAO assessments and on the OSSLT for these groups of students over the past few years.

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[1] It should be noted that the District recognizes that gender is not a binary construct (see *OCDSB Gender Identity and Gender Expression Guide to Support Our Students*). Due to the small number of students recorded on the OSSLT, both FTE and PE, as "gender not specified", disaggregation of achievement data for 2017-2018 continues to be reported for the binary male-female distinction.
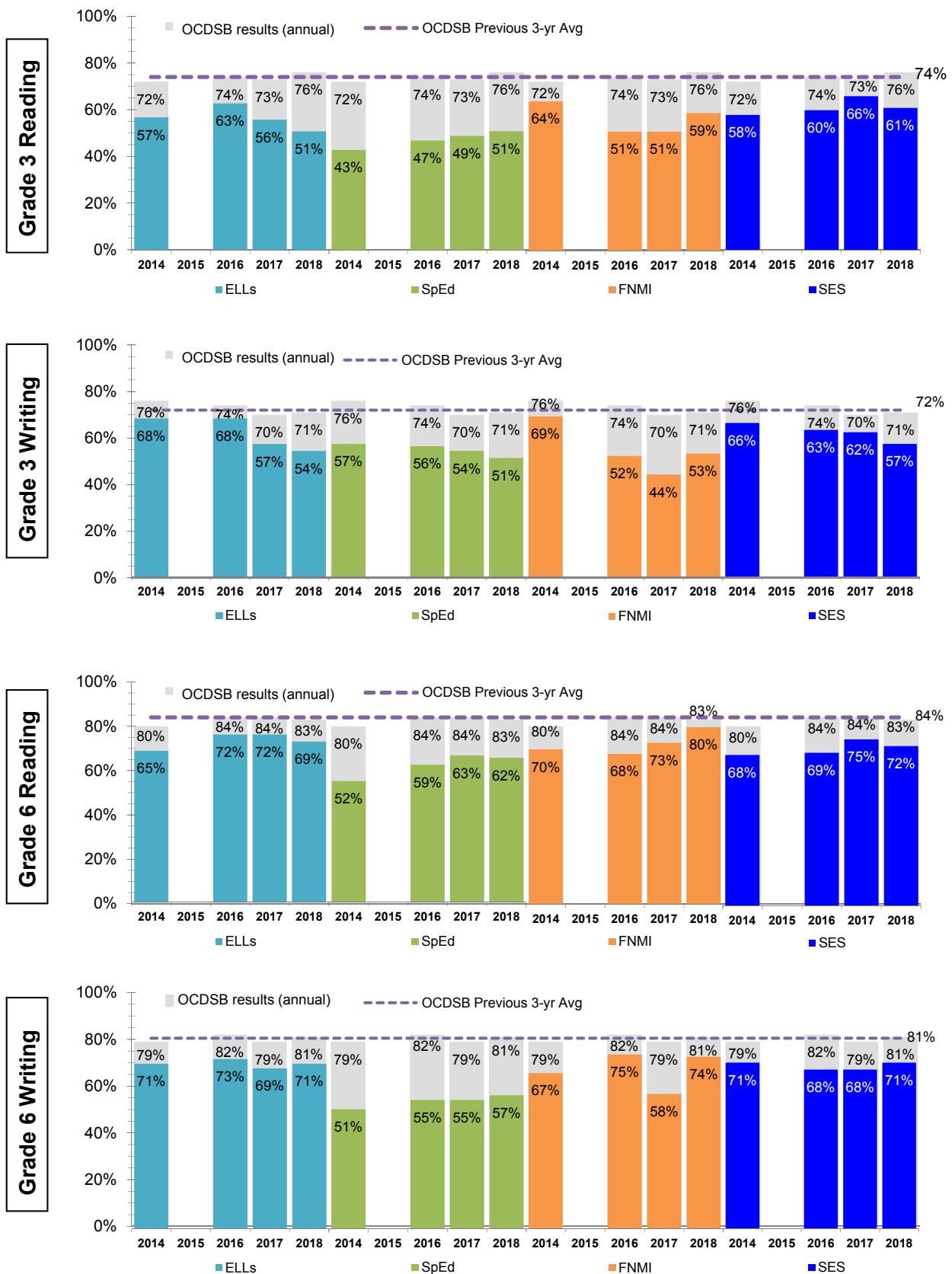
[2] Provincial comparisons could not be made for FNMI students as a group. At the provincial level, EQAO does not report the number or percentage of students who met the provincial standard at the FNMI group level. EQAO only reports the percentage of students who met the provincial standard for each of the three Aboriginal groups who make up the larger FNMI group (i.e., First Nation, Métis, and Inuit). Without the corresponding provincial numbers for each of these percentages, the percentage of FNMI who met the provincial standard, as a group, could not be calculated.

[3] This group includes students whose postal code is within a geographic area in which the proportion of families living below the low income measure after tax is greater than that for the City of Ottawa as a whole. More details about this calculation can be found in *Report No. 15-041: Achievement Gaps for Students Residing in Lower-Income Neighbourhoods (SES): Baseline Report (March, 2015).*
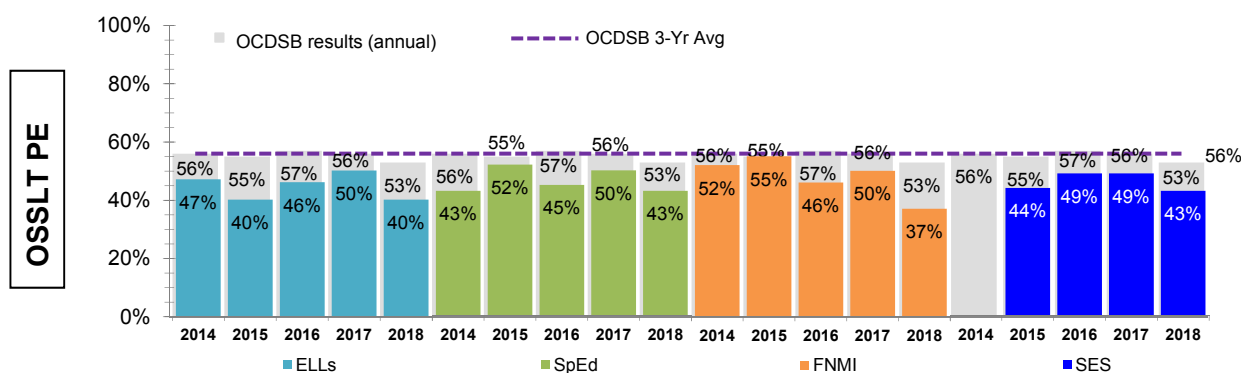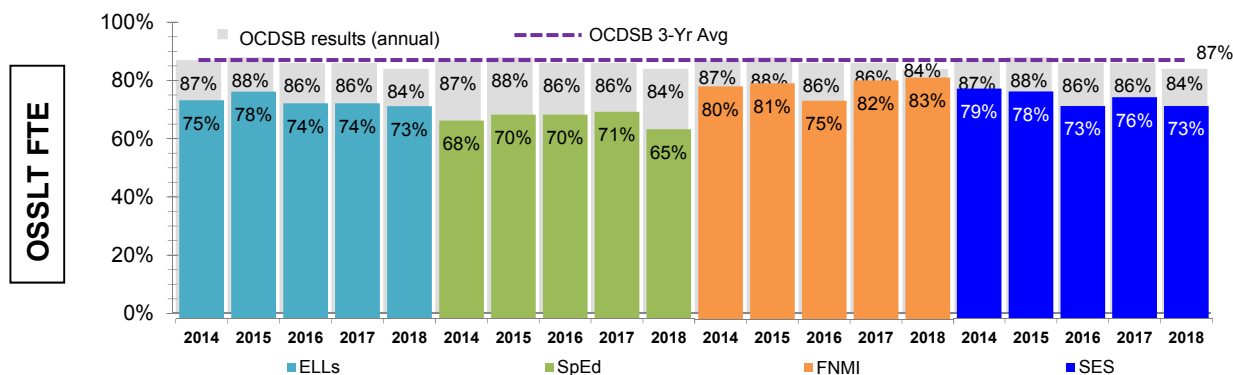
Gender Gaps in Reading, Writing and OSSLT

Grade 3 Reading - Gender

	2014	2015	2016	2017	2018
Male	68%		69%	69%	73%
Female	76%		78%	77%	79%

Grade 3 Writing - Gender

	2014	2015	2016	2017	2018
Male	70%		68%	63%	66%
Female	76%		78%	77%	79%

Grade 6 Reading – Gender

	2014	2015	2016	2017	2018
Male	77%		80%	81%	79%
Female	84%		87%	88%	88%

Grade 6 Writing – Gender

	2014	2015	2016	2017	2018
Male	71%		76%	73%	75%
Female	87%		88%	85%	88%

First-time Eligible – Gender

	2014	2015	2016	2017	2018
Male	84%	85%	82%	84%	81%
Female	91%	90%	89%	89%	88%

Previously Eligible - Gender

	2014	2015	2016	2017	2018
Male	52%	53%	54%	54%	48%
Female	60%	58%	59%	60%	59%

Achievement Gaps Between All Students and ELL, SpEd, FNMI, SES

Grade 3 Reading

OCDSB results (annual) — OCDSB Previous 3-yr Avg

Year	ELLs	SpEd	FNMI	SES
2014	72% / 57%	72% / 43%	72% / 64%	72% / 58%
2016	74% / 63%	74% / 47%	74% / 51%	74% / 60%
2017	73% / 56%	73% / 49%	73% / 51%	73% / 66%
2018	76% / 51%	76% / 51%	76% / 59%	76% / 61%

74%

Grade 3 Writing

OCDSB results (annual) — OCDSB Previous 3-yr Avg

Year	ELLs	SpEd	FNMI	SES
2014	76% / 68%	76% / 57%	76% / 69%	76% / 66%
2016	74% / 68%	74% / 56%	74% / 52%	74% / 63%
2017	70% / 57%	70% / 54%	70% / 44%	70% / 62%
2018	71% / 54%	71% / 51%	71% / 53%	71% / 57%

72%

Grade 6 Reading

OCDSB results (annual) — OCDSB Previous 3-yr Avg

Year	ELLs	SpEd	FNMI	SES
2014	80% / 65%	80% / 52%	80% / 70%	80% / 68%
2016	84% / 72%	84% / 59%	84% / 68%	84% / 69%
2017	84% / 72%	84% / 63%	84% / 73%	84% / 75%
2018	83% / 69%	83% / 62%	83% / 80%	83% / 72%

84%

Grade 6 Writing

OCDSB results (annual) — OCDSB Previous 3-yr Avg

Year	ELLs	SpEd	FNMI	SES
2014	79% / 71%	79% / 51%	79% / 67%	79% / 71%
2016	82% / 73%	82% / 55%	82% / 75%	82% / 68%
2017	79% / 69%	79% / 55%	79% / 58%	79% / 68%
2018	81% / 71%	81% / 57%	81% / 74%	81% / 71%

81%

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Achievement Gaps Between All Students and ELL, SpEd, FNMI, SES

OSSLT FTE

OCDSB results (annual) — OCDSB 3-Yr Avg — 87%

	2014	2015	2016	2017	2018
ELLs (annual)	87%	88%	86%	86%	84%
ELLs	75%	78%	74%	74%	73%
SpEd (annual)	87%	88%	86%	86%	84%
SpEd	68%	70%	70%	71%	65%
FNMI (annual)	87%	88%	86%	86%	84%
FNMI	80%	81%	75%	82%	83%
SES (annual)	87%	88%	86%	86%	84%
SES	79%	78%	73%	76%	73%

OSSLT PE

OCDSB results (annual) — OCDSB 3-Yr Avg — 56%

	2014	2015	2016	2017	2018
ELLs (annual)	56%	55%	57%	56%	53%
ELLs	47%	40%	46%	50%	40%
SpEd (annual)	56%	55%	57%	56%	53%
SpEd	43%	52%	45%	50%	43%
FNMI (annual)	56%	55%	57%	56%	53%
FNMI	52%	55%	46%	50%	37%
SES (annual)	56%	55%	57%	56%	53%
SES		44%	49%	49%	43%

Observations: Achievement Gaps on Provincial Assessments of Reading and Writing

Achievement gaps persist for all groups of students, but tend to be largest for English language learners, students identified with special education needs (excluding gifted) and those who self-identify as Indigenous. Compared to the province, students with special education needs in the OCDSB perform better on the provincial assessments, and efforts to narrow gaps for this group of students is particularly evident in the junior division and in primary reading. More attention and support is required particularly when it comes to our English language learners where achievement gaps in the OCDSB are larger than those observed provincially and have widened in comparison to the previous three-year average gap (more details can be found in the table on the next page).

TRENDS IN LITERACY		How large were our achievement gaps in 2017-2018?		How do our achievement gaps compare to the province?	How do our 2017-2018 achievement gaps compare to the average achievement gaps for the previous 3 years?
Males vs. Females	Grade 3 Reading	6%		▼ 2%	▼ 3%
	Grade 3 Writing	10%		▼ 1%	▼ 1%
	Grade 6 Reading	9%		— 0%	▲ 2%
	Grade 6 Writing	13%		▲ 1%	▲ 1%
	FTE OSSLT	7%		▼ 1%	▲ 1%
	PE OSSLT	11%		▲ 2%	▲ 6%
ELL	Grade 3 Reading	25%		▲ 18%	▲ 11%
	Grade 3 Writing	17%		▲ 13%	▲ 8%
	Grade 6 Reading	14%		▲ 5%	▲ 2%
	Grade 6 Writing	10%		▲ 4%	▲ 1%
	FTE OSSLT	11%		▼ 1%	— 0%
	PE OSSLT	13%		▲ 4%	▲ 2%
SpEd	Grade 3 Reading	25%		▼ 4%	▼ 1%
	Grade 3 Writing	20%		▼ 1%	▲ 3%
	Grade 6 Reading	21%		▼ 7%	▼ 2%
	Grade 6 Writing	24%		▼ 6%	▼ 1%
	FTE OSSLT	19%		▼ 12%	▲ 3%
	PE OSSLT	10%		▼ 6%	▲ 3%
FNMI	Grade 3 Reading	17%			▼ 5%
	Grade 3 Writing	18%			▼ 6%
	Grade 6 Reading	3%			▼ 11%
	Grade 6 Writing	7%			▼ 7%
	FTE OSSLT	1%			▼ 6%
	PE OSSLT	16%			▲ 10%
SES	Grade 3 Reading	15%			▲ 5%
	Grade 3 Writing	14%			▲ 5%
	Grade 6 Reading	11%			▼ 1%
	Grade 6 Writing	10%			▼ 2%
	FTE OSSLT	11%			— 0%
	PE OSSLT	10%			▲ 1%

TRENDS SUMMARY LEGEND

▼ **Narrowed achievement gap**

— **No change**

▲ **Widened achievement gap**

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Secondary Report Card Data – Grades 9 and 10: English, Core French, Geography, and History

Student Characteristics

Table 4 (below) shows the total number of students enrolled in each of grades 9 and 10 academic and applied level English, core French, Geography and History courses during the 2017-2018 school year, as well as a breakdown for specific groups of students. Enrolment in academic level courses continues to be at least four times that of applied level courses, with the exception of core French. Compared to academic level courses, applied level courses also tend to have modestly higher proportions of students who self-identified as Indigenous (FNMI), and substantially higher proportions of boys, ELLs, students with special education needs (excluding gifted), and students residing in lower income neighborhoods. This information will help to provide context for the achievement results that follow.

Table 4: Enrolment Distribution, Grades 9 and 10 Compulsory Courses - English, French, Geography & History

Course	Program	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Grade 9								
English (ENG)	Academic (1D)	4,423	2,272 51%	2,151 49%	644 15%	687 16%	73 2%	898 20%
	Applied (1P)	706	267 38%	439 62%	136 19%	459 65%	32 5%	292 41%
Core French (FSF)	Academic (1D)	1,612	745 46%	867 54%	313 19%	313 19%	31 2%	343 21%
	Applied (1P)	917	375 41%	542 59%	240 26%	361 39%	31 3%	338 37%
Geography (CGC)	Academic (1D)	2,223	2,223 51%	2,121 49%	668 15%	670 15%	70 2%	896 21%
	Applied (1P)	1,023	397 39%	626 61%	345 34%	571 56%	44 4%	453 44%
Grade 10								
English (ENG)	Academic (2D)	4,641	2,452 53%	2,189 47%	830 18%	683 15%	53 1%	1,012 22%
	Applied (2P)	929	377 41%	552 59%	271 29%	443 48%	33 4%	404 43%
Core French (FSF)	Academic (2D)	851	502 59%	349 41%	159 19%	132 16%	* *	211 25%
	Applied (2P)	97	52 54%	45 46%	28 29%	33 34%	* *	36 37%
History (CHC)	Academic (2D)	4,138	2,184 53%	1,954 47%	635 15%	602 15%	47 1%	815 20%
	Applied (2P)	1,086	445 41%	641 59%	385 35%	501 46%	24 2%	428 39%

*fewer than 10

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Overall Performance

OCDSB pass rates in grades 9 and 10 compulsory English, core French, and Geography courses are shown in the following table. Information for specific groups of students follows.

Table 5: Grades 9 and 10 Pass Rates and Percentages of Students Achieving at Level 3 or 4 in Compulsory Credits Based on Full Year Report Card Data, June 2018[1]

Course	Level	Pass Rates					Percentage of Students Achieving at Level 3 or 4				
		2013-14	2014-15	2015-16	2016-17	2017-18	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 9 English (ENG)	Academic	98%	98%	98%	98%	99%	78%	79%	78%	78%	79%
	Applied	86%	84%	86%	89%	87%	48%	45%	50%	51%	46%
Grade 10 English (ENG)	Academic	96%	94%	97%	98%	98%	75%	76%	77%	75%	78%
	Applied	80%	84%	87%	88%	90%	36%	42%	48%	46%	44%
Grade 9 Core French (FSF)	Academic	100%	99%	99%	99%	98%	71%	76%	77%	77%	77%
	Applied	92%	94%	96%	96%	93%	54%	59%	58%	61%	62%
Grade 10 Core French (FSF)	Academic	99%	99%	99%	99%	99%	78%	79%	81%	80%	82%
	Applied	98%	96%	95%	95%	94%	74%	80%	77%	75%	69%
Grade 9 Geography (CGC)	Academic	98%	98%	99%	99%	99%	77%	78%	79%	80%	82%
	Applied	85%	87%	87%	86%	89%	44%	46%	48%	47%	53%
Grade 10 History (CHC)	Academic	97%	97%	97%	98%	98%	74%	78%	78%	77%	81%
	Applied	84%	85%	83%	88%	91%	42%	46%	49%	46%	50%

increase   no change   decrease

🔍 Observations: Report Card Data - Literacy

Pass rates have remained constant or increased in 8 of 12 courses over 2017-2018 results; declines in the remaining courses range from 1% to 3%. Similarly, the proportion of students meeting/exceeding the provincial standard have increased or remained the same in 9 of 12 courses; declines in the remaining courses range from 2% to 6%. Performance of students in applied level courses continues to be lower compared to those in academic level courses. For students in applied level Geography and History, however, increases in both the pass rate and the proportion of students meeting or exceeding the provincial standard have been observed over 2016-2017. In fact, these rates are the highest rates observed over the past five years.

