

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

COMMITTEE MEMBERS:

All Trustees

STAFF:

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

ASSOCIATION REPRESENTATIVES (NON VOTING):

Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela
Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternates: Brent Smith and Andrew Nordman

Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,
Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC

Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Renald Cousineau, Alternates: Rupi Bergamin and Steven Spidell

Student Senate (OCSPC or STAC), TBC

Special Education Advisory Committee (SEAC), Mark Wylie, Alternate: Rob Kirwan

Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Stacey-Ann Morris

DISTRIBUTION:

All Board Members, Senior Administration

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

Monday, February 4, 2019, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

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|-----|--|----|
| 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 | |
| 6. | Report from Statutory and Other Committees | |
| 6.1 | Parent Involvement Committee, 09 January 2019 | 1 |
| 6.2 | Special Education Advisory Committee, 16 January 2019 | 7 |
| 6.3 | Indigenous Education Advisory Council, 17 January 2019 | 19 |
| 7. | Matters for Discussion: | |
| 7.1 | Report 19-019, Identity-Based Data Collection (M. Giroux, ext. 8310) | 27 |
| 7.2 | Strategic Plan Discussions | |
| a. | Report 19-015, Report on the 2019-2023 Strategic Plan Consultations (M. Giroux, ext. 8310) | 35 |
| b. | Report 19-020, Strategic Plan Environmental Scan (M. Giroux ext. 8310) | 83 |
| 8. | Information Items: | |
| 8.1 | Report from OPSBA (if required) | |
| 8.2 | New Ministry Initiatives Update (if required) | |

8.3 OSTA Update (if required)

- | | | |
|-----|--|-----|
| 9. | Long Range Agenda (February to April 2019) | 179 |
| 10. | New Business - Information and Inquiries | |
| 11. | Adjournment | |



PARENT INVOLVEMENT COMMITTEE

Wednesday, January 9, 2019

6:00 pm

Cafeteria

133 Greenbank Road

Members:	Mostafizur Khan Diana Mills Graciela Jasa Silveira Malaka Hendela (OCASC Member) Susan Fullerton Martyn Reid (OCASC Member) Amber Labelle (OCASC, Alternate)
Staff and Guests:	Camille Taylor-Williams (Director of Education), Brett Reynolds (Associate Director of Education), Erica Braunovan (Trustee), Wendy Hough (Trustee), Lynn Scott (Trustee), Michele Giroux (Executive Officer), Katrine Mallan (Manager of Board Services), Halcion Joseph-Clost (Strategic Business Analyst), Engy Abdel Masieh (Policy Analyst), Rob Kirwan (SEAC), Mark Wylie (SEAC), Sue Cowin (SEAC), Ian Morris (SEAC), Elaine Hayles (ACE), Emeka Ndukwe (ACE), Sebastion Pilon (IEAC), Raigelee Alorut (IEAC), Brittany Hesmer (IEAC), Aana Logie (IEAC), Anthony Debassige (IEAC), Nancy Dean (ACA), and Kate Carroll (ACA).

1. Advisory Committee Meet and Greet

Chair Khan welcomed the attendees and staff. He noted that the role and function of the Parent Involvement Committee (PIC) is to encourage and enhance parent involvement in support of student achievement and well-being. PIC provides information and advice to the Board on parent engagement, communicates with and supports school councils, and undertakes activities to help parents support their children's learning at home and at school.

Chair Khan noted that representatives from the Special Education Advisory Committee (SEAC), the Advisory Committee on Equity (ACE), the Advisory Committee on the Arts (ACA), and the Indigenous Education Advisory Council (IEAC) were in attendance and expressed his appreciation for the opportunity for the committees to work together and be involved in the consultation process for the development of the Board's strategic plan.

Executive Officer Giroux acknowledged that the meeting is taking place on unsundered Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Thoughtexchange Consultation Overview

Executive Officer Giroux provided the following information regarding the results of the Thoughtexchange consultation:

- The Idea Exchange was conducted from November 21 to December 17, 2018. Over 6000 people participated in the Thoughtexchange and over 10,000 thoughts were contributed with over 178,000 stars assigned;
- The Thoughtexchange process saw a significant increase in the participation of students in grades 7 through 9;
- The District asked all participant groups the same three questions: what does the District do well; where can the District improve; and what should the priorities be. Conversations were held among elementary parents, secondary parents, grade 7/8 students, grade 9-12 students, centrally assigned staff, secondary staff, elementary staff, and community members. There were fourteen conversations in total. The results reflect the input from all conversations;
- Top thoughts are defined as thoughts that received the highest average rating. Top thoughts are specific thoughts and their associated, ranked rating;
- Top thoughts emerged for each question and were analyzed by topic. From the top thoughts, the following key themes emerged: teaching and learning, curriculum, school environment, student support, extracurricular and physical activities, human resources and Board level, and other;
- A powerpoint presentation with the results of the Thoughtexchange will be posted on the District's website. The slides referencing the top thoughts of each of the questions have clickable links which direct the user to a listing of all of the thoughts in rank order and noting the participant group from which the thought was generated;
- The purpose of the focus group session is to contemplate the next steps in relation to the question regarding priorities and to further explore specific strategic goals for each of the priority areas the community has identified;
- The Ministry of Education's Multi-Year Strategic Planning Guide, 2017, suggests the Board set 3 to 5 ambitious priorities which are focused,

courageous and be reflective of the community. The Ministry recommends the goals be powerful and motivational for staff, parents, and students; and

- A draft plan will be prepared and presented to the Committee of the Whole for consultation and feedback in April or May with a goal of having the final document approved by the Board in June 2019.

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

- Ms. Jasa Silveira remarked that it would be useful for parents to review the breakdown of thoughts contributed by all group categories (e.g. student, parents, staff etc);
- Instructional quality can be characterized by the quality of the classroom teacher and their abilities, whereas instructional practices are the tools and resources that a teacher may access to enhance their teaching;
- The average class size of the District is 22. Class sizes are mandated by the Ministry at the primary level. The junior grades average between 24-25 students per class and secondary classes range in size from as low as 8 to as high as 30 depending on the course;
- Ms. Hendela observed that most goals and priorities are designed to be achievable and measurable and queried the value of aspirational goals versus achievable goals. Executive Officer Giroux advised that the 2019-2023 strategic plan should have a range of both aspirational and achievable goals with specific strategies it can focus on to work towards the broad objective. The strategic plan, with input from the community, will be determined by the Board and will direct the work of the District for the next 4 years;
- In January 2019, the District will enter the Strategies & Actions stage of the consultation which includes two evenings of focus group discussions with parents, 23 January 2019 at Sir Robert Borden High School and 31 January 2019 at Cairine Wilson High School. The District will also host a focus group session for community partners and another for the student senate;
- In response to a query from Mr. Kirwan regarding consultation with advisory committees, Executive Officer Giroux noted that the consultation process has 4 phases, the pre-consultation, the community-wide idea exchange (Thoughtexchange), developing strategies and actions (focus groups) and inviting feedback on the draft plan. She added that Committee Chairs should consider adding the draft plan to their May or June committee meeting agendas;
- Mr. Ndukwe queried the breakdown of respondents and noted that given the lack of access to technology in his community wondered whether or not the District could feel confident that the results reflect a broad enough response of the Ottawa public board user;

- Ms. Dean and Ms. Hendela queried the data analysis and the threshold for a "thought" to become a theme. Executive Officer Giroux noted that a further breakdown of the thoughts is provided within each of the themes through a clickable link within the PowerPoint presentation. She encouraged the participants to explore the sub-themes as a part of their conversation in regard to priorities. She added that the data requires a streamlined approach in order for staff and the community to interpret it. Thoughtexchange provides staff with the ability to examine and present the most important insights; and
- Ms. Hendela noted that the timing of the strategic planning exercise coincides with the 2019-2020 Budget planning process. She noted her recurring request for the budget document to provide clear links to the strategic plan. Executive Officer Giroux noted that the strategic plan will not be complete and approved until June of 2019 at which time the budget process will have been completed. She noted that there are still opportunities for the budget document to address the elements of the current strategic plan.

3. Breakout Group Sessions

The attendees worked in small, independent groups to develop strategies and actions for the following themes: curriculum, teaching and learning, school environment and student supports.

4. Action Items, Wrap-up, Final Thoughts

During the presentation of the breakout group session findings the following points were noted for each theme discussed:

Curriculum

- Define equitable outcomes for all students to ensure they succeed academically and encourage their well being;
- Ensure that the curriculum is representative and relevant, diverse and equitable;
- The curriculum should be informed by the current need (math fundamentals) and include relevant skills for 21st-century learners;
- The curriculum must be revamped to decolonize the Indigenous unit, Indigenous content should be found and accessible in multiple areas of study;
- A focus on life skills, self-care, mental health, conflict resolution, digital lives, budgeting, and other relevant skills required in the 21st century;
- Ensure that the curriculum leads to all students achieving and succeeding the Board's outcomes;
- Understanding that the definition of success differs for all students and that the bar must move for each student as it relates to their lives, values and experiences; and
- The strategies implemented must have the ability to be monitored to ensure the District can measure success.

School Environment

- All students and staff experience a safe, supportive and inclusive environment that enables them to meet their goals;
- The group noted that a proportionately high number of the responses from the Thoughtexchange reference student behaviour;
- The District must ensure the provision of adequate resources to ensure teachers are supported in their efforts;
- Students must feel safe and centered. Students should feel welcome, safe, included and valued at all points of the school cycle;
- In response to queries about 2 spirit indigenous students, the group explained that a feeling of "safety" is applicable to all students and must not be confined solely to gender, race or sexual orientation; and
- The District must be mindful that parents entrust their children to its schools and have an expectation of care "in loco parentis". The group responded that their choice of the use of the safe environment is a part of that care.

Student Supports

- The group noted that many of the responses focused on mental health and well-being, leading them to conclude that the well-being objective set for the 2015-2019 strategic plan must continue;
- The current strategic plans' objective of enhancing the use of resources and supports to improve the well-being of all learners and staff could be aided by investment in additional therapists, guidance councilors, educational assistants, early childcare educators; and
- Building capacity to support mental health could also include professional development, and the addition of more extracurricular activities for students.

Teaching and Learning

- The District should invest in resources to reduce class sizes to ensure the ratio of teacher to pupils is appropriate to the cohort. The group noted that classrooms with large numbers of English Language Learners may require additional support staff and a reduced number of pupils to ensure the students can be successful;
- Technology should be current and relevant and teachers must be trained in its use and application;
- Students should conclude their learning as savvy, aware technological citizens;
- Equitable access to technology in all classrooms across the District should be a priority;
- The District's Technology policy must be relevant to the current and future students, and align with 21st-century skills;
- The District must hire more specialized teachers and invest in the necessary professional development for all staff;

- Improve and review training and capacity building opportunities for teachers and staff. Experienced, specialized teachers should be utilized as instructional facilitators;
- Creating safe, learning-centered environments for students;
- Project based learning;
- Ms. Hendela expressed the view that the budget and hiring process may impact or undermine the goal;
- The elementary program offerings and menu style system should also be evaluated and elements;
- Students are the end users of the services provided by the District and should have opportunities to rate and make suggestions.

The Powerpoint presentation, including links to the Thoughtexchange results, will be posted to the District website in the near future. Executive Officer Giroux encouraged committee members to share the link with their fellow members. She thanked the participants for their ideas and giving of their time and noted more opportunities to comment on the plan will be forthcoming in the spring of 2019.

Mostafizur Khan, Chair, Parent Involvement Committee



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, January 16, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

- Members:** Rob Kirwan (Community Representative), Rob Campbell (Trustee), Christine Boothby (Trustee), Lyra Evans (Trustee), Cathy Miedema (Association for Bright Children), Dragos Popa (Association for Bright Children, Alternate), Katie Ralph (Autism Ontario, Ottawa Chapter), Mark Wylie (Down Syndrome Association), Linda Barbetta (Learning Disabilities Association of Ottawa-Carleton), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Donna Owen (Ottawa-Carleton Assembly of School Councils), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Sonia Nadon-Campbell (Community Representative), Susan Cowin (Community Representative), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Nancy McLaren Kennedy (Professional Student Services Personnel)
- Staff and Guests:** Lynn Scott (Trustee), Michele Giroux (Executive Officer), Dorothy Baker (Superintendent of Curriculum Services), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (Principal of Learning Support Services), Wendy Jewell (System Principal, Curriculum Services), Jenny Dewan (Vice Principal of Learning Support Services), Katrine Mallan (Manager of Board Services), Nicole Guthrie (Board Committee/Coordinator)

1. Call to Order

Chair Kirwan called the meeting to order at 7:03 p.m.

2. Approval of the Agenda

Moved by Christine Boothby,

That the agenda be approved.

Chair Kirwan requested the addition of two items under member information, a trustee-hosted special education forum and the District website.

Moved by Christine Boothby,

That the agenda be approved, as amended.

Carried

4. Member Information

4.1 Kimana Mar, OCDSB Student and Special Olympian

Ms. Mar, a student in the General Learning Program (GLP) at Sir Guy Carleton Secondary School, spoke to the committee about her experience in the GLP.

Ms. Mar explained that the GLP organized in 5 groups: A (all first-year students), B, C, D (a mix of all grades), and E the co-operative learning group which is comprised entirely of senior students, grade 12 plus. She noted that she is in the latter group and attends a regular co-op placement at Shopper's Drug Mart as well as classes at the school.

Ms. Mar noted that the GLP has helped her build confidence and taught her important life skills. She noted that many graduating students have secured paid employment as a result of their work placements.

Ms. Mar informed the committee that she is also a decorated Special Olympian and competes in level 4 gymnastics for Team Canada. She has had the opportunity to compete at the provincial, national and international level and will be traveling to Abu Dhabi to compete for Team Canada in March 2019.

In response to a query from Executive Officer Giroux regarding Kimana's elementary school experience, Ms. Mar noted that she has been an OCDSB student since kindergarten at Broadview Public School. She noted that when her younger sister began school at Broadview PS, school became a happy and memorable experience. The two walked to school together and had a ritual of waving to one another as they passed on the stairs each day. She made many friends at Broadview PS and her grade 8 year was a highlight of her academic career.