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[1] Data was extracted from the Trillium Student Information System in August 2018.

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Achievement Gaps for Specific Groups of Students – Literacy

Trends	Males	ELL	SpEd	FNMI	SES
Pass Rates:					
How large were our achievement gaps in *academic level* English, French, Geography and History in 2017-2018?	0-2%	0-1%	0-3%	0-6%	0-2%
In which *academic level* courses has progress been made in narrowing the achievement gaps over the past few years?	FSF2D	ENG1D CGC1D	FSF1D FSF2D	FSF1D FSF2D CHC2D	CHC2D
How large were our achievement gaps in *applied level* English, French, Geography and History in 2017-2018?	1-12%	0-3%	0-3%	11-44%	1-5%
In which applied level courses has progress been made in narrowing the achievement gaps over the past few years?	-	FSF1P FSF2P CGC1P	FSF2P	-	ENG2P CGC1P CHC2P
Provincial Standard:					
How large were our achievement gaps in *academic level* English, French, Geography and History in 2017-2018?	1-15%	4-13%	9-19%	1-23%	3-10%
In which *academic level* courses has progress been made in narrowing the achievement gaps over the past few years?	ENG1D FSF1D FSF2D CGC1D	ENG1D ENG2D FSF1D CGC1D CHC2D	FSF2D CGC1D	ENG2D FSF2D CHC2D	ENG1D ENG2D FSF1D CGC1D
How large were our achievement gaps in *applied level* English, French, Geography and History in 2017-2018?	4-25%	0-8%	0-13%	5-69%	0-8%
In which applied level courses has progress been made in narrowing the achievement gaps over the past few years?	ENG1P ENG2P CGC1P	ENG1P ENG2P FSF1P FSF2P CGC1P	FSF2P	CHC2P	ENG1P ENG2P FSF2P CGC1P

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Observations: Report Card Data – Literacy (continued)

Achievement gaps have narrowed for many groups of students, most notably in:
(i) pass rates for ELLs in applied and academic level grade 9 Geography, in applied level French courses, and in grade 9 academic level English; (ii) meeting/exceeding the provincial standard for boys, ELLs and students residing in lower-income neighbourhoods in a majority of academic level courses; and (iii) meeting/exceeding the provincial standard for ELLs and students residing in lower-income neighbourhoods in a most applied level courses.

For students who self-identify as Indigenous (FNMI), progress towards narrowing the gap in both the pass rate and in the proportion of students meeting/exceeding the provincial standard in grade 10 academic level core French and History was achieved. In addition, performance of students residing in lower income neighborhoods exceeded that of other students in terms of both pass rates and in the proportion that met/exceeded the provincial standard in and applied level grade 9 English, Geography, French, and in grade 10 academic English and History.

Numeracy (K-12)

Education Quality and Accountability Office (EQAO) Assessments

Student Characteristics – Primary/Junior and Grade 9

The table below shows grade 3, 6 and 9 student participation in the 2017-2018 EQAO mathematics assessments. Participation results are presented for the OCDSB and for the province.

Table 6: Student Participation, Primary/Junior & Grade 9 EQAO Assessments

	Number of Students	Participation Rate	Fully Exempt
OCDSB			
Primary (Grade 3)	4,901	96%	2%
Junior (Grade 6)	5,048	97%	2%
Grade 9 (Applied)	1,056	92%	
Grade 9 (Academic)	4,176	99%	
Province			
Primary (Grade 3)	132,656	97%	2%
Junior (Grade 6)	132,776	97%	2%
Grade 9 (Applied)	33,451	96%	
Grade 9 (Academic)	96,996	99%	

Compared to the previous three-year average, this information has changed in the following ways for OCDSB students eligible to participate in these assessments:

- no change in the participation rate for both the grade 3 or grade 6 assessments;
- a 1% decrease in full exemptions on the grade 3 assessment (i.e., an exemption from all three components of the assessments); no change for grade 6; and
- a 3% drop in the participation rate in grade 9 applied level mathematics; no change in academic.

Overall Performance – Primary/Junior & Grade 9

The graphs below show the percentage of elementary and secondary students in the District and the province who met the provincial standard in *mathematics* over the last five years.

Grade 3 Mathematics
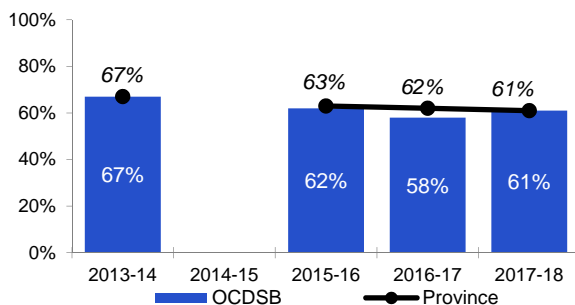
Grade 6 Mathematics
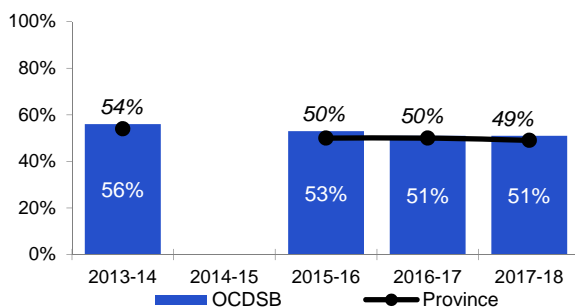
Grade 9 Academic Math
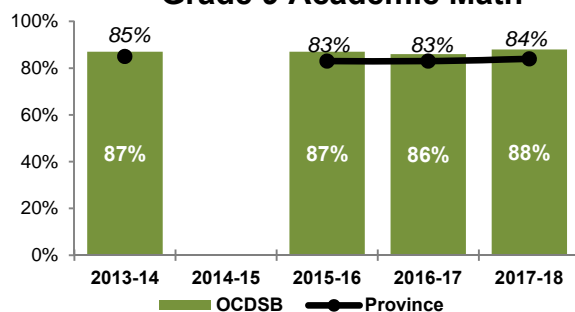
Grade 9 Applied Math
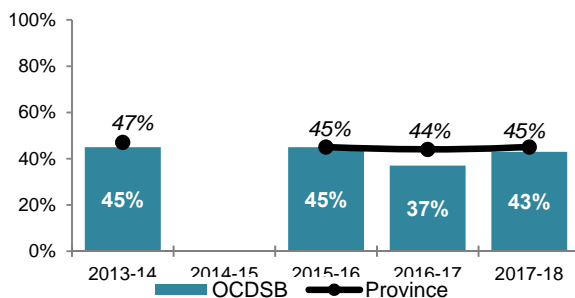
Observations

OCDSB student performance has improved on the primary and grade 9 assessments of mathematics, and have remained stable in grade 6 since the previous administration of the EQAO assessments in 2017.

OCDSB performance was the same as, or higher than, the province in all numeracy assessments except grade 9 applied math.

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Numeracy Links to National/International Studies - Highlights

Students are randomly selected to participate in several national and international assessments on a 3-5 year cyclical basis. Results are reported at the country and, where there are sufficient numbers of participating students, provincial level.

Across three numeracy based assessments, Ontario students have been shown to perform exceptionally well:

- o Performance of Ontario students was the same as the Canadian average on the mathematics component of the Pan-Canadian Assessment Program, being only one of two provinces to achieve this. Quebec was the only province where students surpassed the Canadian average. In science, however, performance of Ontario students was the same as the Canadian average (PCAP 2016);
- o Ontario's student achievement in science and mathematics continues to exceed the OECD average on the Programme for International Student Assessment (PISA 2015); and
- o More than two-thirds of Canadian students met the Intermediate benchmarks for mathematics and science on the Trends in International Mathematics and Science Study. With the exception of grade 4 mathematics, performance of Canadian students was similar to or better than the international average. (TIMSS 2015).

Achievement Gaps for Specific Groups of Students – Primary, Junior, Grade 9 Mathematics

The OCDSB monitors progress towards narrowing achievement gaps for specific groups of students: boys, English language learners (ELLs), students with special education needs (excluding gifted; SpEd), students who self-identified as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES). While it is understood that there is overlap between these groups of students, results are reported on the following pages for each group separately. The table below shows the number of students in each of these groups, as well as the proportion of the overall eligible cohort, for the primary, junior, and grade 9 mathematics assessments – academic and applied.

Table 7: Distribution of Specific Groups of Students - Primary, Junior and Grade 9 EQAO Mathematics Assessments

Assessment	Females	Males	ELLs	SpEd	FNMI	SES
Primary	2,389	2,512	766	953	116	1,353
(n = 4,901)	*49%*	*51%*	*16%*	*19%*	*2%*	*28%*
Junior	2,459	2,588	1,103	1,175	102	1,303
(n = 5,047)	*49%*	*51%*	*22%*	*23%*	*2%*	*26%*
Academic Math	2,073	2,103	707	558	62	887
(n = 4,176)	*50%*	*50%*	*17%*	*13%*	*2%*	*21%*
Applied Math	491	565	331	477	37	435
(n = 1,056)	*46%*	*54%*	*31%*	*45%*	*4%*	*41%*

Compared to the OCDSB student population as a whole, (ELLs) , students with special education needs (excluding gifted; SpEd), students who self-identified as Indigenous (FNMI), and students from lower-income neighbourhoods (SES) continued to achieve at lower levels in mathematics. The graphs that follow show the progress we have made in narrowing the elementary and secondary achievement gaps in mathematics for these specific groups of students over the last five years.

Gender Gaps in Mathematics

Grade 3 Mathematics

	2014	2015	2016	2017	2018
Male	67%		61%	59%	62%
Female	66%		63%	58%	60%

Grade 6 Mathematics

	2014	2015	2016	2017	2018
Male	55%		53%	52%	50%
Female	57%		53%	51%	51%

Grade 9 Academic

	2014	2015	2016	2017	2018
Male	87%		87%	86%	89%
Female	87%		86%	86%	88%

Grade 9 Applied

	2014	2015	2016	2017	2018
Male	48%		48%	39%	45%
Female	40%		40%	34%	41%
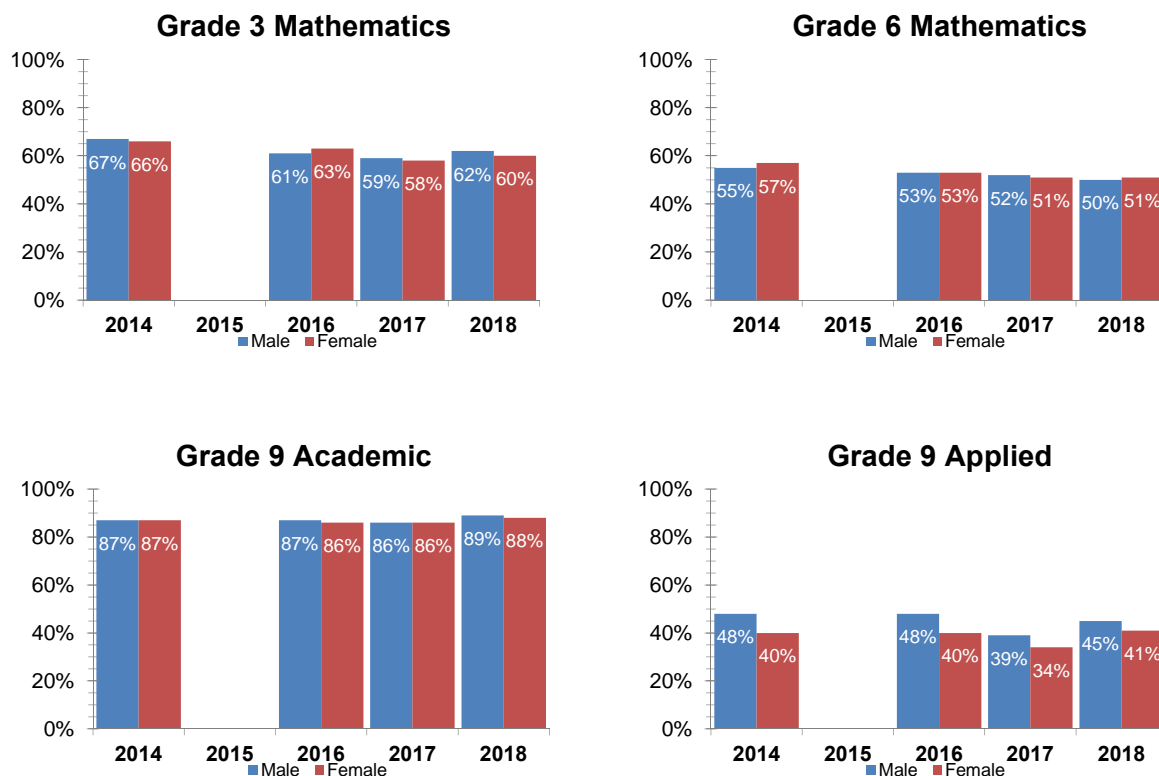
Observations: Gender Gaps on Provincial Assessments of Mathematics

While achievement gaps were not as predominant across genders, it is important to note that the increase in the gaps compared to the average of the previous three years is reflective of the shift in results now favouring boys. Achievement gaps were most pronounced in the applied level program. Achievement gaps in the OCDSB are similar to those observed provincially.

Achievement Gaps Between All Students and ELLs, SpEd, FNMI, SES

Grade 3 Math

Legend: OCDSB results (annual) — OCDSB Previous 3-yr Avg

Group	2014	2016	2017	2018
ELLs (annual)	67%/55%	62%/51%	58%/43%	61%/38%
SpEd	67%/38%	62%/30%	58%/29%	61%/33%
FNMI	67%/53%	62%/32%	58%/40%	61%/36%
SES	67%/51%	62%/48%	58%/49%	61%/45%

3-yr Avg line = 60%

Grade 6 Math

Legend: Board results (annual) — OCDSB Previous 3-yr Avg

Group	2014	2016	2017	2018
ELLs	56%/44%	53%/44%	51%/41%	51%/40%
SpEd	56%/20%	53%/22%	51%/23%	51%/24%
FNMI	56%/43%	53%/39%	51%/34%	51%/36%
SES	56%/41%	53%/37%	51%/36%	51%/37%

3-yr Avg line = 52%

Grade 9 Academic Math

Legend: OCDSB results (annual) — OCDSB 3-Yr Avg

Group	2014	2016	2017	2018
ELLs	87%/76%	87%/80%	86%/76%	89%/78%
SpEd	87%/77%	87%/78%	86%/74%	89%/80%
FNMI	87%/84%	87%/71%	86%/80%	89%/80%
SES	87%/77%	87%/76%	86%/78%	89%/81%

3-yr Avg line = 87%

Grade 9 Applied Math

Legend: OCDSB results (annual) — OCDSB 3-Yr Avg

Group	2014	2016	2017	2018
ELLs	45%/28%	45%/31%	37%/22%	43%/23%
SpEd	45%/40%	45%/42%	37%/40%	43%/47%
FNMI	45%/50%	45%/47%	37%/44%	43%/43%
SES	45%/37%	45%/37%	37%/35%	43%/31%

3-yr Avg line = 41%

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TRENDS IN NUMERACY		How large were our achievement gaps in 2017-2018?		How do our achievement gaps compare to the province?	How do our 2017-2018 achievement gaps compare to the average achievement gaps for the previous 3 years?
Males vs. Females	Grade 3 Mathematics	2%		▲ 1%	▲ 3%
	Grade 6 Mathematics	1%		— 0%	▲ 2%
	Grade 9 Academic	1%		— 0%	— 0%
	Grade 9 Applied	4%		▼ 1%	▼ 3%
ELL	Grade 3 Mathematics	23%		▲ 18%	▲ 10%
	Grade 6 Mathematics	11%		▲ 5%	▲ 2%
	Grade 9 Academic	10%		▲ 5%	▲ 1%
	Grade 9 Applied	20%		▲ 11%	▲ 5%
SpEd	Grade 3 Mathematics	28%		▼ 4%	▼ 3%
	Grade 6 Mathematics	27%		▼ 5%	▼ 3%
	Grade 9 Academic	8%		▼ 5%	▼ 3%
	Grade 9 Applied	4%		▼ 11%	▲ 4%
FNMI	Grade 3 Mathematics	25%			▲ 1%
	Grade 6 Mathematics	15%			▼ 1%
	Grade 9 Academic	8%			▼ 3%
	Grade 9 Applied	0%			▲ 5%
SES	Grade 3 Mathematics	16%			▲ 5%
	Grade 6 Mathematics	14%			▼ 2%
	Grade 9 Academic	7%			▼ 3%
	Grade 9 Applied	12%			▲ 7%

TRENDS SUMMARY LEGEND
▼ **Narrowed achievement gap**
— **No change**
▲ **Widened achievement gap**

🔍 Observations: Achievement Gaps on Provincial Assessments of Mathematics (continued)

Substantive gaps persist in mathematics for our remaining four groups of students. The widening gap for ELLs in all assessments was of particular concern. Despite relatively large gaps in performance between students with special education needs (excluding gifted) and all students, particularly on the primary and junior assessments, gaps were smaller in the OCDSB compared to the province and have narrowed over time. In applied level courses where nearly half the students have been identified with special education needs (excluding gifted), performance has historically been higher than for all students in the course.

Characteristics of Students Who Met vs. Did Not Meet the Provincial Standard in Mathematics

Table 8 (below) displays student characteristics for students who participated in the 2017-2018 EQAO mathematics assessments. Characteristics are reported separately for students who met the provincial standard, and for those who did not meet the provincial standard, within each grade level.