Ms. Mar explained that after transition meetings with Ms. Houlden, she chose to attend high school at Sir Guy Carleton SS rather than Nepean High School with her peers because she wanted a change and new experiences. She noted that she knew she had made the right decision

when at the end of her first month at the school she was awarded the student of the month.

Ms. Mar noted that she is able to pursue her athletics seriously thanks in part to funding she receives from Sports Canada and as a result is required to report on her training activities and setting weekly goals. She noted that she trains six days a week.

The committee members congratulated Ms. Mar on her many accomplishments and wished her success.

4.2 Trustee-Hosted Special Education Forum

Trustee Boothby advised that she and Trustee Ellis will host a Special Education Forum on 21 February 2019 at Sir Guy Carleton SS. The event will run from 6:30 p.m. to 8:30 p.m. and will feature an open house style forum where parents can attend and discuss their experiences.

Trustee Boothby explained that she anticipates the evening will also feature a resource fair of local associations and organizations to provide parents with information.

She noted that the forum is still in the planning phase and that she and Trustee Ellis will share more details as they become available. She encouraged the members to save the date and to pass along the date to others in their organization.

4.3 OCDSB website

Chair Kirwan noted that he had difficulty finding the SEAC page on the District's website and expressed the view that the contact information for the SEAC organizations and its members should be listed on the page.

5. Action/Discussion/Information Items

5.1 Report 18-113 Measurement Report on Learning

Your Committee had before it Report 18-113, providing an overview of student achievement for the 2017-2018 school year and the 2018-2019 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW).

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

- Success has been made in recent years with a data support model which pairs Research, Evaluation, and Analytics Division (READ) staff with superintendents in an effort to build school teams' capacity to access, use, and interpret multiple sources of data;

- READ staff works with the school team to support their understanding of school data and provide support throughout the year as schools gather and analyze evidence of student learning and well-being;
- READ staff also work to support data analysis and interpretation at the District-level and based on that analysis, the team produces the Annual Student Achievement Report (ASAR);
- The ASAR measures progress in student learning across multiple sources of data, literacy, numeracy and pathways for all students as well as monitoring the outcomes for specific groups of students;
- The District reports specifically on students in special education, Indigenous, English Language Learners (ELL), low social economic status (SES) and gender;
- The READ team has focussed on the presentation of data to better interpret the story the data tells. The intersections of the identified groups allow senior staff to ask different questions of inquiry to better direct focus;
- The Education Quality and Accountability Office (EQAO) data for the 2017-2018 school year indicated that the District was the same as the provincial average in one area, above the provincial average in seven areas, and below the provincial average in two areas. The BIPSAW looks at the areas of decline in more detail and suggests specific strategies to address those areas;
- EQAO data also informs the District's progress towards narrowing achievement gaps for groups of students identified as underserved by the system;
- Significant gains have been made for students who self-identify as Indigenous and students with special education needs (excluding gifted). The widening of the achievement gaps for ELL and gender reinforces the need to identify and implement strategies to better support these students;
- In response to a query from Ms. Miedema regarding the data for special education and whether or not there is any differentiation between special education students who are identified through the Identification, Placement and Review Committee (IPRC) or those with an Individuation Education Plan (IEP), Superintendent Symmonds indicated that the EQAO data for special education students would be based on those with an IEP as the accommodations provided for students during EQAO testing are based on an IEP. He noted that a gifted, learning disabled (LD) student, who is provided with assistive technology would be counted in the special education category as a result of their IEP;
- The District analyses data beyond the EQAO results and explores contextual and attitudinal factors and their potential link to achievement outcomes. Differences in enjoyment of and confidence in mathematics were identified;

- Making mathematics enjoyable for students and finding ways to help students believe they are capable math learners will be important for narrowing gaps in mathematics;
- In response to a query from Trustee Lyra Evans regarding the time it takes for a student who is new to the District to become a part of the average in terms of standardized testing, Executive Officer Giroux advised that she would discuss the question with the READ team;
- Trends noted from the analysis of the data are presented within the executive summary as well as the co-hort analysis;
- The information on Indigenous students only factors those students who have self-identified. Credit accumulation for Indigenous students is also available within the ASAR data. One of the District's areas of success has been with Indigenous students where the gap is narrowing;
- The District is working on a plan for the collection of identity-based data which would apply to all students and would investigate issues of race, ethnicity and identity. The District's first step will be the collection of the data and to eventually report the information based on the Ministry standards. A report outlining the District's progress to date will be presented at the 4 February 2019 Committee of the Whole meeting. Based on the proposed data collection timeline, data collection will begin in the fall of 2019 and a detailed analysis of the data would not be available until 2021;
- The data support model endeavours to extract key segments of data which are of significant importance to inform strategies at the District level. It also serves to inform School Learning Plans (SLPs) to assist individual students;
- Smaller data sets are used by the school teams to guide professional development and focus on particular subject areas. The District strives to establish standards and parameters for the collection and assessment of data which permit focused interventions using common sets of data. At the school level, administrators can investigate specific learners with co-horts to inform SLPs;
- In the case of an inquiry for a specific LD learner, an administrator would have to review the data student by student and compare that to the IPRC information;
- In response to a query from Trustee Lyra Evans, Superintendent Symmonds noted that the District is on par with the provincial average for special education learners as a percentage of overall enrolment;
- The District does not have access to the data collected by other school districts and rarely compares to another specific school district. The District does a comparison to the provincial average in the ASAR;
- EQAO testing is curriculum based and is intended to ensure equity of access for public education in Ontario. Schools within the District are

not compared to others. EQAO data is not the sole information source;

- Ms. Houlden highlighted the continued need for and value of the inclusion of locally developed data within the ASAR. Executive Officer Giroux noted that the District has begun to focus on evaluating the success of its special education programs. The District received funding for a project at Crystal Bay Centre for Special Education and Clifford Bowey Public School as a result of a request for measures that were more appropriate for these schools;
- Executive Officer Giroux indicated that she would approach the READ Team with the request for locally developed statistics;
- The BIPSAW is informed by the quantitative and qualitative evidence of student learning and well-being taken from provincial, district and individual schools data sources;
- Learning support consultants (LSCs), multi-disciplinary team members and mathematics coaches are also assigned to the superintendency team;
- Concepts of number and problem-solving skills were identified as areas requiring intensive focus;
- The gap continues to widen for ELL students and strategies must be developed to address the concerns;
- The District has had success utilizing the evidence-based program MindMasters 2. MindMasters is a mental health promotion resource offered through the Children's Hospital of Eastern Ontario (CHEO) that helps children to develop social and emotional skills through relaxation, positive thinking and mindfulness;
- The District plans to build socio-emotional skills in the early years to specifically address: attachment, self-regulation and resilience. Collaborative problem solving is a strategy school teams are using to build these skills;
- The District is working with School Mental Health ASSIST on the concept of self-regulation along with other materials to support mental health and well-being;
- The District is building a collective understanding on the subject of self-regulation through learning modules;
- Schools are addressing the need for staff to build attachments or relationships with the student. Positive attachment enables the student to feel safe and comfortable in their learning environment;
- Many SLPs include student mentoring and peer support as an identified strategy to improve well-being;
- Indigenous students often require a member of their own community with whom to form an attachment. The Indigenous Education Advisory Council is discussing attachment and work has begun to ensure partnerships with the community at all school sites; and

- While the District focus is on mathematics and well-being, the focus for each school site may differ depending on the data. The SLP can match the student need with the educator need in order to best serve students.

5.2 Member Orientation

a. Committee Meeting Procedures: A guide to understanding the roles and responsibilities of SEAC at the OCDSB

Manager of Board Services, Katrine Mallan, provided an overview on the roles and responsibilities of SEAC at the OCDSB.

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

- Regulation 464/97 mandates each district school board to have a Special Education Advisory Committee (SEAC) and outlines the responsibilities of the committee providing clarity for the committee's role;
- SEAC members engage in collaborative and fulsome discussions with OCDSB staff in order to advise, advocate, and provide informed recommendations to the Board on matters that fall within its terms of reference;
- Policy P.019.GOV, Special Education Advisory Committee, outlines the details of the OCDSB SEAC;
- SEAC reports to the Board through the Committee of the Whole (COW);
- SEAC meeting reports are received and approved by the COW. After the receipt of the report, any trustee, including those not appointed to SEAC, may put a motion from SEAC on the floor for discussion by COW. If carried at COW, the motion is then recommended to the Board;
- The SEAC Chair is responsible for facilitating the meeting and maintaining a respectful atmosphere;
- The Ministry of Education has published a useful resource document for managing difficult discussions with regard to special education, *Shared Solutions: A guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs*;
- According to P.010.GOV, Community Involvement on Board Standing Committees, SEAC may appoint a member and an alternate to be a non-voting representative to the COW and the COW Budget;
- The SEAC representative is entitled to participate in the discussion and debate, but may not vote on or make amendments to motions;

- The District has no appointed Indigenous representatives;
- Ms. Nadon-Campbell noted that she will discuss the possibility of an Indigenous observer attending SEAC at the next meeting of the Indigenous Education Advisory Committee (IEAC); and
- The District is unique in its accommodation for a non-voting SEAC representative on COW and COW Budget.

b. Learning Support Services Department Overview

Superintendent Symmonds provided the following overview of the Learning Support Services Department:

- A vast majority of students with special education needs are supported in the regular classroom;
- Learning Support Services (LSS) is led by Superintendent Symmonds assisted by System Principal (Amy Hannah), System Vice-Principal (Jenny Dewan), Manager of Learning Support Services (Stacey Kay), Supervisor of Speech and Language Pathology (Maya Rattray), Manager of Mental Health and Critical Services (Petra Duschner), Supervisor of Psychology (Tim Hogan), and Supervisor of Social Work (Karthryn Langevin);
- The 1.0 FTE Board Certified Behaviour Analyst and the 1.0 FTE Applied Behavioural Analysis Coordinator positions are funded through the Ministry's Education Program Other (EPO) grants specifically for autism;
- The 3.0 FTE Social/Emotional Learning Teachers (SELTs) were added as a result of the extension agreements with the Federations, through Local Priorities Funding (LPF);
- The 11.0 FTE Blind Low Vision Itinerant Teachers are shared with the Ottawa Catholic School Board (OCSB) through a cost-sharing agreement;
- The LSS team and central support staff are also responsible for well-being. There are a total 29.5 FTE Psychologists to support the entire District;
- The Orientation and Mobility Specialist increased to 1.0 FTE in 2018-2019 has been an important addition to the LSS team and helps blind or low vision students to travel within and to and from school independently and safely;
- Learning Support Teachers (LSTs) and Learning Resource Teachers (LRTs) report to the school principal but are supported by the central LSS staff. LSS has input into the allocation of school-based supports. Specialized program class teachers are assigned to the school;

- LSS provides a range of programs, supports, and services for all exceptionalities from specialized class support to support in the regular classroom; and
- The PAAC on SEAC Resource Guide(2016) is a valuable resource for SEAC members and includes information on effective meetings, meeting members needs, and setting annual goals. The PAAC on SEAC website has links to training videos which members may watch for additional information and learning.

5.3 Memo 19-001, Western Area Accommodation Review - Specialized Program Class Relocations

Your committee had before it Memo 19-001 to provide information on specialized program class relocations as a result of the Western Area Accommodation Review.

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

- The District is moving into the final phase of the Western Area Accommodation Review and several specialized program classes required relocation as a result;
- Class openings include an intermediate Behaviour Intervention Program (BIP) at Glen Cairn Public School and a primary/junior BIP at Sir Winston Churchill Public School;
- Class closings include the junior/intermediate BIP at J.H. Putnam PS and the junior BIP at John Young Elementary School;
- DSP and BIP congregated classes present a heavy load on a school. Therefore, their placement requires careful consideration;
- In response to a query from Trustee Boothby regarding the reduction of transitions by moving specialized programs to high schools with grades 7-12, Superintendent Symmonds noted that there is currently no BIP at a 7-12 school. There are many other specialized program classes at secondary schools and it can be problematic to have too many specialized program classes at one location. The placement of specialized program classes at the secondary level is a challenge due to accessibility. Students who require specialized program placement often require additional transitions as a result of the placement. LSS are mindful of the issue and work to minimize, where possible, the impact of the transitions;
- The utilization rate of secondary schools with grades 7-12 sites is generally high and many elementary level specialized program classes will be aging into secondary. Finding a location for the specialized program class cohorts as they age out of elementary is challenging;

- Class openings and closings are carefully considered by LSS with assistance from the Planning Department. Glen Cairn PS and Sir Winston Churchill PS have the space necessary to accommodate the students;
- The majority of the students in the BIP at John Young ES were in grade 6 and would have naturally transitioned. The shift precipitated the need for an additional intermediate site in the far west zone to accommodate the J.H. Putnam PS students, the John Young ES cohort and new and future students. All of the impacted students will be informed of the transition and their placement.

6. Department Update

Superintendent Symmonds advised that LSS hosted a department meeting, with a focus on equity in December 2018. LSS advocates for and works toward meeting the needs of all District special education students with a goal of equitable outcomes and services.

The LSS team participated in activities led by the Culturally Responsive & Relevant Pedagogy team from Curriculum Services to examine equity and what it means to the department and how it impacts the daily work.

Superintendent Symmonds noted that LSS is currently reviewing the Quality Program Indicators (QPI) document and it will be presented for discussion by SEAC at an upcoming meeting.

Superintendent Symmonds advised that SEAC will have an opportunity to provide ideas and suggestions for the operational review at the 13 February 2019 SEAC meeting to help inform the report that will be presented to the COW in early March.