Table 8: Student Characteristics, Primary/Junior & Grade 9 EQAO Assessments

	Number of Students*	Male	Female	ELL	SpEd (excl. Gifted)	Home language not English**	Entered Board during year of assessment
Primary (Grade 3)							
Met	2,968	52%	48%	10%	11%	22%	6%
Did not meet	1,763	49%	51%	23%	32%	28%	9%
Junior (Grade 6)							
Met	2,559	51%	49%	17%	11%	26%	6%
Did not meet	2,319	51%	49%	26%	34%	28%	7%
Grade 9 Applied							
Met	454	56%	44%	17%	50%	7%	15%
Did not meet	514	51%	49%	44%	45%	14%	18%
Grade 9 Academic							
Met	3,695	51%	49%	15%	12%	9%	15%
Did not meet	429	47%	53%	34%	23%	16%	17%

Number of students adds up to Participating students within each grade level
**Based on student self-report on questionnaire item; responses "Mostly" or "Only" language(s) other than English at home.

Observations

Compared to students who met the provincial standard in math, those who did not meet it were more likely to: be an ELL, have special education needs (with the exception of Grade 9 Applied); report their home language was something other than English; and, have entered our Board during the year of the assessment. These demographics are similar to those observed last year, with the exception of home language where there has been a significant increase in the proportion of students on the primary and junior assessments reporting a home language as something other than English. Identifying strategies/supports targeted specifically for these students will be necessary for their success in school and leading up to the assessments.

Common Questions Across EQAO Mathematics Assessments

The chart below shows the percentage of students at each grade level—divided into two groups to reflect those who met and those who did not meet provincial standard—who agreed with the three statements on mathematics below.
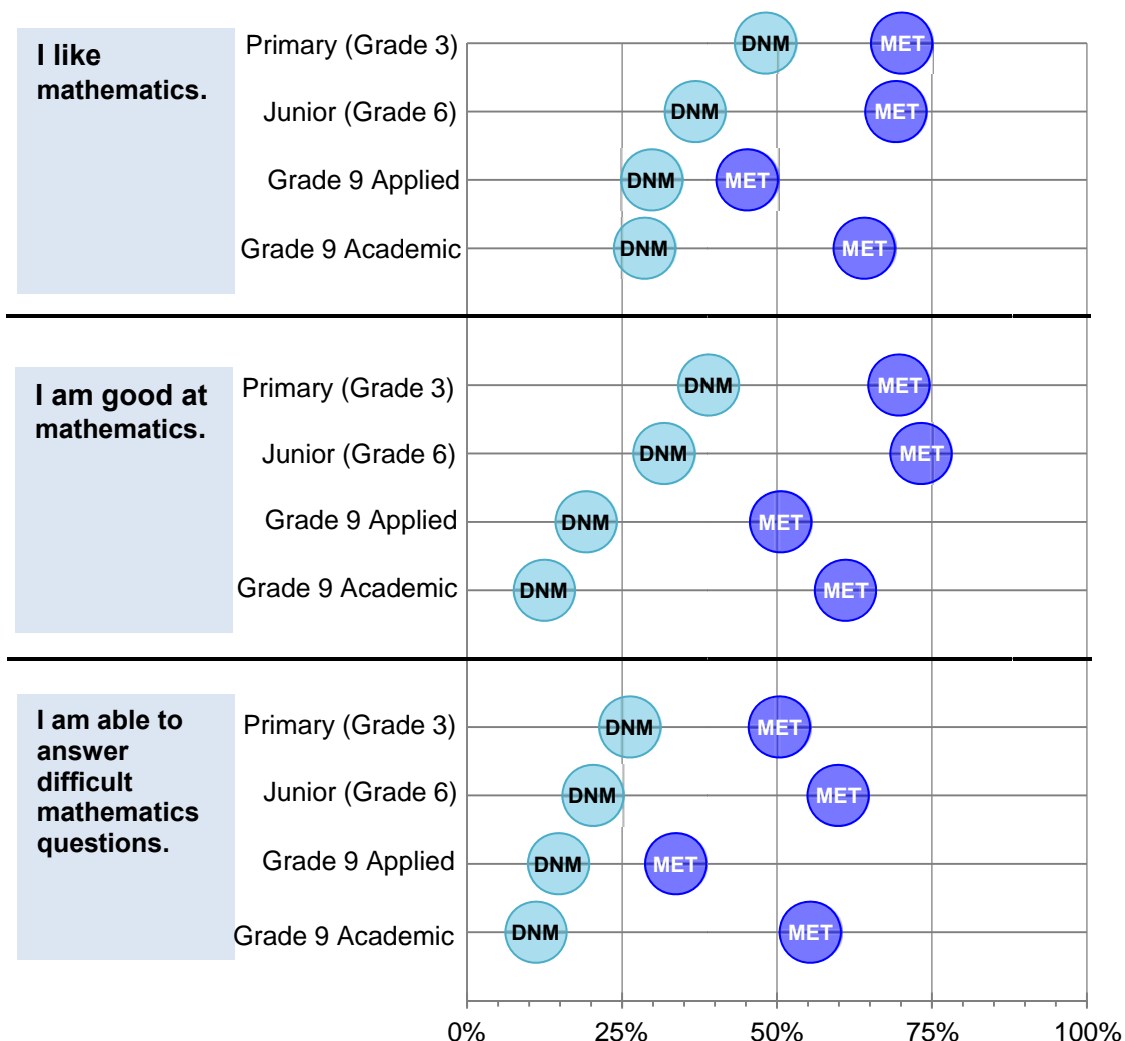
I like mathematics.

Primary (Grade 3)	DNM · MET
Junior (Grade 6)	DNM · MET
Grade 9 Applied	DNM · MET
Grade 9 Academic	DNM · MET

I am good at mathematics.

Primary (Grade 3)	DNM · MET
Junior (Grade 6)	DNM · MET
Grade 9 Applied	DNM · MET
Grade 9 Academic	DNM · MET

I am able to answer difficult mathematics questions.

Primary (Grade 3)	DNM · MET
Junior (Grade 6)	DNM · MET
Grade 9 Applied	DNM · MET
Grade 9 Academic	DNM · MET

0%   25%   50%   75%   100%

Note: Scales for P/J and Secondary questions vary slightly. P/J results reflect the percentages of students who answered "Most of the time" on a 3-point response scale, while Secondary results reflect the percentage of students who answered "Agree" or "Strongly Agree" on a 5-point response scale.

Observations

Consistent with trends observed in 2016-2017, students who did not meet provincial standard in mathematics reported enjoying math less, and had less positive beliefs about their ability in math and their efforts towards math activities. Gaps between these groups were larger in grade 6 than in grade 3, and in grade 9 academic compared to applied. Making math enjoyable for students and finding ways to help students believe they are capable math learners will likely be important for narrowing these gaps.

Grade 9 Mathematics: Confidence by Mathematics Area

The chart below shows the percentage of grade 9 students—divided into two groups to reflect those who met and those who did not meet provincial standard—in Applied and Academic mathematics who responded *confident* and *very confident* to questions aimed at specific math strands. Specifically, students were asked, *How confident are you that you can answer mathematics questions related to the following?*

Number Sense (e.g., operations with integers, rational numbers, exponents)	Applied	DNM · MET
	Academic	DNM · MET
Algebra (e.g., solving equations, simplifying expressions with polynomials)	Applied	DNM · MET
	Academic	DNM · MET
Linear Relations (e.g., scatter plots, lines of best fit)	Applied	DNM · MET
	Academic	DNM · MET
Measurement (e.g., perimeter, area, volume)	Applied	DNM · MET
	Academic	DNM · MET
Geometry (e.g., angles, parallel lines)	Applied	DNM · MET
	Academic	DNM · MET

0%   25%   50%   75%   100%

Observations

Students who did not meet provincial standard reported less confidence across all math areas in both course levels. At the applied level, both groups of students expressed the least confidence in the area of *Number Sense*, while academic level students expressed the least confidence in answering questions related to *Geometry*.

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Mathematics Attitudes, Strategies and Behaviours

The chart below shows the percentage of students at each grade level – divided into two groups to reflect those who met and those who did not meet provincial standard – who agreed with the following statements on mathematics.
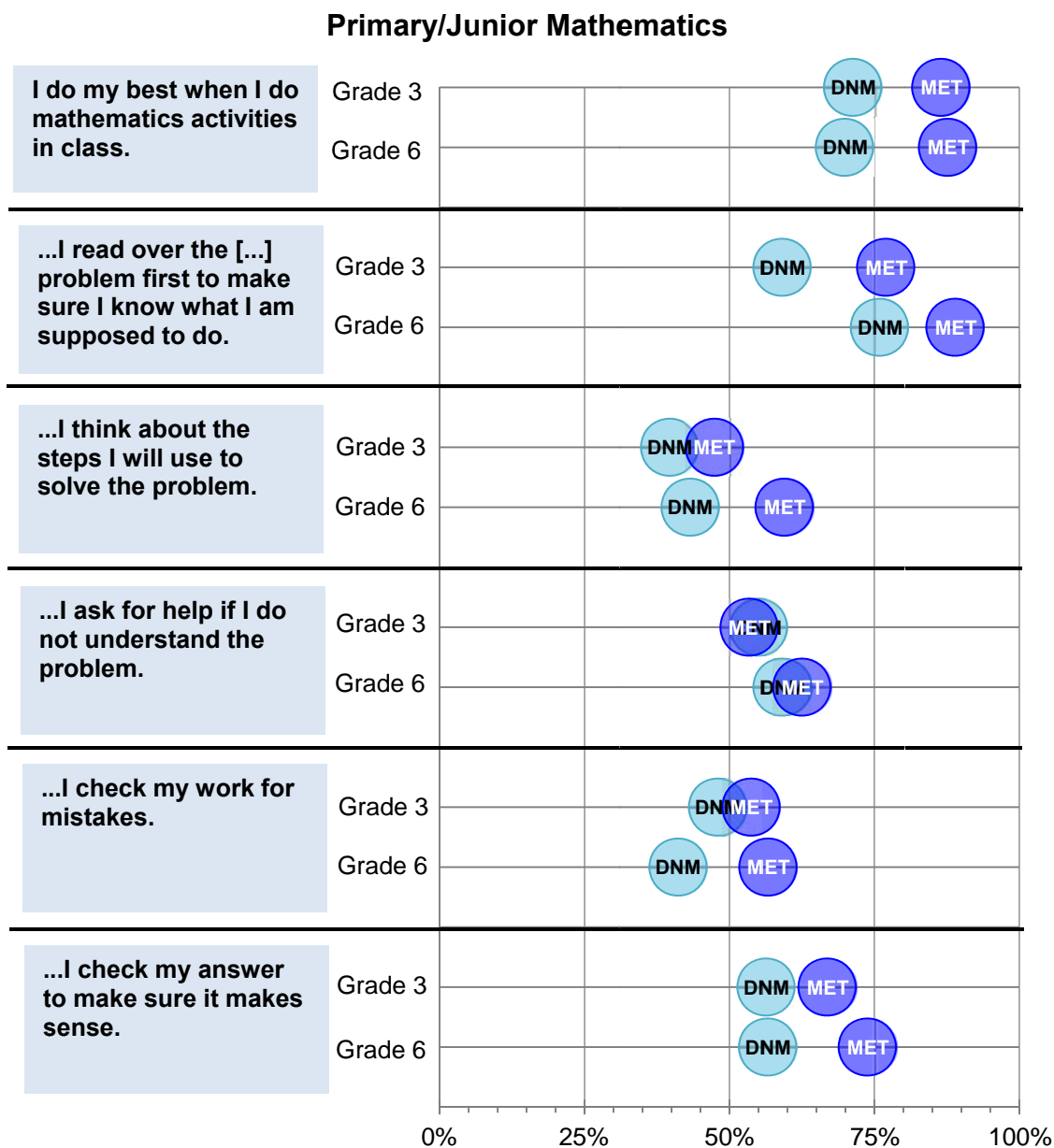
Primary/Junior Mathematics

Note: Scales for P/J and Secondary questions vary slightly. P/J results reflect the percentages of students who answered "Most of the time" on a 3-point response scale, with the exception of "I do my best in mathematics class," which reflects the percentage of students who answered "Agree" or "Strongly Agree" on a 5-point scale. Grade 9 results reflect the percentage of students who answered "Often" or "Very Often" on a 4-point scale.

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Grade 9 Mathematics

I do my best in mathematics class.	Applied	DNM MET
	Academic	DNM MET
I connect new mathematics concepts to what I already know about mathematics or other subjects.	Applied	DNM MET
	Academic	DNM MET
I check my mathematics answers to see if they make sense.	Applied	DNM MET
	Academic	DNM MET
I apply new mathematics concepts to real-life problems.	Applied	MET
	Academic	DNM MET
I look for more than one way to solve mathematics problems.	Applied	DNM MET
	Academic	DNM MET

0%   25%   50%   75%   100%

26

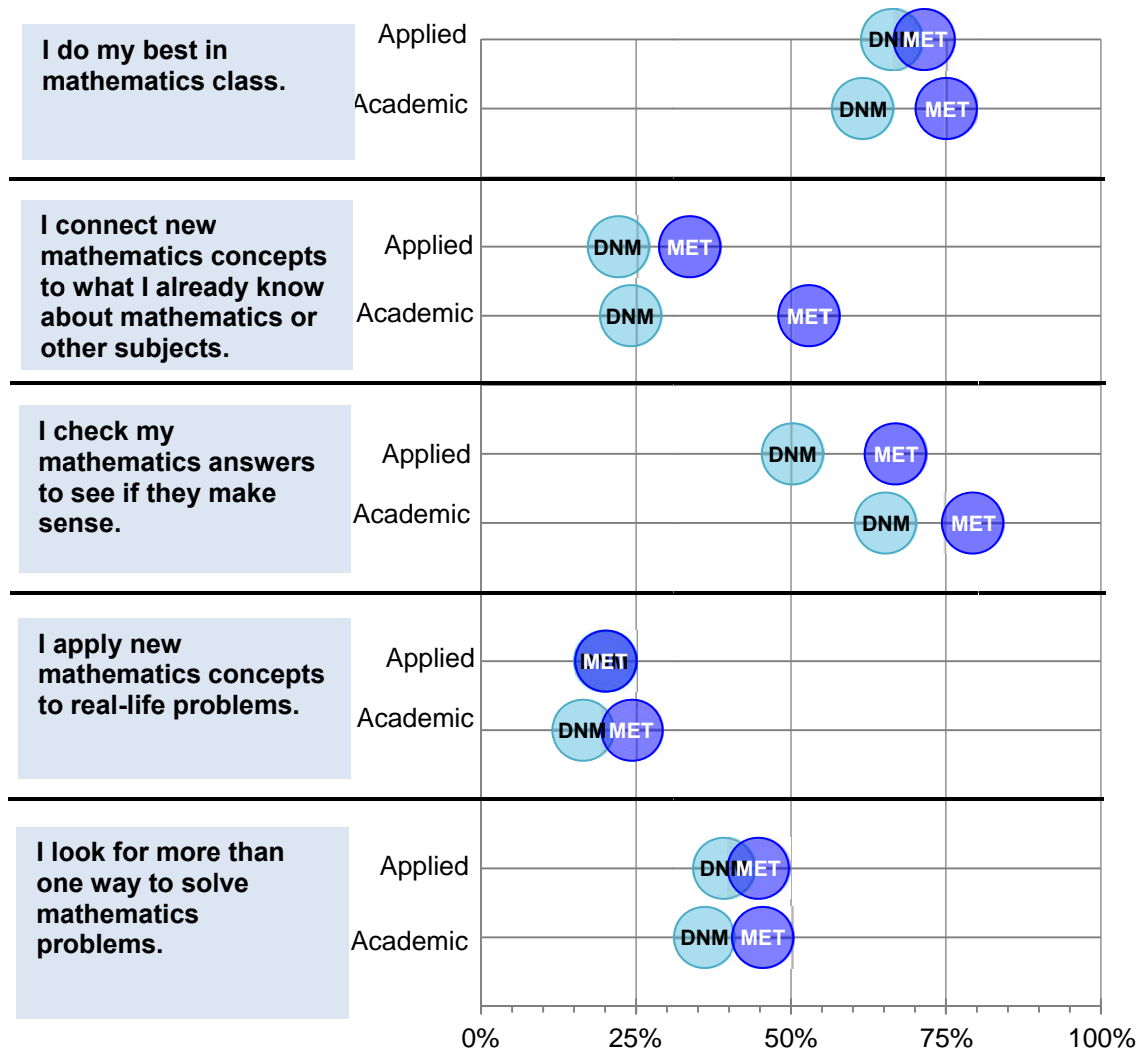**Primary/Junior Mathematics, Use of Instructional Tools**

The chart below shows the percentage of students at each grade level – divided into two groups to reflect those who met and those who did not meet 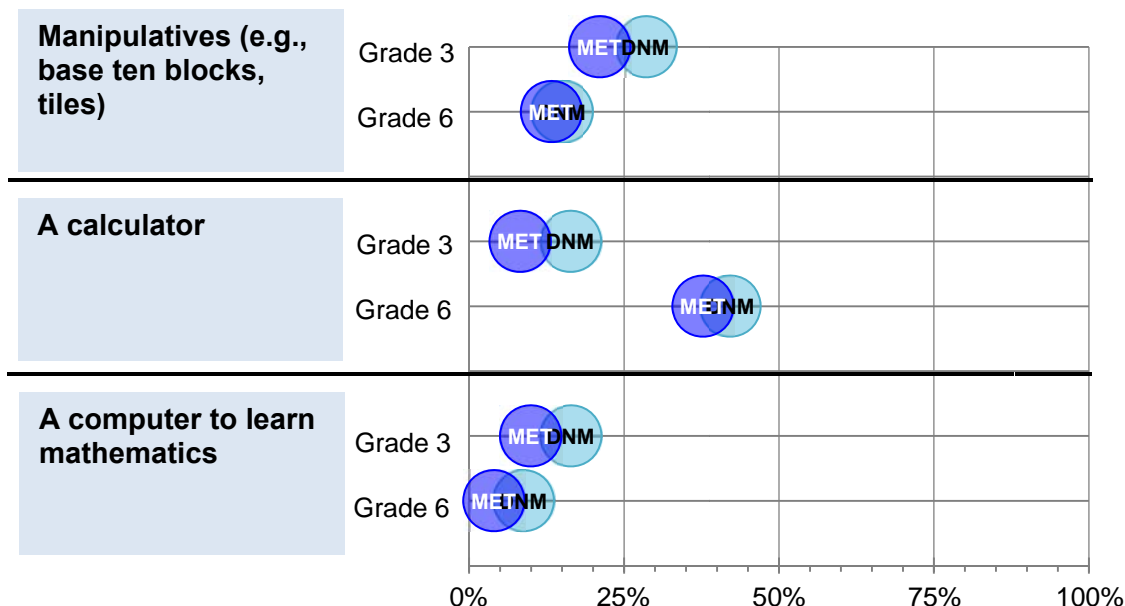provincial standard – who indicated using the following instructional tools "most of the time" during mathematics activities at school.