6.1 Special Education Plan (Standards)

a. The Board's Consultation Process

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

- The revised text will include language to reference the latest version of the QPI document;
- The QPI document will be structured using the same elements of the professional learning cycle highlighted in the BIPSAW. The QPI document will be divided by exceptionality and will feature best practices, resources, tools and tips for school staff;
- LSS envision the District's QPI document to be housed online and continually updated and added to;

- The original QPI document, created in 2014, was only for specialized program classes. The revised QPI document will reflect all exceptionalities;
- The Special Education Plan is a Ministry requirement. The Special Education Report, while also required, is a general, abridged version of what may be included in the plan and an overview of the program and services offered by the District. Both the report and the plan are due this year. The report may include links to the plan. A review of the plan must be completed first as informs the report; and
- Trustee Boothby commented that the language of the standard ought be revised to be more readily understood by parents.

b. Early Identification Procedures and Intervention Strategies

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

- Early identification procedures and strategies ensure that the necessary supports and services are available to students at all levels. Issues may present at any age or stage and if identified early enough the trajectory of student success can be altered. Early identification impacts the allocation of appropriate resources and responses;
- Support within the system evolves and changes as the LSS continue to learn how to best support the needs; and
- Reference to the Ontario Special Needs Strategy will be removed.

7. Adjournment

A motion to continue the meeting past 10:30 p.m. was defeated. The meeting adjourned at 10:31 p.m.

At adjournment, the following items remained as unfinished business:

- Special Education Plan (Standards)
 - Early Identification Procedures and Intervention Strategies
- Review of Special Education Advisory Committee Report
- Committee Reports

Rob Kirwan, Chair, Special Education Advisory Committee



INDIGENOUS EDUCATION ADVISORY COUNCIL REPORT

Thursday, January 17, 2019, 6:00 pm
 Gloucester High School
 2060 Ogilvie Road
 Ottawa, Ontario

Attendees Present Albert Dumont, Falicia Green, Sytukie Joamie, Jo VanHooser, Raiglee Alorut, Nopimng Inini McHugh, Anthony Debassige, Elena Abel, Jordyn Hendricks, Ganaabouté Gagné, Junior Ittusardjuat, and Trustee Chris Ellis.

Staff Present Superintendent Dorothy Baker, Vice-Principal Jody Alexander, Instructional Coaches Kareena Butler, Nancy Henry, and Kris Meawasige, Indigenous Student Support Coordinator Josh Lewis, and Committee Coordinator Amanda Rock.

Non-Voting Representatives Present Trustee Wendy Hough.

1. Welcome and Opening Prayer

The meeting was called to order at 6:15 p.m.

Albert Dumont shared a story about his snowshoeing experiences and explained that a partridge dug two holes in the snow. Albert reminded the Council what he has learned from one of those experiences is to be sensible in everything that they do and to be aware of their surroundings.

Albert Dumont gave an opening prayer of peace and thanks.

Superintendent Baker introduced Trustee Hough to the Council. She is the trustee representative assigned to the IEAC. Trustee Hough introduced herself and noted she has a postgraduate degree in Indigenous Education. Vice-Principal Alexander reintroduced herself and explained that the last meeting was important with regard to understanding some of the initiatives that the OCDSB supports for Indigenous education.

Kareena Butler and Josh Lewis introduced themselves as part of the Indigenous Education team at the OCDSB. Kris Meawasige and Nancy Henry reintroduced themselves as members of the Indigenous Education team.

2. Approval of the IEAC 15 November 2018 Report

The Indigenous Education Advisory Council report, dated 15 November 2018, was reviewed by the Council. A revision to the spelling of Ganaabouté Gagné's name has been made.

3. Establishing IEAC Membership

Superintendent Baker and Vice-Principal Alexander explained that many people have expressed interest in the First Nations agency representative role.

Superintendent Baker shared the names of individuals who expressed interest and asked the Council who they thought would be best suited for the First Nations agency representative role.

Anthony Debassige requested that the First Nation parent/agency role be renamed to Algonquin/Cree/Ojibway parent/agency. Superintendent Baker reminded the Council that policy P.140.GOV will be reviewed in two years. At that time, the Council may decide to revise the name of the First Nation parent/agency representative role. Trustee Ellis added that the IEAC can revise the entire structure should they decide it is necessary. Not all Nations have the same selection and appointment processes.

The Council agreed that their selection process for the different roles will be determined by a consensus.

4. Overview of the components of the Board Action Plan for Indigenous Education/Feedback

Vice-Principal Alexander told a story of her skiing. She explained that she saw a child who had fallen on the ski hill. She was the only one who stopped to help the child and guide her down the ski hill to her family. Vice-Principal Alexander reflected that she knows she is different from many people. Her compassion and thoughtfulness are core characteristics of her personality and she sees honouring children and their voices as being instrumental in her role as Vice-Principal of the Indigenous Education team.

Vice-Principal Alexander and OCDSB staff noted that following ongoing initiatives for Indigenous Education: The four main areas of focus area using data to support student achievement, supporting students, supporting educators, and engagement and awareness building.

The following was highlighted by the Indigenous Education team:

- The third annual Indigenous Youth Symposium was held on 11 January 2019 and it included 150 students, approximately 40 educators, and eight workshops;
- Teachers were learning with and from students;

- Schools are looking for an Indigenous safe space to gather such as the lodge at Gloucester High School;
- The Indigenous youth leadership camp engages community partners, knowledge keepers, and has cultural workshops;
- Student representatives of the IEAC have attended the youth leadership camp to connect with Indigenous culture;
- Instructional coaches of the OCDSB help to implement curriculum projects, coordinate event planning, and answer specific questions from educators;
- Instructional coaches support educators by identifying the appropriate First Nations, Métis, and Inuit Elders to speak at schools;
- The school board can access many presenters through community partners; and
- The OCDSB has formal relationships with the Ottawa Inuit Children's Centre (OICC) and the Wabano Center for Aboriginal Health.

Ganaaboute Gagne noted that he has met some of his closest friends at the youth leadership camp and that the event has had a lasting impact on his high school career. Falicia Green commented that the leadership camp has been instrumental with regard to how to guide younger Indigenous youth. Jordyn Hendricks supported her peers by stating that the event is an outlet to engage in Indigenous culture outside of a school setting.

In response to queries, the following information was provided with regard to the areas of focus:

- Albert Dumont and Sytukie Joamie have visited with schools to speak with students;
- The District matches school demographics to the most appropriate Indigenous presentations;
- The District works with nine community partners;
- Two percent of the District's students self-identify as Indigenous; and
- The work of Curriculum Services is directly related to those who self-identify.

Superintendent Baker noted that the Council will be a foundational piece to consider when reviewing the programs that support Indigenous students.

During the ensuing discussion, the following points were noted:

- There may be Indigenous students in the District who are not being supported;
- Certain schools have a high number of Indigenous students but they are located in all schools across the District;
- The identity-based data collection will include Indigenous data and guide the process around the collection of this information;
- The Indigenous Education Team in curriculum services has a five-member team that supports Indigenous education;

- First Nation students should be identified more specifically as Métis, Cree, Ojibway, etc;
- More Indigenous safe spaces in schools are needed in different parts of the region;
- The Indigenous Youth Symposium is a positive start to providing students with more safe spaces to learn about Indigenous culture;
- The Original Voices Youth Council is a formal group for high school students in the District and was formed in April 2017;
- The Original Voices Youth Council is about building community for the students and providing an opportunity to learn about Indigenous culture;
- The language that is used to address Indigenous students can be disrespectful and needs to change; and
- The creation of a website to advertise the lodge at Gloucester HS may be an idea to consider.

Superintendent Baker further explained that the identity-based data collection will focus on how to store data, privacy issues, and how the data will be used. She noted that quantitative and qualitative data will be collected to address some of the intersectionality patterns. Addressing these issues will be important to many communities.

Vice-Principal Alexander explained the importance of short, medium, and long-term goals for the IEAC. During the discussion of goals, the following was noted:

- Leveraging technology for connecting to the lodge as a way for Indigenous students to support each other is an idea that can be explored;
- Wrap-around supports should be in place to support Indigenous students with complex needs; and
- An immediate contact person should be in place for students to connect with after peer presentations.

Student representatives Ganaaboute Gagne and Falicia Green expressed that leveraging technology is a positive step forward but does not replace that need for face-to-face interaction. They also noted that teaching Indigenous culture to Indigenous and non-Indigenous students is important.

Raiglee Alorut told a story of how she struggled to get a university degree. She stressed the importance of supporting students in schools in whatever way to complete their education. Sytukie Joamie added that Indigenous people look out for the collective. It is important that the IEAC make as many connections in the community as possible to ensure that there aren't large numbers of students left without support.

Nopimng Inini McHugh made a recommendation that there be a system that has three levels of support at the OCDSB which include an Indigenous educational assistant, psychologist, and occasional teacher (OT). Superintendent Baker

shared that the District often has to refer to community partners due to a lack of resources.

Trustee Ellis noted that wrap-around supports and resources for the Indigenous team should be a discussion topic in the overall budget.

In wrap-up, Superintendent Baker clarified that the following were the main items of discussion:

- There is a lack of respectful language and communication when referring to the Indigenous community;
- Safe spaces for Indigenous students need to be considered in all four areas of the city;
- It is important to leverage the data that can be obtained from community partners;
- Leveraging technology and face-to-face peer presentations may be a means of connecting Indigenous youth with each other; and
- Intentional hiring practices to ensure Indigenous representation in support positions for tiered intervention is critical.

Albert Dumont shared that he has a lot of respect for the Assembly of First Nations chiefs and explained that the best national chief he has ever known, Ovide Mercredi, was a high school dropout. He stressed the importance of Indigenous youth receiving the best education possible.

5. Closing

Members from the Indigenous education team and the student representatives led a closing song.

The meeting adjourned at 8:46 p.m.

Indigenous Education Advisory Council Proposed composition

Elder/Traditional Knowledge Keepers

1. Algonquin Knowledge Keeper - Albert Dumont
2. Métis Knowledge Keeper - Jo McQuarrie
3. Inuit Knowledge Keeper - Sytukie Joamie

Parent/Agency Representatives

4. First Nation parent/agency rep - Monique Monatch
5. First Nation parent/agency rep - Inini McHugh
6. Métis parent/agency rep - Benny Michaud
7. Métis parent/agency rep - Jennifer Lord
8. Inuit parent/agency rep - Raigelee Alorut
9. Inuit parent/agency rep - Karen Baker-Anderson

Ottawa-Carleton District School Board (OCDSB) Representatives

10. Trustee - Wendy Hough
11. Indigenous Lead - Jody Alexander
12. Superintendent - Dorothy Baker

Student Representatives

13. Student – Falicia Green
14. Student – Ganaaboute Gagné
15. Student – Jordyn Hendricks

OCDSB Staff Representatives

16. OCDSB Staff – Lili Miller
17. OCDSB Staff – Kris Meawasige
18. OCDSB Staff – Kareena Butler
19. OCDSB Staff – Josh Lewis



COMMITTEE OF THE WHOLE (PUBLIC) Report No. 19-019

4 February 2019

Identity Based Data Collection

Key Contact: Michele Giroux, Executive Officer (Corporate Services),
613-596-8211 ext. 8381
Dorothy Baker, Superintendent of Curriculum Services

PURPOSE:

1. To provide an overview of the plan for the collection and reporting of identity-based data.

CONTEXT:

2. The OCDSB has a strong commitment to improving equity of access and opportunity for all students. In 2011, the OCDSB undertook a comprehensive student survey and our community has expressed strong interest in formalizing a process for the ongoing collection of identity based data as a tool to better understand and eliminate systemic barriers. Recent changes to provincial legislation and the introduction of the Ministry of Education Equity Action Plan have provided a framework for school districts to move forward with this work. The OCDSB is one of a small number of school districts working with the Education Equity Secretariat to plan for identity-based data collection. The OCDSB submitted a proposal in 2018 and received funding for this project.

KEY CONSIDERATIONS:

Legislative and Policy Framework

3. In 2017, the Province enacted the Anti-Racism Act. The Act seeks to eliminate systemic racism and advance racial equity supports. The Act specifically acknowledges four groups that are most adversely impacted by racism, including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia. The Act applies to all provincially-funded institutions and was accompanied by 'Data Standards for the Identification and Monitoring of Systemic Racism', which establishes standards for the collection of identity-based data by public sector institutions in Ontario. Appendix A provides a summary overview of the Data Standards.

In May 2018, the Ministry of Education released the Ontario Education Equity Action Plan, which outlines the provincial framework for identifying and eliminating discriminatory practices and systemic barriers and bias from Ontario schools and classrooms. The Equity Action Plan has four main areas:

- School and Classroom Practices
- Leadership, Governance and Human Resource Practices
- Data Collection, Integration and Reporting
- Organizational Culture Change

Work is planned or underway in all of these areas, but the focus of this report is on the collection, integration and reporting of data.

Planning for Data Collection – Qualitative and Quantitative

4. The vital role that equity and inclusion play in improving student achievement and well-being, reducing achievement gaps and increasing public confidence in public education is clear. To make progress, we must understand who our students are and what their school experience has been. This requires the collection of both perceptual and demographic data. While the Data Standards focus on four groups (Indigenous, Black, Jewish and Islamic), the OCDSB has taken a more inclusive approach and also believes that the collection of identity-based data must also allow us to address issues and challenges of the lived experiences of other communities including LGBTQQ+, South East Asian, socio-economically disadvantaged, and disabled (AODA) and newcomers.

Grant Proposal and Funding

5. The OCDSB has received funding through the Education Equity Secretariat to build capacity in preparation for the collection, analysis and use of identity-based data. The grant proposal identified the need to undertake some readiness work on our technology infrastructure, as well as a series of focus groups with students, staff and community members to better understand their lived experiences and their perspective on how the collection of identity-based data might help to identify strategies to overcome barriers. Unfortunately, funding was not approved for the much needed infrastructure work, but was approved to cover some of the staffing costs associated with planning and undertaking focus groups.

Focus Groups

6. The project funding proposal includes the launch of focus groups designed to learn more about the lived experiences and issues that are of most concern to communities or groups that may experience systemic bias and barriers. Focus group sessions can help to inform our understanding of the realities experienced by social identity groups in our communities. The design and structure of focus groups will be varied and responsive, and will include input from our community partners.