Analysis of Item Information Reports

The Item Information Reports produced by EQAO afford the opportunity to identify areas of the curriculum that are posing challenges for students. Since items range in level of difficulty from year to year and the number of items assessing a particular strand, category or expectation are relatively few, analyses are performed across three years of data. An analysis of District level results compared to provincial results suggest that students in both the primary and junior divisions were weaker in the area of *Geometry and Spatial Sense*. Students in the primary division were also less skilled in the area of *Application*, while students in the junior division performed lower on questions related to *Knowledge and Understanding*.

For students in grade 9 applied level mathematics, results differ across winter and spring administrations, with students in the winter term demonstrating greater challenges in questions related to *Measurement & Geometry* and those in the spring having the most difficulty with *Number Sense & Algebra*. Students across both semesters showed the least skill in *Knowledge & Understanding*.

For students in grade 9 academic level mathematics, *Linear Relations* (for students in the winter term) and *Measurement and Geometry* (for students in the spring term) were the strands that posed the greatest level of challenge. In both the winter and spring adminstrations, students demonstrated the weakest performance in *Knowledge and Understanding*. For students participating in the assessment in the spring, *Thinking* was also identified as an area of weakness.

Observations

Across all grade levels, students who did not meet provincial standard reported less engagement in mathematics in class, and were less likely to make use of cognitive strategies to solve mathematics problems. The differences between the two groups tended to be more pronounced in grade 6 than in grade 3. At secondary, the largest gap between the two groups was observed in relation to connecting new math concepts with what is already known in math and/or other subject areas.

Overall, less than half of all grade 9 students reported connecting new math concepts to their existing knowledge, applying mathematics to real-life problems, or looking for more than one way to solve mathematics problems. At the elementary level, only about half of grade 3 and grade 6 students reported thinking about the steps they would use to solve the problem or checking their work for mistakes. Taken together, this suggests that engaging students in authentic learning of mathematics while also focusing on strategies/processes to support them in their learning would be of benefit.

When it came to the frequency with which students in grade 3 and grade 6 reported using instructional tools during math class, students who met the provincial standard on the assessment reported less frequent use compared to students who did not meet standard. This is something that at the school level may be important to explore further to help provide context for these results, as patterns such as these have emerged in the past and have yielded the following considerations: (i) familiarity with the term "manipulative" that is used on the questionnaire vs. another term such as "math tools" that may be used during classroom instruction; (ii) whether or not students are permitted to use calculators during math class or encouraged to use other problem solving strategies to find solutions/answers; and, (iii) how technology, computer or other, is integrated into the teaching of mathematics and the comfort level or confidence of the classroom teacher doing so.

Secondary Report Card Data – Grades 9 and 10 Math and Science

Student Characteristics

Table 9 (below) shows the total number of students enrolled in each of grades 9 and 10 academic and applied level mathematics and science courses during the 2017-2018 school year, as well as a breakdown for specific groups of students. Enrolment in academic level courses continues to be three to five times that of applied level courses. Compared to academic level courses, applied level courses also tend to have modestly higher proportions of boys and students who self-identified as Indigenous, and substantially higher proportions of ELLs, students with special education needs (excluding gifted), and students residing in lower income neighborhoods. This information will help to provide context for the achievement results that follow.

Table 9: Enrolment Distribution, Grades 9 and 10 Mathematics and Science Courses

Course	Program	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Grade 9								
Mathematics (MPM/MFM)	Academic (1D)	4,287	2,127 50%	2,160 50%	738 17%	580 14%	63 1%	906 21%
	Applied (1P)	1,143	543 48%	600 52%	345 30%	513 45%	40 3%	487 43%
Science (SNC)	Academic (1D)	4,455	2,249 50%	2,206 50%	747 17%	658 15%	68 2%	932 21%
	Applied (1P)	817	336 41%	481 59%	254 31%	447 55%	29 4%	367 45%
Grade 10								
Mathematics (MPM/MFM)	Academic (2D)	4,144	2,142 52%	2,002 48%	814 20%	487 12%	44 1%	883 21%
	Applied (2P)	1,332	623 47%	709 53%	326 24%	539 40%	27 2%	497 37%
Science (SNC)	Academic (2D)	4,383	2,274 52%	2,109 48%	809 18%	590 13%	47 1%	948 22%
	Applied (2P)	1,063	452 44%	564 56%	270 27%	471 46%	26 3%	403 40%

Overall Performance

OCDSB pass rates and the percentages of students meeting/exceeding the provincial standard in grades 9 and 10 compulsory Mathematics and Science courses are shown in the table below. Information for specific groups of students follows.

Table 10: Grades 9 and 10 Pass Rates and Percentages of Students Achieving at Level 3 or 4 in Compulsory Credits Based on Full Year Report Card Data, June 2018[1]

Course	Level	Pass Rates					Percentage of Students Achieving at Level 3 or 4				
		2013-14	2014-15	2015-16	2016-17	2017-18	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 9 Math	Academic	96%	96%	96%	96%	97%	66%	71%	71%	72%	73%
	Applied	87%	86%	86%	86%	87%	43%	45%	43%	45%	49%
Grade 9 Science	Academic	98%	97%	97%	98%	98%	71%	73%	73%	76%	76%
	Applied	88%	84%	84%	87%	88%	41%	40%	48%	49%	50%
Grade 10 Math	Academic	94%	94%	94%	95%	95%	62%	65%	66%	65%	68%
	Applied	88%	86%	86%	87%	89%	45%	48%	49%	49%	49%
Grade 10 Science	Academic	97%	96%	96%	96%	97%	67%	68%	69%	69%	71%
	Applied	89%	87%	87%	88%	89%	38%	38%	43%	45%	44%

increase	no change	decrease

Observations: Report Card Data - Numeracy

Pass rates and the proportion of students meeting/exceeding the provincial standard have remained the same or increased over 2017-2018 results in all areas with the exception of grade 10 applied level science where results decreased by one percentage point. In fact, the proportions of students meeting or exceeding the provincial standard are the highest they have been in the past five years. Performance of students in applied level courses continues to be lower compared to students in academic level courses.

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[1] Data was extracted from the Trillium Student Information System in August 2018.

Achievement Gaps for Specific Groups of Students – Numeracy

Trends	Males	ELL	SpEd	FNMI	SES
Pass Rates:					
How large were our achievement gaps in *academic* level Math and Science in 2017-2018?	0-2%	2-4%	2-4%	1-5%	2-4%
In which *academic* level courses has progress been made in narrowing the achievement gaps over the past few years?	MPM2D	MPM1D MPM2D SNC1D	MPM1D	MPM2D SNC2D	MPM2D SNC2D
How large were our achievement gaps in *applied* level Math and Science in 2017-2018?	1-3%	0-3%	0-2%	8-20%	3-6%
In which *applied* level courses has progress been made in narrowing the achievement gaps over the past few years?	MFM2P SNC2P	MFM2P SNC1P	-	-	MFM2P SNC1P
Provincial Standard:					
How large were our achievement gaps in *academic* level Math and Science in 2017-2018?	4-10%	4-9%	18-21%	0-17%	7-9%
In which *academic* level courses has progress been made in narrowing the achievement gaps over the past few years?	MPM2D SNC1D	MPM1D MPM2D SNC1D SNC2D	-	MPM1D MPM2D SNC2D	MPM1D MPM2D SNC1D SNC2D
How large were our achievement gaps in *applied* level Math and Science in 2017-2018?	6-14%	1-10%	1-4%	6-22%	1-10%
In which *applied* level courses has progress been made in narrowing the achievement gaps over the past few years?	-	SNC1P SNC2P	MFM1P MFM2P	-	SNC2P

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Observations: Report Card Data – Numeracy (continued)

While achievement gaps for specific groups of students persist, progress has been made in narrowing achievement gaps for many. Of particular note is the narrowing of the achievement gaps for ELLs enrolled in academic level courses in terms of both the pass rate and in the proportion meeting/exceeding the provincial standard. Similarly, gaps have narrowed in all four academic level courses for students residing in lower income neighbourhoods when it comes to meeting/exceeding the provincial standard.

For boys enrolled in grade 10 applied level math and science courses, achievement gaps in pass rates have also narrowed. Progress towards narrowing the achievement gap in applied level science for ELLs, and applied level math for students with special education needs (excluding gifted), when it comes to meeting/exceeding the provincial standard has also been observed this past year.

It is important to note that the pass rate was higher for students with special education needs (excluding gifted) in grades 9 and 10 applied level mathematics and the same in grade 10 applied level science compared to all students enrolled in these classes.

Pathways (7-12)

Secondary Report Card Data – Grade 10 Civics and Careers

Student Characteristics

Table 11 (below) shows the total number of students enrolled in grade 10 open level Civics and Careers during the 2017-2018 school year, as well as a breakdown for specific groups of students. This information will help to provide context for the achievement results that follow.

Table 11: Enrolment Distribution, Grade 10 Civics and Careers, 2017-2018

Course	Program	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Grade 10								
Civics (CHV)	Open (2O)	4,339	2,129 *49%*	2,210 *521%*	900 *21%*	996 *23%*	81 *2%*	1,132 *26%*
Careers (GLC)	Open (2O)	4,885	2,409 *49%*	2,478 *51%*	991 *20%*	1,221 *25%*	100 *2%*	1,318 *27%*

Overall Performance

OCDSB pass rates and the proportion of students meeting/exceeding the provincial standard in grade 10 Civics and Careers are shown in the table below. Information for specific groups of students follows.

Table 12: Grades 9 and 10 Pass Rates and Percentages of Students Achieving at Level 3 or 4 in Compulsory Credits Based on Full Year Report Card Data, June 2018[1]

Course	Pass Rates					Percentage of Students Achieving at Level 3or 4				
	2013-14	2014-15	2015-16	2016-17	2017-18	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 10 Civics	92%	93%	95%	95%	96%	66%	69%	74%	72%	75%
Grade 10 Careers	94%	93%	95%	95%	97%	74%	73%	77%	76%	78%

increase	no change	decrease

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[1] Data was extracted from the Trillium Student Information System in August 2018.

Achievement Gaps for Specific Groups of Students – Pathways

Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
Pass Rates:					
How large were our achievement gaps in Civics and Careers in 2017-2018?	1-2%	0-1%	3-4%	11%	4-5%
In which course(s) has progress been made in narrowing the achievement gaps over the past few years?		CHV2O GLC2O	GLC2O	-	CHV2O GLC2O
Provincial Standard:					
How large were our achievement gaps in Civics and Careers in 2017-2018?	13-15%	5-7%	14-18%	18-22%	10-12%
In which course(s) has progress been made in narrowing the achievement gaps over the past few years?	-	CHV2O GLC2O	GLC2O	-	CHV2O

Observations: Report Card Data – Pathways

Both pass rates and the proportion of students meeting or exceeding the provincial standard in grade 10 Civics and Careers have increased since 2016-2017, and are the highest results observed in these courses over the past five years.

While achievement gaps for these groups of students persist, progress has been made in narrowing achievement gaps for: (i) ELLs in both courses (in terms of both pass rates and in the proportion of students meeting the provincial standard); (ii) students with special education needs (excluding gifted) in Careers; and, (iii) students residing in lower-income neighborhoods in terms of pass rates in both courses and in the proportion of students meeting/exceeding the provincial standard in Civics.

Grade 10 Credit Accumulation

Grade 10 credit accumulation serves as an important indicator in targeting students who may be at risk for dropping out of high school prior to earning a diploma.[2]

Student Characteristics

Table 13 shows the total number of students included in the measure of grade 10 credit accumulation for 2017-2018, as well as a breakdown for specific groups of students. This information will help to provide context for the results that follow.

**Table 13: Enrolment Distribution, Grade 10 Credit Accumulation (2017-2018)**

Outcome	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Credit Accumulation	5,428	2,729	2,699	1,050	1,226	91	857
		50%	*50%*	*19%*	*23%*	*2%*	*16%*

Observations

More than 75% of OCDSB students over the past five years have consistently attained 16 or more credits by the end of grade 10. OCDSB rates have tended to be higher than provincial rates. Gaps have widened, and were largest, for students who identified as Indigenous and those with special education needs (excluding gifted) this past year.

Grade 10 Credit Accumulation[3]
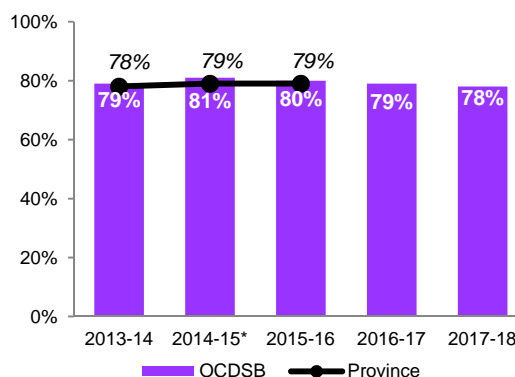
Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
How large were our gaps in grade 10 credit accumulation in 2017-2018?	5%	12%	18%	27%	11%
How do these gaps compare to the average of the previous three years?	same	3% smaller	1% larger	11% larger	5% smaller

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[2] Zegarac, G. & Franz, R. (2007) Secondary School Reform in Ontario and the Role of Research, Evaluation and Indicator Data. Paper presented at the American Educational Research Association, Chicago, IL. http://www.edu.gov.on.ca/eng/research/SSreform.pdf

[3] Provincial data is not yet available for 2016-2017 or 2017-2018.

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Cohort Graduation Rate

The cohort graduation rate, calculated as the percentage of students earning an Ontario Secondary School Diploma (OSSD) within five years of starting grade 9 in an OCDSB secondary school, has been steadily increasing for the past few years (see graph below). Prior to the 2009-2014 cohort, graduation rates calculated by the District were somewhat lower than the provincial rates observed over the same time period due to the inability to track students who began their secondary schooling in the OCDSB and transferred to (and graduated from) another secondary school in Ontario.[4,5,6] This changed in the spring of 2015 when, for the first time, the Ministry of Education (MOE) also released district-level graduation rates.

Overall Performance

The graph below shows outcomes for the 5,215 students that comprised the 2012-2013 grade 9 cohort for the OCDSB, reflecting district-level results released by the province (a portion of whom the District is unable to track).

Cohort Graduation Rate
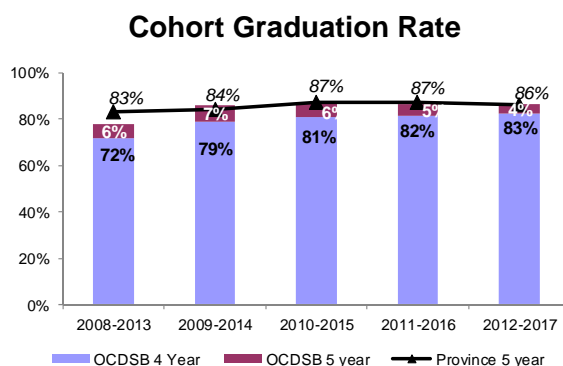
Observations

The OCDSB cohort graduation rate was slightly higher than that of the province. Of the students who did not graduate within five years of starting secondary school, some returned for a sixth year. Achievement gaps were greatest for students residing in lower-income neighbourhoods and for those who self-identified as Indigenous; gaps for these groups of students have remained unchanged or narrowed, respectively. There is currently no gap between English language learners and all students.

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[4] Ottawa-Carleton District School Board. (May 2012). *Report No. 12-119: Graduation Rate and Progress Towards Meeting the Board Target of 20% by 2020.* Ottawa, ON: Ottawa-Carleton District School Board

[5] Ottawa-Carleton District School Board. (April 2013). *Report No. 13-043: Graduation Rate for the 2008-2009 Grade 9 Cohort.* Ottawa, ON: Ottawa-Carleton District School Board.

[6] In the spring of 2015, the Ministry of Education made further refinements to the cohort graduation rate methodology to exclude students who are no longer living in the province of Ontario.

Student Characteristics

Since the province does not disaggregate the cohort graduation rate for specific groups of students, we must rely on the information that we are able to track within our own District. The information below reflects the proportion of students from the 2012-2017 grade 9 cohort (*N= 5,038)* who graduated from an OCDSB secondary school within five years (i.e., 84% or 4,229 of 5,038).

Table 14 shows the total number of students included in the most recent cohort graduation rate, as well as a breakdown for specific groups of students. This information will help support the results that follow.

Table 14: Enrolment Distribution, Cohort Graduation Rate (2016-2017)

Outcome	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Cohort Graduation Rate	5,038	2,417	2,621	458	988	151	1,230
		48%	*52%*	*9%*	*20%*	*3%*	*24%*

Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
How large were our gaps in the 2012-2017 cohort graduation rate?	4%	0%	3%	13%	14%
How do these gaps compare to the average of the previous three years?	2% larger	5% smaller	14% smaller	same	3% smaller

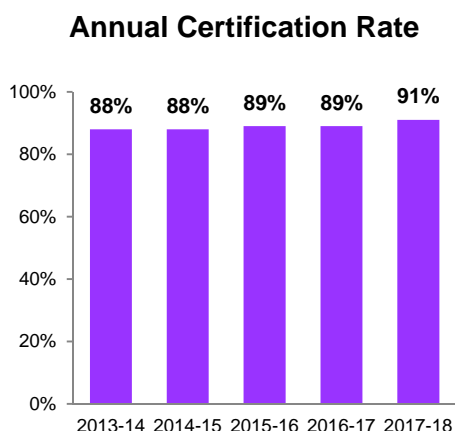## Annual Certification Rate (ACR)

The Annual Certification Rate[7] reflects the proportion of students who have earned an OSSD, an Ontario Secondary School Certificate (OSSC), or a Certificate of Accomplishment (COA) from an OCDSB secondary school (or Crystal Bay and Clifford Bowey) in what is theoretically their final year of school.

Student Characteristics

Table 15 shows the total number of students included in the calculation of the annual certification rate for 2017-2018, as well as a breakdown for specific groups of students. This information will help to provide context for the results that follow.

Table 15: Enrolment Distribution, Annual Certification Rate (2017-2018)

Outcome	Females	Males	ELLs	SpEd	FNMI	SES
Annual Certification Rate	2,437	2,327	762	1,112	90	1,240
(n = 4,7,64)	51%	49%	16%	23%	2 %	26%

Annual Certification Rate

	2013-14	2014-15	2015-16	2016-17	2017-18
	88%	88%	89%	89%	91%

Observations

The majority of students (99%) receiving a diploma or certificate upon graduation earn an OSSD. In 2017-2018, the remaining 1% of students earned either an OSSC ($n = 12$) or a COA ($n = 46$); numbers are similar to 2016-2017.