The Advisory Committee on Equity plays an important role in offering input and insight into how the District approaches this work. In addition, staff will be working with the Indigenous Education Advisory Council to assist in understanding community needs, building relationship and the sense of trust necessary to undertake this important work.

Reporting our Findings

7. An important part of our work will be acknowledging what we heard. This includes acknowledging the participation and support of groups and individuals as well as reporting out on our findings and the impact on our work going forward. The format and nature of reporting will be an area of discussion with our partner agencies, our facilitators and our focus group participants. At this time, we anticipate that the reporting out would occur prior to the end of September 2019.

Collection of Identity-Based Data

8. In the fall of 2019, the District will undertake the collection of voluntary demographic and perceptual data. Once collected, this data will allow for the analysis of trends and patterns in representation of various aspects of school life: learning experience, engagement experience, achievement experience, and social experience.

The District currently reports on a range of student data, such as program enrolment, graduation rates, special education supports, suspensions and expulsions. Identity-based data will enhance the District's capacity to understand areas of strength and need for particular student populations.

The specific analyses and uses of the data will need to be identified prior to the data collection process. In addition, the Data Standards include provisions for calculating racial disparities and disproportionality indices. This is an area that requires further study and a more detailed understanding of the Data Standards and how we approach this work.

At this time, it is anticipated that reporting using identity-based data will become available for the 2020 Annual Student Achievement Report.

Major project timelines are summarized as follows:

Build Staff Capacity	September 2018 – June 2019	<ul style="list-style-type: none"> • Equity and bias training for senior team and other leaders; • Develop training strategy based on learning needs by role; • Review and analysis of provincial data standards; • Consideration of how identity-based data could inform other reporting and analysis; • Develop new resources and tools; • Ensure appropriate privacy framework and impact assessment in place; • Prepare for the questions that the system will ask and be asked.
Communication & Relationship Building	January – April 2019	<ul style="list-style-type: none"> • Provide community information about the ideas, build trust and maximize participation; • Communicate information about the data standards; • Communicate the importance and benefits of

		<p>expanding student data to include identity-based data;</p> <ul style="list-style-type: none"> • Clarify the alignment of this project with principles, guidelines and identity categories; • Work with community partners including community leaders, local organizations, youth leaders, and the community at large to build trust in the process and data collection; • Extensive outreach into different communities including discussions, information collected will be used to guide the design of our next steps; • Communicate with transparency to build confidence in the collection of data.
Stakeholder Focus Groups and Feedback	April –June 2019	<ul style="list-style-type: none"> • Sampling plan based on the population profile of the identified groups in our schools, organize, and host focus group sessions at schools and other community locations; • Collect input about lived experiences; • Acknowledging and capturing the diversity within our student population; • Discussion sessions aimed at identifying the issues and questions of relevance with youth; • Acknowledge and express appreciation to participants; • Develop summary of session feedback; • Report out on findings and use the collected information to guide the research design.
Survey Development and Implementation	May – November 2019	<ul style="list-style-type: none"> • Establish data collection protocols and code of conduct; • Ensure survey content alignment with data standards and captures important issues and relevant questions to the diverse student population; • Identify intended uses of the data; • Complete Privacy Impact Assessment; • Develop survey instrument appropriate to age; • Field test survey instrument; • Conduct Survey in November 2019.
Reporting, Analysis and Future Uses	December 2019- June 2021	<p>Stages of reporting</p> <ul style="list-style-type: none"> • Summary of data as census information – May 2020; • Incorporation of data into ASAR – November 2020; • Enhancement of existing reporting and development of new reports November 2020 – onward.

RESOURCE IMPLICATIONS:

9. In May 2018, the District received \$103,000 in one-time funding through a Transfer Payment Agreement to support the work related to the focus groups. The funding request was for \$146,000, but the final approval did not include the cost of a 1.0 FTE in Business and Learning Technologies for a 6 month term to undertake the data infrastructure work which was included in the application.

At this time, the District has not received any targeted funding to support the actual collection of identity-based data. It is unclear whether special purpose grant programs will be available. The District is in the process of acquiring some additional software which could help with the data collection. However, there will be additional costs with regard to data collection, analysis, communications and professional development. These will be identified as a proposal in the 2019-2020 budget.

COMMUNICATION/CONSULTATION ISSUES:

10. Collecting personal information about race and ethnicity is very sensitive work. It is essential that all employees, consultants, involved in the collection and use of the data have a fulsome understanding of the importance, value and sensitivity of the work and the purpose of collection and use. Communication will be respectful, culturally sensitive, transparent and done in an accessible way that ensures individual privacy and confidentiality.

Our collaboration with community partner agencies will be critical to creating a sense of community support for the focus groups which is essential to participation and building trust with the community. In the selection of facilitators, significant consideration will be given to consistency in approach and integrity to the purpose of the focus groups.

STRATEGIC LINKS:

11. Equity is a priority of the District and this initiative is a critical step in our commitment to identify and remove barriers and ensure equity of access and opportunity for all students. Our commitment to equity and the data collection work happens at the system level, but the impact on our work will be to positively impact the student experience in the classroom and at school.

GUIDING QUESTION:

- How are we going to measure and track the organization's culture shift toward an equitable and inclusive learning environment?

Michele Giroux
Executive Officer, Corporate Services

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

Appendix A: Identity Based Data Standards

Identity Based Data Collection – Overview and Standards

- The Research, Evaluation, Analytics and Data Division is responsible for identity based data collection at the OCDSB;
- Work on identity based data is governed by the Anti-Racism Act and the Data Standards issued by the Province of Ontario for all public sector organizations. The Act seeks to eliminate systemic racism and advance racial equity supports and acknowledges four groups that are most adversely impacted by racism, including Indigenous, Black, and Jewish communities, and communities that are adversely impacted by Islamophobia.
- The Act requires the Province to set targets within 12 months of the adoption of the Act (May 2018). Such targets may inform our work/responsibilities, but are not yet available.
- The district submitted a grant application to the Education Equity Secretariat of the Ministry of Education last year. The grant application sought funding for two things – some readiness work on data infrastructure and a qualitative research project to engage in conversations with the community to better understand lived experiences in our schools regarding systemic racism. This work was considered an important first step in seeking community input to help inform thinking about how the collection of identity based data could help to overcome systemic racism.
- The grant application was initially approved by the Ministry; however, funding was delayed and only recently became available. The Division has been continuing with this work within existing resources.
- The data standards include requirements that the school board must follow; rationale for each standard; and Guidance about exemplary practices. The standards cover 7 areas- see reverse.
- The current focus of our work is capacity building in terms of understanding the data standards. Data standards 1-5 emphasize the importance of organizational planning and readiness prior to any data collection. This includes identification of organizational objectives, responsibilities, training on both anti-racism and responsibilities under the Anti-Racism Act, data governance and organizational needs assessment.
- Some organizational readiness work must occur before community consultation and some is achieved based on what is learned from the community.
- Community consultation, modelled on the grant proposal, is proposed for Spring 2019. Between now and then, staff will be working on the following:
 - Data standards knowledge and capacity building;
 - Liaison with other school districts and public sector organizations;
 - Establishing a group of community agency partners that can inform our work;
 - Work with ACE and IEAC will continue to be consulted as regular advisory bodies to the district;
- Planning and preparation for data collection would occur between March and June 2019;
- Identity Based Data Collection planned for fall of 2019; methodology to be determined (ie at registration, as a census, etc)