Achievement gaps were evident for all groups of students, but were largest for students who self-identified as Indigenous despite continuing to make progress towards narrowing the gap for this group of students compared to the previous three-year average.

Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
How large were our gaps in the annual certification rate?	5%	2%	3%	13%	7%
How do these gaps compare to the average of the previous three years?	1% larger	3% smaller	3% larger	5% smaller	1% smaller

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[7] Detailed methodology for this calculation can be found in *Report No. 15-023: 2013-2014 Annual Certification Rate* (March 2015).

Grade 12 French Proficiency: Diplôme d'études en langue française (DELF)

The *Diplôme d'études en langue française* (DELF) is an internationally-recognized diploma issued by the French Ministry for National Education to validate the language skills of a person whose first language is not French. In order to receive this diploma, candidates must pass both a written exam and an oral interview in French. Test levels vary in difficulty, and reflect the six levels of language proficiency described in the *Common European Framework of Reference*. At each test level, proficiency is measured across four competencies: oral comprehension (listening), oral expression (speaking), written comprehension (reading), and written expression (writing). Twice a year (in the fall and spring), the OCDSB offers its Grade 12 FSL students the opportunity to challenge the DELF at one of three test levels: A2 (least difficult), B1, or B2 (most difficult).

Student Characteristics

To provide context for the results that follow, the table below summarizes student participation in the DELF during the 2017-2018 school year.

Table 16: DELF Participation (2017-2018), Representation of Specific Groups

DELF 2016-2017	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Eligible	1,789	1,121	668	119	202	18	285
% Participating		89%	83%	80%	79%	78%	81%
Participating	1,550	999	551	95	160	14	231
% All Participating		64%	36%	6%	10%	1%	15%

Overall Performance

Student interest in the DELF has continued to grow each year, as evidenced in the table below. Success rates for students who choose to participate remain high. Differences in success rates by DELF Level reflect test level difficulty, and are also influenced by student participation.
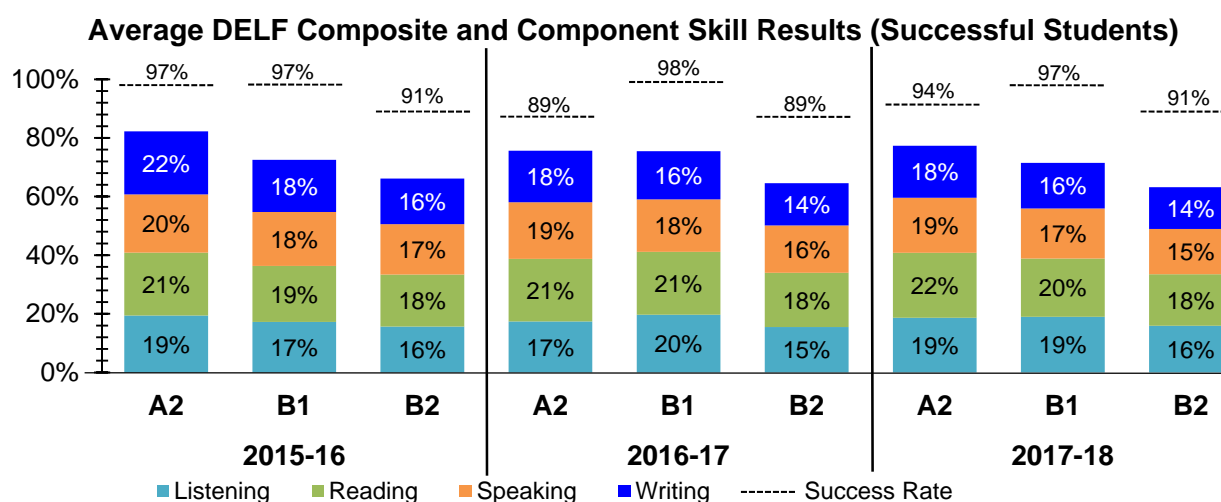
Table 17: Success Rates on the DELF, OCDSB

Year	Eligible Students	Students who Completed DELF		Successful Students	
		All	By DELF Level (A2 , B1 , B2)	All	By DELF Level (A2 , B1 , B2)
2015-2016*	1,664	1,174 (70.6%)	31% 66%	1,089 (92.8 %)	97% 97% 91%
2016-2017	1,749	1,455 (83.2%)	42% 55%	1,354 (93.1%)	89% 98% 89%
2017-2018	1,789	1,550 (86.6%)	40% 57%	1,451 (93.6)	94% 97% 91%

A labour disruption at the beginning of this year resulted in unforeseen changes to the administration of the DELF. Such changes may account for the divergence from consistent results over the previous testing administrations (e.g., discrepancy between registration for and completion of the DELF as well as success rate).

Student performance across competencies

DELF scores (out of 100) are comprised of four component skill scores (each out of 25): listening, speaking, reading, and writing. To be successful, students must have a composite score of at least 50, and a minimum score of 5.0 in each of the component skills. While differences in overall performance can reflect variance in test level difficulty, component skill results provide an indicator of language skill strengths and weaknesses. In the graphic below, average scores on each component skill (out of 25) are stacked to form the average DELF composite score (out of 100) for each test level, by year. Skills that students found easiest have higher scores, while those they found more difficult have lower scores.

Average DELF Composite and Component Skill Results (Successful Students)

Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
How large were our gaps in success rates on the DELF?	5%	0%	2%	8%	4%
How do these gaps compare to the average of the previous three years?	3% larger	4% smaller	1% smaller	4% larger	3% larger

Observations: DELF

On average, Level B2 has been the most popular (and most difficult) level to challenge. Level A2 (least difficult) remains the least-popular option, accounting for only about 3% of participating students. Overall success rates continue to be greater than 90%.

Performance across the four competencies has varied over the past three years, and can also vary by test level. Overall, students' strongest FSL language skill appears to be Reading, while the area of weakness varies between Writing and Listening.

Modest gaps in success rates for specific groups of students range from 0-8%. These gaps show a noticeable increase for boys, FNMI and SES groups compared to the previous three years. For students who identify as Indigenous, this may be in part due to the small cohort size (see Table 16).

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Summary and Concluding Remarks

The *Annual Student Achievement Report* is intended to provide an overview of OCDSB student achievement across multiple data sources, and in relation to the provincial, national and international contexts. The observations and conclusions drawn from the analysis of provincial assessment data, secondary report card marks in grades 9 and 10 applied and academic level English, French, Geography, History, Mathematics, Science, Civics and Careers, Grade 10 Credit Accumulation, Cohort Graduation Rates, Annual Certification Rates, and DELF Success Rates provides an opportunity for us to celebrate our accomplishments:

- The OCDSB has improved in all three provincial assessments at the grade 3 level and is now above the province in Reading, within 1% of the province in Writing, and the same as the province in Mathematics;
- The OCDSB is above the provincial results in all three assessments at the grade 6 level;
- The OCDSB continues to be above the provincial results in grade 9 academic math and for first-time and previously-eligible students on the OSSLT;
- Grade 10 credit accumulation and cohort graduation rates remain high and on par with those observed provincially;
- Participation rates on the DELF continue to climb, while high rates of success have been maintained; and,
- The further narrowing of achievement gaps for students with special education needs (excluding gifted) not only on provincial assessments, but in applied and academic level grades 9 and 10 compulsory courses, and on other outcome measures (i.e., cohort graduation and DELF success rates).

Analysis of this data also provides a strong case to continue focusing our efforts in the area of mathematics and numeracy across our District with careful attention to narrowing achievement gaps for our identified groups of students. This will be particularly important for our ELLs, where we have seen substantive growth in the proportion of students on the primary and junior EQAO assessments who have identified their home language as being something other than English and where achievement gaps are widening. At the secondary level, where provincial assessment data shows a widening achievement gap for ELLs, yet report card data shows progress being made to narrow the gaps for these students, further investigation is warranted both centrally and at the school level to better understand the factors that are contributing to these results.

Details of the strategies/initiatives that will be undertaken to help address these challenges can be found in the *2018-2019 Board Improvement Plan for Student Achievement and Well-being*. The following will be key to moving us forward in this work:

- **Focused strategies for improvement** - Every School Learning Plan (elementary and secondary) will continue to include a mathematics focus that emphasizes fundamental math concepts and skills that students are expected to

know to meet current curriculum expectations. In the OCDSB, concept of number and problem-solving pose the greatest challenge for our students. Intentional focus to narrow achievement gaps for our ELLs, paying particular attention to the intersectionality with other groups (e.g., students residing in lower-income neighbourhoods) will also be important. District support will continue to be provided to develop school-based strategies that will align with the *Board Improvement Plan for Student Achievement and Well-being* and efforts will be strategically targeted at the junior and intermediate divisions to improve student achievement while also promoting greater equity of outcomes for our students.

- **Enhancing teacher expertise** – Every elementary school has a lead math teacher who will continue to participate in math-focused professional development and have access to resources to support peer to peer learning at the school level. Job-embedded professional learning will also continue to be provided by central program departments in order to increase educator knowledge of mathematical concepts and skills, and effective mathematics pedagogy;

- **Focused professional development** – All educators have participated in a full day of PD in October that focused on mathematics. The District is committed to ensuring there is ongoing collaboration across multiple levels of the organization in order to enhance program delivery and improve outcomes for our students.

- **Focused instruction –** Instructional strategies will focus on developing student proficiency in concept of number and problem solving, while simultaneously supporting students in developing characteristics and skills described in the OCDSB Exit Outcomes. By combining these approaches, student confidence and achievement in mathematics should be positively impacted.

- **Parent Communication** – Information and resources about math instruction and provincial assessments will be made available to parents through the District website and in support of parents receiving individual student information about provincial results.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

2018–2019

INTRODUCTION

The Board Improvement Plan for Student Achievement and Well-Being 2018-2019 is a theory of action anchored in Ontario's Education Equity Action Plan (Ministry of Education, 2017, p.3 — *http://www.edu.gov.on.ca/eng/about/education_equity_plan_en.pdf*), which asserts "that every student should have the opportunity to succeed personally and academically regardless of background, identity or personal circumstances." It is aligned in both content and process with the School Learning Plans for Student Achievement and Well-being and supports the OCDSB Exit Outcomes.

Use of the professional learning cycle (reflect, plan, act, observe) aligns the work at all levels and provides a vehicle to work collaboratively, and with greater personalization and precision in service of equitable outcomes for all students' learning and well-being. It situates the Board Improvement Planning process as an iterative one, where learning is ongoing at all levels of the organization.

The School Effectiveness Framework (Ministry of Education, 2013 — *http://www.edu.gov.on.ca/eng/literacynumeracy/sef2013.pdf*) includes indicators of effective practices which support this cycle.

ELEMENTS OF THE PROFESSIONAL LEARNING CYCLE

Reflect	**Plan**
Use systematically collected data and information about student learning and well-being to inform decision-making and actions for the district, schools and classrooms.	Establish and support comprehensive literacy and numeracy strategies to equip students for success.
Act	**Observe**
Promote and support a collaborative learning culture.	Review student progress and support improvements in instructional practice.

REFLECT

The Story of our Data
The Board Improvement Plan for Student Achievement and Well-Being 2018-2019 has been informed by quantitative data and qualitative evidence of student learning and well-being taken from provincial, district and school sources of data.

Provincial Data
OCDSB students have performed as well as or better than the province in eight of 10 areas assessed by EQAO, including all three assessments in the junior division. With the exception of grade 3 writing, OCDSB results are higher than the province across all literacy assessments.

OCDSB student performance has improved on the primary and both applied and academic grade 9 assessments of mathematics, and have remained stable in grade 6. Although scores in grade 9 applied-level mathematics were below provincial performance, there was an increase of 6% of students achieving the provincial standard. Although this information suggests that we are beginning to reverse the trend in mathematics performance, it continues to be a priority area of need.

Specific Groups of Students

Achievement gaps in literacy persist for all groups of students but tend to be largest for English Language Learners, students with special education needs (excluding gifted), and students who self-identify as Indigenous (FNMI). Achievement gaps for English Language Learners in the OCDSB are larger than those observed provincially and have widened in comparison to the previous three year average gap in the District.

Substantive gaps persist across the assessments of mathematics for English Language Learners, students with special education needs (excluding gifted), students who self-identify as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES). Of particular concern are the widening gaps for our English Language Learners across all assessments and the observation that gaps are wider in the OCDSB than they are in the province.

There has been a significant increase in the proportion of students on the primary and junior assessments reporting a home language that is other than English, a reflection of the newcomers who attend school in the District. The number of newcomers in 2017-2018 has nearly doubled over the previous year and the arrival of newcomers over the past five years has been increasing such that close to 10% of our student population is comprised of newcomers.

Detailed information regarding EQAO assessments can be found in the OCDSB Annual Student Achievement Report, 2018-2019.

District Data

Evidence gathered from the implementation of the Board Improvement Plan for Student Achievement and Well-Being 2017-2018 indicates that we achieved the goal of improving student achievement in math for our grade 3 students and for students in grade 9 applied mathematics courses through the precise focus on mathematics in School Learning Plans, Professional Activity Days and networked professional learning. Schools reported in their School Learning Plans for Student Achievement that students' engagement in mathematics has increased, with students being more willing to take risks and to identify mental math strategies they are using.

To achieve equitable outcomes for English Language Learners, current assessments of all English Language Learners using the Steps to English Proficiency (STEP) tool were completed, as a means of supporting educators to plan and assess literacy development with precision. Educators in all schools were supported on an ongoing basis by instructional coaches, and new and occasional teachers were provided with training on the use of the STEP tool and appropriate instructional strategies for English Language Learners.

Data from the School Learning Plans for Student Well-being indicate that schools are implementing a wide range of evidence-informed supports and programs to improve socio-emotional well-being and school climate, and current evidence shows a need for a specific focus on self-regulation and attachment. Further, schools develop Bullying Prevention and Intervention Plans to proactively address the issue of bullying specifically.

KEY LEARNINGS, CHALLENGES AND NEXT STEPS

Key Learnings

Focusing on mathematics in all School Learning Plans, resulted in increased precision in terms of identifying areas of student learning need. Concepts of number and problem solving emerged as priorities for our District. The Ministry has also introduced more precision by identifying a Focus on the Fundamentals of Math as a provincial priority, aligning clearly with the District priorities. The data also identifies grades 4-6 as an area in need of more focused support.

Our data indicates a widening of achievement gaps for our English Language Learners. There are more newcomers entering our District and more students reporting a language other than English spoken at home. A large number of these students have been assessed at levels 1 through 3 of the STEP tool, and are at the Junior/Intermediate level. Our data also indicates that ongoing support in the use of the STEP tool for planning and assessment is required.

A positive impact in Early Years classrooms was observed when collaborative, multi-departmental teams provided consultation and classroom support. These teams surfaced the importance of creating positive physical and social classroom environments to support children's learning and well-being. Professional learning about self-regulation provided by Learning Support Services received positive feedback. MindMasters 2 is an evidence-based program that has shown promise in the classrooms in which it is being implemented.

Challenges

While good work has been done to integrate achievement and well-being into a single School Learning Plan template, the task ahead is determining where the Bullying Prevention and Intervention Plan fits into the school improvement process as support.

The platform used for the School Learning Plans is limited in its capacity to provide flexible features, accessibility thresholds, and expansion opportunities.

Ensuring current and accurate STEP data of our English Language Learners was a challenge. The importance of this data is in determining student and staff learning needs. That data is now up to date and additional staffing has been provided through the budget process to support these students.

Developing consistent and effective monitoring strategies has been a general challenge in the District. For example, gathering student voice in alternating years through the OurSCHOOL survey is a systems methodology for monitoring progress for the well-being component of the School Learning Plan. A challenge has been to identify other sources of data to use as ongoing measures of progress.

Next Steps

- Having noted a positive impact on student achievement by focusing on math in the School Learning Plans, adopt a similar approach to the SLP for Well-being.
- Connect the Bullying Prevention and Intervention Plans with the School Learning Planning process as an important element of creating safe, inclusive and welcoming environments.
- Develop a web-based application to support the School Learning Plan.
- Implement and monitor the STEP assessments to ensure data remains current.
- Identify additional sources of data to support the measuring of progress towards goals in the School Learning Plans for Well-Being.

PLAN

Identified Priorities

Based on the data from last year's Board Improvement Plan, the Annual Student Achievement Report and OurSCHOOL data and the Ministry direction of Focusing on the Fundamentals of Math, the following have surfaced as areas of priority for student achievement for the District. The OCDSB has a Framework for Student Well-being which highlights three key domains: physical, cognitive and socio-emotional. The priority for the District this year will be socio-emotional well-being.

IDENTIFIED PRIORITIES	
ACHIEVEMENT	**WELL-BEING**
Develop Fundamental Mathematical Concepts and Skills, specifically in grades 4-6. Develop literacy skills for English Language Learners, STEPs 1-3 in grades 4-8.	Build socio-emotional skills in the Early Years, specifically: • Attachment • Self-regulation • Resilience Develop an increased sense of belonging in grades 4-6 and decrease the number of reported incidents of bullying.

Equity is situated at the centre of our collective work, both in system-level professional learning, and through the School Learning Plan process. Weaving together equity with achievement and well-being will support us in developing literate and numerate students who are critical thinkers, resilient and who will have multiple pathways to academic and personal success: all in the context of inclusive and collaborative environments where every student's voice belongs, is heard and where differences are expected and accepted.

ACT

As a learning organization, all levels of the organization are involved in professional learning in service of student learning. Superintendents provide coordinated, strategic and differentiated support for principals in leading program and developing people. Central departments provide coordinated and strategic support for superintendents, school principals and school teams. Job-embedded professional learning at all levels of the organization will be focused on equity, student achievement and well-being outcomes.

LEADING PROGRAM AND DEVELOPING PEOPLE

Monthly superintendency meetings engage principals in job-embedded professional learning, as led by Superintendents of Instruction. This assists schools in the deliberate and consistent use of multiple sources of evidence to improve student achievement and well-being. Professional learning is led by school administrators in collaboration with their school teams through their School Learning Plans.

Job-embedded professional learning for supervisory officers, system leaders, school administrators, teachers, and other professional staff through authentic engagement in school and district improvement processes is a characteristic of strong school districts and is practiced intentionally in the OCDSB. Support for this type of professional learning at all levels of the organization is provided by the central program departments.

A COLLABORATIVE APPROACH TO ORGANIZATIONAL IMPROVEMENT

Collaboration across the system, consistency in priorities and expectations, and increases in support by system leaders contribute to a coherent instructional guidance system within the school district. (Strong Districts and Their Leadership; Leithwood, 2013). As such, and with all educators supporting the development of literate and numerate students, both the central program departments and school teams will be working and collaborating intentionally as cross-departmental teams in service of student learning. This work is led by Superintendents at the system level and supported by Principals and Vice-Principals at the school level. This ensures the system is supported with the vision and implementation strategies to support the work of educators in our schools.

System-level and School-based Cross-departmental Collaborative teams

	Business and Learning Technologies	**Curriculum Services**	**Learning Support Services**	**Research, Evaluation and Analytics Division (READ)**
Program Department Collaborators Led by Superintendents	System Vice-Principal Consultants for Integration of Technology Instructional Coach	System Principals and Vice-Principals Instructional Coaches	System Principal and Vice-Principal Learning Support Consultants Itinerant Educational Assistants Itinerant Teachers for Assistive Technology	Research Analysts Research Officers
School-based Collaborators Led by Principals and Vice-Principals	Digital Lead Learners	Math Leads Math Heads ESL/ELD Leads	Learning Resource Teachers Learning Support Teachers	

System supports also include School Operations, Superintendency Meetings, Principal/Vice-Principal Learning Sessions.

OBSERVE

Ongoing monitoring of progress towards the goals identified in the Board Improvement Plan takes place at all levels of the organization and at regular intervals using multiple data sources.

Sources of evidence include:

Provincial	District	School-Based
EQAO achievement data	OurSCHOOL school climate survey results	Classroom Assessments: Conversations, Observations and Products
EQAO student questionnaire data	School Learning Plans for Achievement and Well-being	Student surveys and questionnaires
	Student feedback from organized events	Documentation from job-embedded professional learning at schools

"Ontario schools need to be places where everyone can succeed in a culture of high expectations. They need to be places where educators and students value diversity, respect each other, and see themselves reflected in their learning. It is particularly important to provide the best possible learning opportunities and supports for students who may be at risk of not succeeding."

Achieving Excellence, 2014, p.8 — http://www.edu.gov.on.ca/eng/about/excellent.html

IMPLEMENTATION AND MONITORING

LEARNING

KEY DATA OBSERVATIONS:

School-level data analysis shows: the concept of number (fundamental concepts and skills of mathematics) is the content area of greatest need, and problem solving is the mathematical process of greatest need for our students. Instructional strategies related to assessment and discourse and to the development of the concept of number are the most commonly identified educator learning needs.

Annual Student Achievement Report shows: increases in primary (up 3% within the District and on par with province) and grade 9 applied-level (up 6% within the District and 2% below the province) mathematics, and no change in junior mathematics (2% above the province). Substantive gaps persist across the assessments of mathematics. Of particular concern are the widening gaps for our English language learners and that gaps are wider in the OCDSB than they are in the province. EQAO student questionnaires show that students who did not meet the provincial standard in mathematics had less positive beliefs in their ability in math and their efforts towards math activities (ASAR)

GOAL: Develop Fundamental Mathematical Concepts and Skills, specifically in grades 4-6. Develop literacy skills for English Language Learners, STEPs 1-3 in grades 4-8.

Board Improvement Plan for Student Achievement and Well-being 2018-2019			
Strategies	**Actions**	**Indicators of Success**	**Sources of Evidence**
1. Improve student achievement in mathematics, particularly as it relates to fundamental concepts and skills and the concept of number; 2. Increase leader and educator knowledge of fundamental mathematical concepts and skills and effective mathematics pedagogy; 3. Increase students' reported efficacy and confidence in mathematics. 4. Increase leader and educator knowledge of effective instruction for English Language Learners and use of the STEP tool; 5. Use updated STEP data to continue to monitor ELLs progress; 6. Examine STEP levels and compare with provincial assessment data to determine areas for targeted support; 7. Investigate targeted literacy resources for ELLs.	Map the fundamental mathematical concepts and skills directly to the Ontario Curriculum (all math strands, other curricular areas); Identify where the fundamentals of mathematics are found in a variety of mathematical tasks and connect them directly to the continuum of learning from counting principles to algebraic thinking; Develop virtual learning materials to support understanding of the fundamentals of mathematics and related instructional strategies in schools in staff meetings, professional learning teams and on professional activity days; Provide superintendency-based numeracy instructional coach, Learning Support Consultant and READ personnel support for school leaders at : • monthly superintendency meetings, • lunch and learn drop-in sessions at monthly operations meetings, and • schools upon request through system principals. Provide training and support for new ESL/ELD leads; Provide focused support through instructional coaches in all schools; Support teachers in identifying observable language behaviours (from the STEP document) in order to effectively plan for and assess student learning; Provide resources to support effective instruction for English Language Learners; and Ensure STEP data is accurate and regularly updated.	» Numeracy specific concepts are explicitly used to deepen student learning and understanding in all subjects. SEF 4.2; » [Students] have access to and select appropriate technologies based on the task. SEF 4.3; » All students and educators form a learning community where mathematics inquiry is framed positively and risk-taking is the norm. SEF 4.2; » School leaders are engaged in professional learning with staff. SEF 2.4; » Student assessments and achievement data inform the focus of professional learning and provide insight to its impact on student learning. SEF 1.1; » Student achievement information is collected through common assessment tools identified by the district and/or school, analyzed and shared as part of the assessment for learning process. SEF 1.2; » Students whose culture/ first language differs from the culture/ language of instruction are intentionally supported in order to be able to access the intended learning. SEF 4.5; and » Instruction is differentiated and curriculum materials, digital tools, human and a range of other resources are provided to support student strengths and needs. SEF 3.1.	EQAO Provincial achievement data; EQAO Student Questionnaire; Report Card Data; PRISA and AEAC data; Reflections and Impact statements from the School Learning Plans; Feedback from monthly super-intendency meetings and professional learning sessions with principals and vice-principals; EQAO Provincial achievement data; Report Card data; Reflections and Impact statements from the School Learning Plans; Numbers of educators trained in STEP; and Feedback from collaborative inquiries.

WELL-BEING

KEY DATA OBSERVATIONS:

School-level data analysis shows: Socio-emotional well-being is consistently identified by schools as the most urgent student learning need. Self-regulation and resilience are amongst the most commonly reported learning needs.

District-level OurSCHOOL and Annual Student Achievement Report shows: in 2016-2017 students in grades 4-6 reported incidents of bullying and feelings of being excluded are on the rise and higher than the Canadian norm. At the same time, the proportions of students reporting that they feel safe at school and/or a positive sense of belonging are declining, with rates being lower than the Canadian norm.

GOAL: Build socio-emotional skills in the Early Years, specifically: attachment, self-regulation, resilience; Develop an increased sense of belonging in grades 4-6 and decrease the number of reported incidents of bullying.

Board Improvement Plan for Student Achievement and Well-being 2018-2019			
Strategies	**Actions**	**Indicators of Success**	**Sources of Evidence**
1. Focus all School Learning Plans for Student Well-being on the socio-emotional domain of well-being; 2. Increase leader and educator knowledge about socio-emotional development: attachment, self-regulation and resiliency. 3. Identify additional sources of data and evidence to measure progress towards the goals of the School Learning Plans for Well-being.	Explore relevant professional learning materials at monthly superintendency meetings and apply them to the School Learning Plans for Well-being; Providing sample SLPs for Well-being with a focus on self-regulation, including professional learning resources; Develop professional learning modules on attachment, self-regulation and resiliency; Implement evidence-based programs related to socio-emotional development with a focus on Mindmasters 2 in Kindergarten; Increase integration of culturally responsive and relevant pedagogy; Facilitate student leadership planning in school-based mental health initiatives, Rainbow Youth Forum, Indigenous Youth Symposium, Black Youth Conference; and Continue the partnership between Curriculum Services and Learning Support Services - Early Learning Team.	» Students are aware of and access programs and services available to them in their school and community to support their social, emotional, cognitive and physical development. SEF 6.3; » Demonstrate confidence, resilience, self-regulation and self-efficacy in their capacity to learn and succeed. SEF 3.1; » The cultural and linguistic diversity of the school and community is recognized and respected. SEF 6.2; » Districts develop policies and allocate funding to help ensure that learning resources are current, culturally relevant, responsive and inclusive. SEF 4.1; » Students are supported in their role as advocates, school and community leaders and conscientious global citizens SEF 3.4; and Students: » Assume leadership roles when working on authentic problems/projects and incorporate the use of relevant data, tools and experts in and beyond the classroom. SEF 4.3.	Our SCHOOL student survey 2018-2019; Impact statements from School Learning Plans for Well-being, including multiple sources of data; Feedback from monthly super-intendency meetings and pro-fessional learning sessions with principals and vice-principals; Number of Referrals to Early Learning Team and Itinerant Educational Assistant Team; Feedback from Kindergarten teams supported by the Early Learning Team; Observations from school visits by LSS; Educator feedback from pro-fessional learning modules and collaborative inquiries; and Attendance and feedback from Rainbow Youth Forum, Indige-nous Youth Symposium, Black Youth Conference.

BETTER TOGETHER IN A SAFE AND CARING LEARNING COMMUNITY

Respect · Appreciation · Responsibility · Fairness · Optimism · Perseverance · Cooperation · Acceptance

INTEGRITY

CHARACTER DEVELOPMENT

EMPATHY

IN PERSON AND ONLINE

TO: Chair and Members   DATE: 6 November 2018
        of the Board

RE: **Revisions to OCDSB By-laws and Standing Rules and**
        Policy P.012.GOV Board Governance

Trustee Braunovan has given notice that she will move as follows at the Board meeting of 20 November 2018, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS improving the effective and strategic use of meeting time and committees to support the well-being of staff, trustees, and community partners is a key priority under Stewardship and Well-being in the Board's strategic plan;

WHEREAS the members of the Board continue to indicate their desire to elevate the work of the Board to a higher level of governance, focused on setting strategic direction, monitoring and providing oversight to the work of the District;

WHEREAS the Board will discuss proposed revisions to the OCDSB By-laws and Standing Rules at its meeting on 30 October 2018;

WHEREAS two weeks' notice in writing will be included as part of the agenda for the 6 November 2018 meeting of Committee of the Whole;

WHEREAS the Board will consider approval of the proposed revisions at its meeting on 20 November 2018;

THEREFORE BE IT RESOLVED,

A.   THAT the proposed revisions to the OCDSB By-laws and Standing Rules as set out in Appendix A of Report 18-105, be approved (Attached as Appendix A);

B.   THAT the proposed revisions to Board Policy P.012.GOV Board Governance as set out in Appendix B of Report 18-105, be approved (Attached as Appendix B;

C.   THAT the Agenda Planning Committee be stood down; and

D.   THAT the Board, at its annual organizational meeting, appoint or elect a member-at-large and an alternate for the purpose of consulting with the Chair on agenda planning matters.

_____   _____
Jennifer Adams   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.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

BY-LAWS AND STANDING RULES

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

BY-LAWS AND STANDING RULES

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BY-LAWS AND STANDING RULES

PREAMBLE

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

(a)   The Board recognizes that it is bound by all applicable laws.

(b)   The Board is committed to providing leadership and good governance to benefit public education, and is mindful of the impact of its decisions on individual communities and society at large.

(c)   The Board shall focus decision-making on the educational outcomes of student achievement and well-being, and support programs and services that seek to provide equity of access and successful outcomes for all students.

(d)   The Board shall maintain a strategic focus on the work of the District and shall govern with long term vision.

(e)   The Board is committed to transparency, ensuring compliance with legislative requirements and making every reasonable effort to hold all deliberations, debate and decision-making in public.

(f)   The Board is committed to ensuring an effective Board culture of collaboration, respect, trust, candour and open expression of diverse and divergent viewpoints.

(g)   The Board shall render all decisions with integrity, based on available facts, and in the best interests of the entire district without undue influence from individuals or special interest groups.

(h)   The Board shall engage in board professional development to increase the collective capacity of the Board as a whole.

(i)   The Board recognizes that there is a division of responsibility between the Board and the Director of Education as the Chief Executive Officer.

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

1.0 INTERPRETATION

In these by-laws and standing rules:

1.1. **Appeal for an Improvement to the Physical Environment** means an appeal on a matter raised by a member during a meeting with respect to physical conditions which are interfering with the efficient conduct of the meeting or the member's ability to participate in the meeting, for example seating, hearing, lighting, heating, etc. [ref. K&K p. 214, § 187];

1.2. **Board** means the Board of Trustees of the Ottawa-Carleton District School Board;

1.3. **Chair** means the Chairperson of the Board;

1.4. **Committee Chair** means the Chairperson of a standing, statutory, ad hoc or other special purpose committee;

1.5. **Consent Agenda** means the portion of the agenda where items may be approved by the Board without debate;

1.6. **Director** means the Director of Education/Secretary of the Board and Chief Executive Officer;

1.7. **District** means the Ottawa-Carleton District School Board;

1.8. **Member** means an elected or appointed member of the Ottawa-Carleton District School Board including the Chair;

1.9. **Minutes** mean a record of proceedings of a meeting of the Board of Trustees, duly confirmed by the Board, and signed by the Chair or presiding member;

1.10. **Minute Book** means a collection of records of proceedings of every meeting of the Board of Trustees, duly confirmed by the Board, and signed by the Chair or presiding member;

1.11. **Notice** includes Saturday, Sunday, and statutory holidays;

1.12. **Point of Order** means a question by a member on any matter then before the Board as to whether the matter is in order;

1.13. **Point of Personal Privilege** means an appeal by a member during a meeting with respect to comments made by the previous speaker on the rights and reputation of the Board collectively, or which reflect on the position and conduct of individual members in their representative character;

1.14. **Property of the Board** means buildings and sites, moveable property including furniture and equipment, documents, financial assets, and information resources;

1.15. **Secretary** means the Secretary of the Board, and may also mean an Assistant Secretary of the Board if the Director delegates part of his or her duties as Secretary to an Assistant Secretary;

1.16. **Student Trustee** means a student representative elected by the Student Senate and Students' President Council to represent the interest of students on the Board;

1.17. **Treasurer** means the Treasurer of the Board, or the Chief Financial Officer, and may also mean an Assistant Treasurer of the Board if the Director is also Treasurer and delegates part of his or her duties as Treasurer to an Assistant Treasurer;

1.18. **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*; and

1.19. **Vice-Chair** means the Vice-Chairperson of the Board.

2.0   NAME

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

3.0   HEADQUARTERS

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

4.0   SEAL AND SYMBOL

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

5.0   BOARD OF TRUSTEES

5.1 The affairs of the corporation shall be governed by an elected Board of Trustees consisting of twelve members elected in accordance with the Ontario *Municipal Elections Act* or as may otherwise be prescribed in Ontario Regulations made under the *Education Act*.

5.2 The Board shall have two student trustees elected annually by the student body, who shall share in attending Board meetings to represent students in a non-voting capacity in accordance with Board Policy P.017 GOV; Student Trustees.

6.0 DUTIES OF OFFICERS

Officers of the Corporation
6.1 The officers of the corporation shall be:
(a) The Chair;

(b) The Vice-Chair;

(c) The Director/Secretary; and

(d) The Treasurer;

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

Duties of the Chair
6.2 The Chair shall;
(a) in consultation with the Director, prepare and approve the agenda for all regular, special or extraordinary meetings of the Board *and Committee of the Whole;*

(b) call the meetings of the Board to order having established that quorum is present, and preside thereat; and

(c) sign such corporate documents as require the signature of the Chair.

Duties of the Vice-Chair
6.3 The Vice-Chair shall:
(a) fulfill the duties of Chair when the Chair is temporarily absent or otherwise unable to perform the duties of office; and

(b) preside at meetings of the ~~Board when meeting as~~ Committee of the Whole *and meetings of the Board in camera*.

Duties of the Director/Secretary
6.4 The Director/Secretary shall:
(a) collaborate with the Chair in the preparation of agendas for meetings of the Board and ensure the preparation of timely and accurate staff reports as may be required;

(b) render such advice and assistance to the Chair and members as may be required during meetings;

(c) ensure that the decisions and the policies of the Board are implemented;

(d)   be responsible for circulating notices, agendas and reports, and minutes of meetings to the Board and others who are entitled to receive such materials;

(e)   ensure that accurate minutes are prepared of all Board meetings, and that the minutes, when confirmed, are signed by the Chair or presiding member and are safeguarded in a Minute Book provided for that purpose; and

(f)   produce the Minute Book at any reasonable time during normal business hours to anyone entitled to see the Minute Book.

Duties of the Treasurer
6.5   The Treasurer shall:
(a)   receive and account for all money of the Board, and deposit all money received on account of the Board into a bank account or accounts opened in the name of the Board in such place of deposit as may be approved by the Board;

(b)   disburse all money as directed by the Board in accordance with the annual budget plan or by other resolutions or directions;

(c)   prepare and submit to the Board or a Committee or Committees of the Board such financial reports as the Board may direct by policy or by resolution; and

(d)   produce, when required by the Board, the auditors, or other competent authority, all papers and money in the Treasurer's possession, power or control belonging to the Board.

7.0   SIGNING OFFICERS

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

8.0   MEETINGS OF THE BOARD

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

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

(b) The organizational meeting of the Board shall be held on such date and at such time as agreed by a majority of Board members, as prescribed in legislation or by regulation.

(c) At the appointed hour, the Director shall call the meeting to order and, in the year following a municipal election, shall read into the record the official returns from the designated municipal election officer, whereupon the elected members shall take their places and subscribe to declarations of office and oaths of allegiance as prescribed in legislation. The Director shall preside until a Chair has been elected.

Election or Appointment of Members

8.3 (a) The Director shall appoint such assistants to conduct the election as necessary, but no fewer than two.

(b) The Board shall proceed to elect the following in order and by separate elections:
   i. Chair of the Board;
   ii. Vice-Chair of the Board;
   iii. Chairs of Standing Committees (if required); and
   iv. Chair of Committee of the Whole Budget.

(c) The Board shall then proceed to elect or appoint members or other persons to such standing, statutory, ad hoc, special purpose, or other committees as have been established, and its representatives to other organizations and agencies. Where it has been determined that selection to committee membership or as Board representative is by means of election, the procedure outlined in 8.3 (d) shall be followed.

(d) Nominations shall be received from the floor and shall be seconded. A member may move or second his or her own nomination. In the event a member nominated for office is not present, the nominator or nominators shall satisfy the presiding officer that the member's consent to nomination has been obtained. The vote shall take place by closed ballot.

(e) Election shall require a majority of valid votes cast. If no member receives a clear majority, a second ballot shall be held. Should no member receive a clear majority on the second ballot, the name of the person receiving the fewest votes shall be dropped from the ballot and the members shall vote anew and so continue until a member receives a majority vote. The Director shall announce the results of the vote for the election of the Chair, but shall not declare the count. The Chair shall announce the results of the votes for all subsequent offices, but shall not declare the count.

(f) Where during an election a tie vote occurs, a second ballot shall be held between or amongst the members involved in the tie, to break the tie. If a vote results

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

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

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

(h) By resolution of the Board, all ballots shall be destroyed after the elections have been completed and the results declared.

(i) If a vacancy should arise in any of the above offices during the course of the term of office, the Board shall elect another member to fulfill the unexpired term in the manner set out above.

Regular Meetings

8.4 (a) Unless otherwise directed by resolution of the Board, the regular meetings of the Board shall normally be held on the fourth Tuesday of each month, except for the months of July and August where regular meetings of the Board shall be held at the call of the Chair as required, or as pre-determined by resolution of the Board. Meetings shall regularly be scheduled to commence at 6:30 p.m. for an in camera session, and at 7:30 p.m. for an open public session. Where a meeting would fall on a recognized statutory holiday, it shall normally be held on the closest available date.

(b) The times and sequencing of Board meetings may be varied in advance of the meeting by the Chair, provided always that each member shall be notified of such change 48 hours in advance of the meeting.

(c) The Secretary shall notify each member of regular meetings of the Board, by written notice delivered to his or her residence and/or by electronic mail, at least 48 hours in advance of the meeting, together with the agenda for such meeting and, insofar as is practicable, all reports and other written documentation to be considered thereat.

Special Meetings

8.5 (a) Special meetings of the Board shall be held at the call of the Chair, or on the written request of at least six members filed with the Secretary, subject to confirmation that a quorum will be present. The printed notice of every special meeting shall state all the business to be transacted or considered thereat, and no other business shall be considered unless all members of the Board are present and consent.

(b) At least 48 hours' written notice of all special meetings shall be given to each member at his or her residence and/or by electronic mail.

Extraordinary Meetings

8.6 (a) Provided a resolution has been previously adopted by the Board authorizing the calling of extraordinary meetings and stating the nature of the business to be transacted thereat, the Chair may call extraordinary meetings without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members.

(b) Notwithstanding the provision of an enabling resolution, the Chair may convene an Extraordinary meeting of the Board following the minimum six (6) hours' notice as required under 8.6 (a) to cover emergency situations for which no pre-authorization was possible, provided that the first item of business at such meeting will be to confirm a resolution enabling the meeting and stating the business to be transacted, with the approval of a two-thirds majority of all Board members.

(c) Recognizing that it may not be possible to contact all Board members by telephone, records of all telephone calls shall be kept, including date and time of call, name of caller, and whether or not the caller spoke with the Board member, left a message, or was unable to reach the Board member. Records shall similarly be kept of e-mail or facsimile transmissions, together with Board members' acknowledgement thereof.

(d) A quorum being present, all business transacted at such meeting which is within the scope of the authorizing Board resolution, shall be binding on the Board, its officers and employees.

Alternate Chair of Board Meetings

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

Agenda Planning

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

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

9.0 COMMITTEES

Committees - General

9.1 (a) The Board may establish by resolution such standing, statutory, special purpose and *ad hoc* committees as it deems appropriate or as required under legislation or through contractual obligations, and subject to any relevant legislation or contract:

   i. determine their composition and the manner of selecting Chairs and members;

   ii. fix their terms of reference, reporting relationships and expected date of completion of mandate;

   iii. alter their composition, terms of reference, reporting relationships and expected date of completion of mandate, as it may deem appropriate from time to time; and

   iv. dissolve committees.

(b) The Director of Education shall assign appropriate staff and other resources to support the work of standing, statutory, special purpose and ad hoc committees of the Board in accordance with Board policy where applicable.

(c) The rules of the Board with respect to the delivery of notices, agendas and supporting documentation shall apply, with necessary changes only (mutatis mutandis), to standing, statutory, special purpose and ad hoc committees.

(d) With the Board's approval, standing and special purpose committees may establish sub-committees, determine their composition which may include Board members and non-Board members, and fix their terms of reference.

(e) Staff resources will not normally be assigned to support sub-committees but may be authorized by the Board.

(f) Sub-committees shall provide written reports to the committee that established them and shall be stood down at the conclusion of their work.

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

<u>Standing Committees</u>
9.3   (a)   The Board shall establish the following standing committee:
i.   <u>Committee of the Whole</u>
The Committee of the Whole shall meet to discuss and consider any matters referred to it by the Board including, but not limited to, policy development and evaluation; educational programs and services; facilities and sites; student transportation; demographic planning; capital construction programs; safety and security; budgeting; human resource management; collective bargaining; strategic planning and corporate goal setting.

(b)   The Board, by resolution, may create additional standing committees and may appoint a trustee member other than the Vice-Chair of the Board to fulfill the duties of Chair.

(c)   All members of the Board shall be members of the Committee of the Whole and shall be entitled to attend meetings of the committee, to receive all materials circulated to the committee, and to participate fully in debates including the making of motions and voting.

(d)   Non-voting representatives shall be appointed to the Committee of the Whole in accordance with Policy P.010: GOV Community Involvement in Board Standing Committees. Non-voting representatives shall be entitled to receive materials circulated to the committee, and to participate fully in debates at public meetings. Only Board members may make and vote on motions.

(e)   A quorum for a standing committee is a majority of its voting members.

(f)   The Vice-Chair of the Board shall ~~be the Chair of~~ *preside over* Committee of the Whole meetings. Where the Vice-Chair is not able to preside over a Committee of the Whole meeting, the Vice-Chair may appoint another member to preside over the Committee of the Whole meeting. The Vice-Chair shall select the

member for appointment from a schedule of alternate Committee of the Whole chairs.

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

Statutory Committees
9.4   The Board shall establish the following statutory committees:
(a)   Special Education Advisory Committee (in accordance with Ontario Regulation 464/97, and as per Board Policy P.019.GOV);

(b)   Parent Involvement Committee (PIC) (in accordance with Ontario Regulation 330/10, and as per the By-Laws and Standing Rules of the Parent Involvement Committee);

(c)   Audit Committee (in accordance with Ontario Regulation 361/10, R.R.O. 2010 as per Board Policy P.016.GOV); and

(d)   Supervised Alternative Learning (SAL) (in accordance with Ontario Regulation 374/10, and as per Board Policy P.044.CUR).

Special Purpose Committees
9.5   The Board may establish the following special purpose committees by resolution or policy:
(a)   Committee of the Whole Budget
        The Board may establish a special purpose Committee of the Whole Budget for budget deliberations comprised of all twelve trustee voting members and such non-voting representatives in accordance with Policy P.010: GOV Community Involvement in Board Standing Committees. The Board may appoint a trustee member(s), other than the Vice-Chair of the Board, to fulfill the duties of the Committee of the Whole Budget Chair;

(b)   Agenda Planning Committee
        The Board shall establish an Agenda Planning Committee to facilitate the development of the annual agenda cycle and governance priorities, monitor the application of Board governance policies, review meeting agendas for compliance, timing and content, review monthly feedback and meeting effectiveness, and respond as necessary to emerging Board issues.

        The Agenda Planning Committee shall be comprised of the Chair and Vice-Chair of the Board, one trustee elected at large, and the Director of Education.

        The Agenda Planning Committee shall normally meet twice per month, two weeks prior to the scheduled Committee of the Whole meeting;

(c) Committee of the Whole (Special Purpose)
For the specific purpose of accommodation reviews or other special purposes, the Committee of the Whole may be constituted as an accommodation review or other special purpose committee and shall be chaired by the Vice-Chair or by another trustee elected by the Committee;

(d) Advisory Committees to the Board **(*as per Board policies P.065.GOV for the Advisory Committee on the Arts and the Alternative Schools Advisory Committee; P.008.GOV for the Advisory Committee on Equity; P.111.GOV for Advisory Committee for Extended Day and Child Care Programs; and P.140.GOV for the Indigenous Education Advisory Council);***

(e) Appeals Hearing Panels (in accordance with the *Education Act* and as per Board policy P.022.SCO*) to hear appeals of cross boundary transfer decisions, and suspension decisions;*

(f) Expulsion Hearing Panels (in accordance with the *Education Act* and as per Board policy P.023.SCO); and

(g) Such other special purpose committees as the Board may from time to time determine by resolution or policy.

Ad Hoc Committees
9.6 The Board may, from time to time, establish ad hoc committees.
(a) An ad hoc committee shall have a specific, defined mandate and be expected to complete its mandate by a date specified by the Board at the time of establishing the ad hoc committee.

(b) The Chair of the Board shall be, ex officio, a member of all ad hoc committees of the Board with full privileges of committee membership.

(c) The membership of an ad hoc committee shall include one or more trustees in addition to the Chair of the Board, and may include such members of staff and/or members who are neither trustees nor staff, as determined by the Board at the time of establishing the ad hoc committee.

(d) An ad hoc committee shall be expected to complete its mandate by a date specified by the Board at the time of establishing the ad hoc committee.

(e) An ad hoc committee shall automatically be stood down when the Board determines it has completed its assigned task in accordance with its terms of reference.

10.0 ORDER OF AGENDA

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

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

11.0 DELEGATIONS

11.1 Any citizen or group within the area of jurisdiction of the Board may appear as a delegation before the Board or Committee to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. The delegation will be allocated time as follows:

(a) Up to four minutes for a first appearance where the request was made in advance of the meeting and in accordance with these rules; and

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

Requests to Appear as a Delegation:
11.2 (a) A delegation shall be granted up to four minutes where the delegation has registered with the Secretary and provided a written submission outlining the delegation's concerns or views and any remedies sought from the Board or Committee not later than 4:00 p.m. on the Thursday prior to the meeting for inclusion in the printed agenda for the meeting.

(b) A delegation shall be granted up to two minutes where the delegation has registered prior to the start of the meeting using a sign-up sheet provided at the meeting to state their topic.

(c) A delegation which has appeared previously at Committee on a particular topic may be provided with a further opportunity of up to two minutes to address the Board when the matter comes forward for a Board decision. Substantial repetition of the previous presentation will be ruled out of order.

(d) The Chair of the Board may, in advance of the meeting, direct that a delegation requesting a hearing before the Board be heard instead by an appropriate Committee of the Board.

(e) Notwithstanding the requirement for notice, a delegation shall be permitted to circulate printed material to the Board or Committee members at a meeting.

(f)   Once the Board has made a decision on a matter raised by a delegation, the Board will not entertain a further delegation on substantially the same issue within the ensuing six-month period unless the Chair is of the opinion there is sufficient new information to warrant a review or unless the Board has agreed to re-open the matter.

Scheduling Delegations at Regular Board or Committee Meetings

11.3   (a)   At regular Board or Committee meetings, a maximum of 20 minutes will be allotted for delegations. Where the number of requests for delegations exceeds the time available, the Chair may increase the time allotted for delegations.

(b)   To ensure that delegations on various topics, or with different points of view on the same topic, can be heard, the Chair, may limit the number of delegations and/or the time for each delegation.

Appearing as a Delegation

(a)   Delegations may appoint up to two spokespersons to address the Board or Committee. Board or Committee members may ask a maximum of three questions for clarification only and will not enter into debate or discussion.

(b)   Where appropriate, the Chair may respond immediately, or request a response through the Director, to questions posed by a delegation. Where a response cannot be given at the meeting, the delegation's name and address will be recorded, and a written or verbal response provided as soon as possible, but normally within two weeks. Written responses to questions posed at a committee meeting may be posted to the Board's website and/or attached to a subsequent agenda as supplemental information.

(c)   Questions or comments concerning the performance or character of identifiable individuals will not be allowed in public meetings. If inappropriate remarks are made about Trustees or staff, the Chair will immediately rule the remarks "out of order" and will request a retraction. If a retraction is not forthcoming and the inappropriate behavior continues, the Chair may expel the speaker(s) from the meeting.

11.4   Delegations will be provided with a copy of the rules before the meeting at which they are to appear.

In Camera Delegations

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

   iii. the acquisition or disposal of a school site;
   iv. decisions in respect of negotiations with employees of the Board; or
   v. litigation affecting the Board.

Special Meetings for Delegations

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

Presentations

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

12.0 RULES OF ORDER

Interpretation

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

Call to Order and Presiding Officer

12.2 (a) At the appointed hour, the Chair shall call the meeting to order, a quorum of a majority of Board members being present, and shall preside at the meeting. In the absence of the Chair, the Vice-Chair shall preside. In the absence of both the Chair and Vice-Chair, the Director or Acting Director shall call the meeting to order and the Board shall, by resolution, appoint another member to preside at the meeting.

   (b) If a quorum is not present after one-half hour beyond the appointed time for the meeting, the Chair shall order the Secretary to record the names of those members present, and may determine a time at which to convene the meeting again.

   (c) A Board member who participates in a meeting by electronic means is considered to be present at the meeting and will be recorded in the attendance for the meeting.

Approval of Agenda

12.3 (a) The Chair may alter the regular pattern of business as circumstances warrant, subject to confirmation by the Board under the item "Approval of Agenda". Any Board member may request changes to the proposed order of business prior to the vote to approve the agenda.

(b) A majority vote of the members present shall be required to add a non-substantive item, including the addition of a delegation, to the agenda provided that the item does not require a decision of the Board.

(c) To safeguard the rights of members who may be absent from a meeting, a three-quarters majority vote of the elected or appointed members shall be required to add any item(s) of a substantive nature to the agenda prior to approval of the agenda. The addition of a substantive item(s) to the agenda is debatable.

(d) A three-quarters majority vote of the elected or appointed members shall be required to add an urgent substantive item to the approved agenda during the course of a meeting because a matter of extreme urgency has arisen. The addition of a substantive item(s) to the agenda is debatable.

(e) Such a proposed addition to an agenda during the course of a Special Meeting of the Board is not permitted unless all members of the Board are present and consent (see 8.5 (a), By-laws and Standing Rules).

(f) Notwithstanding the above, any member may bring forward a motion that was defeated at a committee meeting when the committee report comes forward to the Board. At the Approval of the Agenda, the member shall indicate his or her intent to bring forward a motion that was defeated at a committee meeting. The motion shall be added to the agenda as a non-consent item.

(g) Substantive items, including motions and staff reports that are urgent or time sensitive, as determined by the Chair of the Board in consultation with the Director, may be dealt with at Board meetings. For the purpose of this by-law, urgent or time sensitive is defined as a matter which cannot be completed if not dealt with at a Board meeting prior to the next scheduled meeting of the appropriate committee. If a motion or staff report comes directly to Board, without first going to committee, the rules of committee, on the topic of the motion or staff report will apply, as outlined in section 12.15.

Consent Agenda

12.4 (a) The Board may utilize a consent agenda to approve recommendations from a committee report without debate.

(b) The Chair shall ask for a motion to receive a report from committee and call for errors or omissions. Upon the adoption of a motion to receive the committee report, the Chair shall ask whether any of the listed recommendations are non-consent and require debate. Any item that requires debate shall be moved to the non-consent section of the agenda. The Chair shall call the question on the remaining items with a single motion.

(c) Any member may request an item be debated and moved to the non-consent section of the agenda.

(d)   The consent agenda items shall be separately recorded in the minutes as items carried by consent.

Adjournment

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

(b)   At 11:00 p.m., the Chair shall interrupt any item under discussion for Board members to vote on whether to continue the meeting past 11:00 p.m. Board members will vote to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless there is unanimous consent from those Board members present to continue.

(c)   The Chair shall declare a meeting adjourned when:
i.   there is no other business to be transacted;
ii.   the Chair observes lack of quorum; or
iii.   a motion to adjourn has been adopted by the Board.

(d)   During the course of a meeting, the Chair may declare one or more recesses of up to fifteen minutes, as circumstances warrant, which shall not be construed as adjourning the meeting.

Moving In Camera

12.6   (a)   The Board shall meet *in camera* to deal with the following matters in accordance with the *Education Act*:
i.   the security of the property of the Board;
ii.   the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
iii.   the acquisition or disposal of a school site;
iv.   decisions in respect of negotiations with employees of the Board; or
v.   litigation affecting the Board.

(b)   At any time during a meeting a member may move a motion "That the Board move in camera". The motion shall be put without debate. If resolved in the affirmative, the Board shall immediately move in camera, with the Vice-Chair presiding. The rules of committee shall be applied once a motion to move in camera has been carried (Section 12.15 below).

(c)   At the conclusion of debate, the committee shall rise and report with the proviso that, with the consent of the majority of members present, a recommendation from the in camera session may be withheld for presentation to the Board at either of its next two meetings.

Adopting the Rules of Committee

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

        (b)   At any time during discussion or at the conclusion of debate, a member may move to "end the rules of committee". When the Board meeting resumes, the Chair shall summarize the discussion and clarify the status of the item. If a vote was taken, the Chair may ask the mover to summarize the action taken. Any motion carried during the rules of committee shall require ratification by the Board.

Substantive Motions

12.8   (a)   Substantive or main motions include propositions to act upon proposals, policies, statements of opinion, recommendations and modifications to previous decisions. Examples of a substantive motion include the following:
                i.   To approve the minutes of a previous meeting;
                ii.   To approve, accept or adopt a stated action, opinion or policy;
                iii.   To approve in principle;
                iv.   To establish an ad hoc committee;
                v.   To receive or accept a report;
                vi.   To concur with decisions made in the committee of the whole;
                vii.   To renew a previously rejected substantive motion;
                viii.   To amend a previously approved substantive motion;
                ix.   To rescind a previously approved substantive motion; and
                x.   To set the date, time and place of the next meeting.

        (b)   Every substantive issue shall be decided by motion, moved and seconded by members of the Board.

        (c)   A substantive motion, once read to the meeting by the Chair and then recorded in the minutes as duly moved and seconded, belongs to the meeting, and its movers can only withdraw it by making a procedural motion to withdraw (see 12.11 (h) iii below).

        (d)   Substantive issues may only be moved at a meeting arising from reports circulated with the agenda as action items, or by way of notice from individual Board members duly filed with the Secretary, or by approval of the Board in accordance with Section 12.3.

Notices of Motion

12.9 (a)   A Board member may provide notice of motion on any topic at least one full working day before the agenda is posted electronically, or by notice of motion filed by a member at a previous meeting.

(b)   Notices of Motions from Trustees and staff reports will normally be considered at the appropriate Committee meeting prior to consideration by the Board.

Debate

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

(b)   A member must wait until he or she is assigned the floor to begin debate, and shall not be interrupted except on a point of order, a point of personal privilege, or an appeal for an improvement to the physical environment.

(c)   At Board meetings, members shall be entitled to speak once on each debatable motion, amendment or sub-amendment. Members may speak for up to five minutes to each main motion, three minutes to an amendment and two minutes to each sub-amendment. The Board, may, by resolution, establish rules for an extended debate on an issue. The mover of the motion shall, additionally have the right to speak a second time to conclude debate.

(d)   If a motion or staff report comes directly to Board, without going to committee, then the rules of committee with respect to speaking times will apply, as outlined in section 12.15.

Sequence of Debate on Substantive Motions

(e)   The Board shall debate and vote upon motions in the reverse order of their movement, as follows:
    i.   Motion to sub-amend;
    ii.   Motion to amend; and
    iii. Main motion.

    i.   Motion to Amend or Sub-Amend
        1.   An amendment must be germane to the motion it seeks to amend. Such an amendment may be contrary to the intention of the main movers, that is, provide an alternative to part of the substantive motion before the meeting, but it must not convert this motion into its direct negative, that is, be directly hostile to the main motion. An amendment that is the direct negative of the main motion is not in order because this intention can be achieved directly by defeating the motion as it stands.

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2.   If the proposed alternative alters the intention of the movers' motion to the extent that they wish to withdraw it, unanimous consent of the meeting is required to do so (see 12.10 (h) below), as the motion belongs to the meeting not the movers, and all members have the right to propose changes to make it more generally acceptable before proceeding to a vote. [ref. K&K p. 115 § 95].

3.   A sub-amendment shall likewise be germane to an amendment. Only one amendment and one sub-amendment may be on the floor at the same time.

4.   An amendment may be accepted as friendly when it meets all of the following conditions:
- it clarifies the main motion but does not change its substance or intent;
- the mover and seconder of the main motion accept the amendment as friendly; and
- no other member objects to the amendment being accepted as friendly.

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

(f)   Procedural Motions
A Board member may move a procedural motion at any time during the debate or decision on a substantive motion to modify the conditions for debate or decision, or the conditions for the conduct of a vote on a motion or election.
Procedural motions include the following:
i.   To close or limit debate;
ii.   To divide a compound motion;
iii.   To consider a complex motion clause by clause;
iv.   To request that a named person be heard;
v.   To defer to another stated time;
vi.   To postpone indefinitely;
vii.   To postpone temporarily;
viii.   To withdraw a substantive motion;
ix.   To refer to a committee;
x.   To require an open quantitative vote;
xi.   To require a written vote;
xii.   To reveal a vote count after a quantitative vote;
xiii.   To require a particular multiple choice voting method;
xiv.   To require approval by other than a majority of votes cast; and
xv.   To make a previously decided vote unanimous.

(g)   Regulatory Motions

A Board member may move a regulatory motion to control the agenda of the meeting, the form of the meeting, and the adjournment of the meeting. Regulatory motions include the following:
i.   To approve the agenda;
ii.   To amend the agenda;
iii.   To resume consideration of a temporarily postponed motion;
iv.   To reconsider a motion previously approved during the meeting;
v.   To consider a matter in a closed, informal or committee session;
vi.   To rise from a special session;
vii.   To take a recess;
viii.   To set or change the time of adjournment;
ix.   To adjourn the meeting to another day and time; and
x.   To adjourn.

<u>Order of Precedence for Procedural and Regulatory Motions</u>
(h)   A procedural or regulatory motion shall take precedence over the main motion and any pending amendments, and shall be decided before the debate on the main motion and amendments resumes.

When a motion is on the floor, no other motion shall be in order except, in reverse order of precedence
i.   Postpone indefinitely;
ii.   Amend;
iii.   Sub-amend;
iv.   Refer to Committee;
v.   Postpone to a certain time;
vi.   Limit or extend debate;
vii.   Lay on the table (temporary postponement);
viii.   Withdraw;
ix.   Adjourn; and
x.   Fix the time to which to adjourn.

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

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

iii.   <u>Limit or Extend Debate</u>

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

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

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

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

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

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

The member who raised the point of order has the right to appeal the ruling of the Chair. The Chair shall ask the members "is the ruling of the Chair upheld?" and shall call the vote immediately and without debate.

The Chair does not vote on the appeal. The decision of the Chair is upheld on a tie or majority of votes cast.

(i) Debate on motions, including amendments and sub-amendments to substantive motions, shall address the issue or issues under debate and no individual shall make speeches or comments which reflect on the character, reputation or integrity of other members, or of staff. If inappropriate remarks are made, the Chair will immediately rule the remarks "out of order" and will request a retraction.

(j) A member has the right to request that a motion be read clearly and completely before a vote is taken, but not so as to interrupt a speaker.

(k) A member has the right, for the purpose of voting, to have a multi-part motion divided into parts where the various parts of the motion can stand alone.

(l) Once a question has been put by the Chair, members may not speak to the motion or make another motion until the result is declared.

(m) Once a question has been decided by the Board, members shall not speak again to the issue or reflect on the decision of the Board, except to file a motion of reconsideration or rescission as provided in Section 12.13 below.

Voting
12.11 (a) All motions shall be decided by majority vote, by show of hands of those members present and/or by voice of those members participating by electronic means and voting. A motion on which there is a tie vote is defeated, with the exception of the vote regarding an appeal against a ruling of the Chair.

In limited circumstances, where a Board member is participating by electronic means, he or she may communicate his or her vote to a voting proxy as appointed by the Director/Secretary or designate.

(b) The Chair or presiding member of the Board may vote with the other members, but shall not have a casting or deciding vote after the other members have voted.

(c) When in doubt as to the outcome of a vote, the Chair or presiding member may immediately call for a second vote, without debate.

(d) Votes on all substantive motions at board meetings shall be recorded.

(e) Notwithstanding section (d) votes on the following motions shall be recorded only at the request of a member made before voting commences:
   i. substantive motions presented in the form of:
      • amendments;
      • sub-amendments;

- approval of minutes;
- receipt of reports; and

   ii.   procedural motions and regulatory motions.

(f)   During a recorded vote, members shall vote at the same time when the chair calls for those in favour, those opposed and those abstaining. Members present in the room shall keep their hands raised, and members participating by electronic means shall vote by voice, until their names have been read by the Director/Secretary or designate, who shall record them as being in support of or against the motion, or abstaining.

Reconsider

12.12 (a)   A motion to reconsider a previous vote, duly moved and seconded, may be made:
    i.   during the meeting at which the previous vote was taken;
    ii.   at a subsequent meeting with due notice in writing. Such notice must include the rationale(s) for moving the motion to reconsider.

(b)   A motion to reconsider can be made with respect to a motion which was either adopted or defeated in the previous vote.

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

(c)   This rule does not prevent a motion to reconsider a previously defeated motion at a subsequent meeting [ref. K&K p. 205 § 172]. However, such a subsequent motion to reconsider is <u>not</u> in order when the results of the previous vote have already been substantially put into effect.

(d)   Any member may introduce a motion to reconsider, regardless of which way he or she voted on the original motion.

(e)   If adopted, a motion to reconsider returns the original motion to the status it held immediately prior to the previous vote.

(f)   A motion to reconsider may only be made once in any six-month period.

Rescind

12.13 (a) A motion to rescind something previously adopted may be made only with due notice in writing, which should set out new information or reasons in support of the motion. Such a motion enables repeal of a previously approved substantive motion if it has outworn its usefulness or is demonstrated not to achieve its intended purpose. [K&K p. 181 § 145]

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

Amend Something Previously Adopted

12.14 (a) A motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion. A motion which does not accomplish precisely what was intended by its movers and supporters, to correct its weaknesses, may be moved at a subsequent meeting provided proper notice has been given. A motion to amend a previously adopted motion cannot be made at the same meeting, because in this instance the correct procedure would be to move a motion for reconsideration (see 12.12 above) [K&K p. 181, § 144].

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

Rules of Committee

12.15 (a) These rules shall be observed in meetings of Committees of the Board, insofar as they are applicable, except that:
    i. no motion made in committee shall require a seconder;

    ii. members may speak more than once to an issue and for up to five minutes each time, subject to such reasonable limitations as the Chair of the committee may determine in the interest of expediency and with due and fair consideration to the rights and privileges of all members;

    iii. Where the Board adopts the rules of committee, a member may, upon request, seek clarification or ask a question of a non-voting representative where the representative is in attendance;

    iv. votes shall not be recorded in committee except by request of a trustee at Committee of the Whole Budget; and

    v. at Audit Committee in the event of a tie vote, the chair is entitled to cast a second and deciding vote.

(b) Except as provided in the By-laws or by Board resolution, the members of a Committee shall elect one of their members as Chair of the Committee.

(c)   The Special Education Advisory Committee and the Board's other Advisory Committees are exempted from the requirement to provide prior notice to move substantive issues arising from reports circulated with the agenda as action items, or by way of notice from individual Committee members filed with the Secretary at least one full working day before the agenda is to be circulated to members, or by notice of motion filed by a member at a previous meeting.

13.0 AMENDMENTS TO BY-LAWS AND STANDING RULES

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

14.0 RELATED POLICIES
P.008.GOV: Advisory Committee on Equity
P.010.GOV: Community Involvement on Board Standing Committees
P.012.GOV: Board Governance
P.016.GOV: Audit Committee
P.017.GOV: Student Trustees
P.018.GOV: Electronic Meetings of the Board and Committees
P.019.GOV: Special Education Advisory Committee
P.025.GOV: Board Member Conflict of Interest
P.048.GOV: Board Guiding Principles
P.050.GOV: Board Member Removal/Resignation from Office
P.065.GOV: Advisory Committees to the Board
P.073.GOV: Board Member Code of Ethics
P.110.GOV: Consultation by the Board, Schools and School Councils with Constituent Groups and the Wider Community
P.130.GOV: Evaluation Process for the Board of Trustees
Parent Involvement Committee: By-Laws and Standing Rules

APPROVED BY THE BOARD: 17 December 1997
LAST REVISED: 28 January 2014

ANNEX 1

Agenda for Regular Board Meetings

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

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

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

ANNEX 2
Agenda for Regular Meetings of Committee of the Whole

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

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

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

POLICY P.012.GOV

TITLE: BOARD GOVERNANCE

Date issued: 06 June 2012
Revised:
Authorization: Board: 12 June 2012

1.0   OBJECTIVE

To establish principles for Board governance to encourage and support effective Board decision-making.

2.0   DEFINITIONS

In this policy,

2.1   **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.

2.2   **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act and the Education Act*. Student trustees are elected by the Student Senate and Students' President Council to represent the interests of students on the Board.

2.3   **Board Governance** is the way in which the Board provides leadership, stewardship and oversight of the school district and its resources.

2.4   **District** means the Ottawa-Carleton District School Board.

2.5   **Upholding** means to respect and to ask for respect for Board decisions as an expression of collective community democratic will.

2.6   **Monitoring** refers to the process whereby the Board of Trustees oversee the progress of District goals, policies, priorities and performance targets to determine if they are on-schedule and meeting the pre-set objective.

2.7   **Governance Commitments** are the expression of values and beliefs to which the Board subscribes in the undertaking of its duties.

2.8   **Guiding Principles** are value statements that guide, influence, direct or support any action, decision or practice to which they are related.

3.0   POLICY

Governance Commitments

3.1   The Board recognizes that it is bound by all applicable laws.

3.2   The Board is committed to providing leadership and good governance to benefit public education, and is mindful of the impact of its decisions on individual communities and society at large.

3.3   The Board shall focus decision-making on the educational outcomes of student achievement and well-being, and support programs and services that seek to provide equity of access and successful outcomes for all students.

3.4   The Board shall maintain a strategic focus on the work of the District and shall govern with long term vision.

3.5   The Board is committed to transparency, ensuring compliance with legislative requirements and making every reasonable effort to hold all deliberations, debate and decision-making in public.

3.6   The Board is committed to ensuring an effective Board culture of collaboration, respect, trust, candor and open expression of diverse and divergent viewpoints.

3.7   The Board shall render all decisions with integrity, based on available facts, and in the best interests of the entire district without undue influence from individuals or special interest groups.

3.8   The Board shall engage in board professional development to increase the collective capacity of the Board as a whole.

3.9   The Board recognizes that there is a division of responsibility between the Board and the Director of Education as the Chief Executive Officer (see section 4.0).

Guiding Principles

3.10   When setting policy direction and making decisions the Board shall be guided by the following principles:

a)   Making students the primary focus and ensuring the District's schools and programs meet the diverse educational needs of students in their communities;

b)   Ensuring equity, accessibility and fairness of learning opportunities;

c)   Recognizing, valuing, and celebrating the diversity of its community;

d)   Considering the input of students, parents, staff and the wider community as appropriate through a meaningful consultation process;

e) Making efficient, effective and innovative use of its resources, based on sound planning and best available information;

f) Fostering vital and mutually beneficial relationships between schools, the populations they serve and the communities in which they are situated; and

g) Being professional, transparent, and acting with integrity and respect for all.

4.0 SPECIFIC DIRECTIVES

Roles and Responsibilities of the Board
Responsibility
4.1 The Board is responsible for promoting student achievement and well-being; ensuring effective stewardship of the board's resources; and ensuring the delivery of effective and appropriate education programs to its students.

Policy Development and Monitoring
4.2 The Board shall develop and maintain policies and make decisions that promote the goals of student achievement and well-being, stewardship of resources, and effective program delivery and encourages students to pursue their educational goals. The Board shall monitor and evaluate the effectiveness of its policies, directions and priorities in achieving the Board's goals and the efficiency of the implementation of these policies. The Board shall monitor the extent to which the direction, policies and priorities it has set have been met.

Multi-Year Planning
4.3 The Board shall consult with parents, students, supporters and employees in the development of a multi-year plan aimed at achieving the goals of student achievement and well-being, stewardship of resources, and effective program delivery and encourages students to pursue their educational goals. The plan shall include measures with respect to the allocation of resources to improve student outcomes. The Board shall annually review the plan with the Director of Education and ensure that the plan and progress reports on implementation of the plan are brought to the attention of parents, students, supporters and employees of the Board.

Director Evaluation
4.4 The Board shall monitor and evaluate the performance of the Board's Director of Education in accordance with its policies and have regard for his or her duties under the *Education Act*.

Board/Director Relations
4.5 The Board shall realize the potential of an effective Board-Director relationship; exercise its right to delegate authority to the Director for operational management; monitor the extent to which the direction, policies and priorities it has set have been met; and conduct annual performance appraisals of the Board and the Director.

Communication
4.6 The Board shall ensure effective communication with the community. It shall ensure the sharing of information on the activities and events taking place in the District, as well as

the policies, procedures and decisions adopted by the Board. The Chair of the Board is the only spokesperson for the Board.

Stewardship of Resources
4.7   The Board shall demonstrate fiscal accountability and effectively use the resources entrusted to it for the purposes of delivering effective and appropriate education in a manner that upholds public confidence.

Advocacy
4.8   The Board shall make every effort to increase Board influence through political advocacy.

Roles and Responsibilities of Board Members
4.9   Board members are publicly elected and ultimately bear responsibility to the community as a whole.

4.10   Board members are responsible for bringing community members' concerns forward to the attention of the Board and balance their responsibility to the community with their duties as members of the board, collectively making decisions in the interests of all students.

4.11   Board members shall make themselves aware of the legislative, policy and operational requirements of the school board, and to be aware of current and emerging issues.

4.12   Board members shall respect the dignity of their office and shall not use their position for personal advantage or advancement.

4.13   Board members shall review agenda materials, arrive on time, regularly attend Board and committee meetings to which they have been appointed, and participate to the best of their ability.

4.14   Board members shall respect their colleagues and shall not contribute to unproductive debate or actions.

4.15   Once a decision has been reached by the Board, each member shall uphold the decision. Members are expected to be able to explain the rationale for a Board decision as required.

4.16   Board members shall respect and maintain confidences and confidential information.

4.17   Board members shall manage community communications effectively and diligently respond to requests for information.

4.18   Board members shall entrust the day to day management of the District to its staff through the Director of Education.

4.19   Board members shall comply with the Board's Code of Conduct.

Roles and Responsibilities of the Chair of the Board
4.20   In addition to any other duties under the *Education Act*, the Chair shall:

a) Preside over meetings of the Board;

b) Conduct the meetings in accordance with the Board's procedures and practices for the conduct of board meetings;

c) Establish agendas for Board meetings, in consultation with the Director of Education *and, as appropriate, the Vice-Chair of the Board, and a duly appointed Board member or alternate;*

d) Ensure that members of the Board have the information needed for informed discussion of the agenda items;

e) Act as spokesperson to the public on behalf of the board, unless otherwise determined by the board;

f) Convey the decisions of the Board to the Director of Education;

g) Provide leadership to the Board in maintaining the Board's focus on its mission and vision; and

h) Assume such other responsibilities as may be specified by the Board.

Roles and Responsibilities of the Director of Education

4.21 The Director of Education is responsible for and accountable to the Board for the effective functioning of the school system in accordance with the strategic priorities and policies established by the Board and with any relevant statutory or regulatory requirements.

4.22 The Director of Education shall:
a) Provide educational leadership to the District and advising and counseling the Board on all educational matters;

b) Maintain a strategic focus and managing policy implementation;

c) Enhance communications and community relations;

d) Manage human resources and professional development;

e) Demonstrate fiscal accountability; and

f) Demonstrate a strong relationship with provincial officials, including advocacy for the District's needs.

4.23 In addition to his or her other duties under the *Education Act*, the Director of Education shall:
a) Annually review with the Board the multi-year plan;

b) Ensure that the multi-year plan establishes the Board's priorities and identifies specific measures and resources that shall be applied in achieving those priorities and in carrying out duties and responsibilities for student achievement;

c) Implement and monitor the implementation of the multi-year plan;

d) Act as Secretary to the Board;

e) Bring to the attention of the Board any act or omission by the Board that may result in a contravention of the *Education Act* or any policy, guideline or regulation made under the *Education Act*; and

f) If the Board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of Education of the act or omission.

5.0 REFERENCE DOCUMENTS

Education Act of Ontario and Regulations under the Education Act
Bylaws and Standing Rules
Policy P.073.GOV: Board Member Code of Ethics
Policy P.025.GOV: Board Member Conflict of Interest
Policy P.130.GOV: Evaluation Process for the Board of Trustees
Policy P.051.GOV: Evaluation of Director of Education and Secretary of the Board
Policy P.001.GOV: Policy Development and Management
Policy P.110.GOV: Consultation by the Board, Schools and School Councils with Constituent Groups and the Wider Community
Policy P.114.GOV: Advocacy
Policy P.006.HR: Delegation of Authority – Human Resources
Policy P.007.FIN: Signing Authority and Spending Controls
Job Description for Board Member
Job Description for Director of Education and Secretary of the Board