Overview of the Data Standards

1. Assess, Plan and Prepare
 - Identify need and establish specific organizational objectives for personal information collection based on stakeholder and community input.
 - Determine organizational priorities and resources and conduct a privacy impact assessment.
 - Identify meaningful policy, program, or service delivery outcomes, and establish an analysis plan.
 - Establish data governance processes and develop and plan collection policies and procedures, including measures related to quality assurance and security of personal information.
 - Identify training needs and develop and deliver appropriate training and other resources to support compliance with the ARA, the regulations and the Standards, and relevant privacy legislation.
2. Collect Personal Information
 - Communicate the purpose and manner of personal information collection to clients and communities.
 - Implement the collection of personal information based on voluntary express consent.
3. Manage and Protect Personal Information
 - Implement processes for quality assurance and the security of personal information.
 - Maintain and promote secure systems and processes for retaining, storing, and disposing of personal information.
 - Limit access to and use of personal information
4. Analyse the Information Collected
 - Calculate and interpret racial disproportionality or disparity statistics.
 - Apply thresholds and interpret whether notable differences exist that require further analysis and/or remedial action.
5. Release of Data and Results of Analysis to the Public
 - De-identify data sets and results of analyses before making information public, consistent with Open Government principles.
 - Include results of racial disproportionalities or disparities in the reports to the public, along with thresholds used.
6. Support and Promote Anti-Racism Organizational Change
 - Use information to better understand racial inequities, and to inform evidence-based decisions to remove systemic barriers and advance racial equity.
 - Continue to monitor and evaluate progress and outcomes.
 - Promote public education and engagement about anti-racism.
7. Participant Observer Information (POI)
 - Plan to collect, manage and use POI with input from affected communities and stakeholders.
 - Implement the collection of POI according to requirements for indirect collection.
 - Have measures in place to ensure the accuracy of POI before use.

Date: 4 February 2019

Key Contact: Michèle Giroux, Executive Officer, 613-596-8211 x8607

1. To provide an update on the feedback received to date on the strategic plan consultation.

2. Consultation on the strategic plan is a system-wide initiative. The consultation strategy was detailed in Report 18-106 and included 4 phases:

- Pre-consultation October/November 2018
- Idea Exchange November/December 2018
- Developing Strategies and Action January 2019
- Feedback on Draft Plan May 2019

The pre-consultation and the Idea Exchange are complete and the Strategies and Action stage is underway. This report provides an overview of the feedback received in each of those stages and is one of the data sources that will help to inform development of the next strategic plan.

Idea Exchange

3. The Idea Exchange involved a community wide online conversation using the Thoughtexchange interactive platform. This tool allows stakeholders to share their thoughts, learn about the thoughts of others, and help to identify common priorities. The exchange can be accessed by participants at any time of day, from any location with internet access, and is an ideal way support participation of large groups, and those stakeholders who may not be able to attend meetings in person.

During the Idea Exchange, there were four audience groups – parents, students, staff and community members. To facilitate the conversations, the size and membership of each conversation was structured as follows:

- Staff (3 conversations – elementary staff; secondary staff; centrally assigned staff);
- Parents (8 conversations – 4 elementary parents; 4 secondary parents);
- Students (2 conversations – students grades 7/8; students grades 9-12)
- Community (1 conversation)

In addition to ensuring a manageable size, this allowed people with common interest and experiences to be involved in conversation together.

All participants were asked the following three questions:

- What are some things the OCDSB is doing well to support learning and well-being?
- What are some ways the OCDSB could improve the way we support learning and well-being?
- What are some important priorities for the OCDSB to focus on for the next four years?

Participation in the Idea Exchange

4. This stage began on November 21 and closed on December 17, 2018.

A variety of mediums were utilized to communicate about the consultation process, including email; media; information letter distribution; School Council Newsletters; and websites. The timeline for the online engagement was extended and regular reminders were sent to increase participation levels.

Additionally, a number of steps were taken to reduce systemic barriers and facilitate participation by communities traditionally less engaged. This included the availability of parent information letters in multiple languages; making an SMS text translation feature available; and most importantly, engaging the support of the Multicultural Liaison Officers (MLOs). Through the support of the Family Reception Centre, we were able to collaborate with MLOs to provide strong support for families at the Family Reception Centre and in schools. This commitment contributed to making the consultation process a success.

The diagram below shows the participation figures for the online engagement through



Thoughtexchange:

Figure 1 - Participation Summary

Over 6000 people participated in the conversation. One area where we made important gains in terms of participation was with students.

- Students – 1020
- Staff – 1151
- Parents – 4129 (3035 elementary; 1094 secondary)
- Community - 289

What we heard - Online

5. The feedback from the Idea Exchange is reported by theme. Six Top Themes were identified including Curriculum, School Environment, Teaching and Learning, Student Supports, HR & Board, and Extra-Curricular and Physical Activity. Each theme has multiple sub-themes. The following table provides a listing of the themes with the sub-themes listed below. Appendix A provides some explanatory notes about the range of issues within each theme and/or sub-theme. (Top themes include thoughts with an average star score of 3.6 or higher).

TOP THEMES					
Curriculum	Teaching & Learning	School Environment	Student Supports	Extra C & Physical Activities	HR & Board Level
Math	Class Size	Aggressive Behavior	Mental Health	Outdoor Activity	Staffing
Modernize Curriculum	Technology	Facilities	EAs & Support Staff	More Physical Activity	Professional Development
Core Curriculum	Instructional Quality	Equity & Diversity	Classroom Supports	Variety of Activities & Clubs	Board Level Administration
Life Skills	Differentiated Learning	Culture	Wellness Strategies	Sports	Workload
Special Education	Instructional Practice	Safety	Mental Health Professionals	Benefits of Extracurricular	Funding
Career Pathways	Learning Environment	Board Level Communication	Assessment & Testing	Field Trips	Staff Mental Health

Kindergarten	Reporting	Gender Inclusive	Learning Support Programs		
Equity & Standardization		Class level Communication	IEP		
Electives		School Level Communication	Extended Day Programs		
Learning Skills		Communication Tools & Events			
Arts		Schedule			
French Immersion		Transportation			
Resources					
Specialty Programs					
Indigenous History					

Table 1 - Summary of Key Themes

6. The four (4) themes which represent the largest areas of conversation across all (14) exchanges were Teaching and Learning, Curriculum, School Environment, and Student Support. The following Bar Chart conveys stakeholders' views in response to all three questions about the OCDSB's performance, and its priority areas of focus for the next four (4) years.

These themes and the specific thoughts which generated them can be explored in more detail using the links on the district website.

Question1- What we do well

7. The following bar graph displays the top themes in response to Question 1. The top thoughts in this area speak to supportive learning environments with great teachers; dedicated office staff; promoting multi-cultural environments; breakfast clubs; and availability of technology for students.

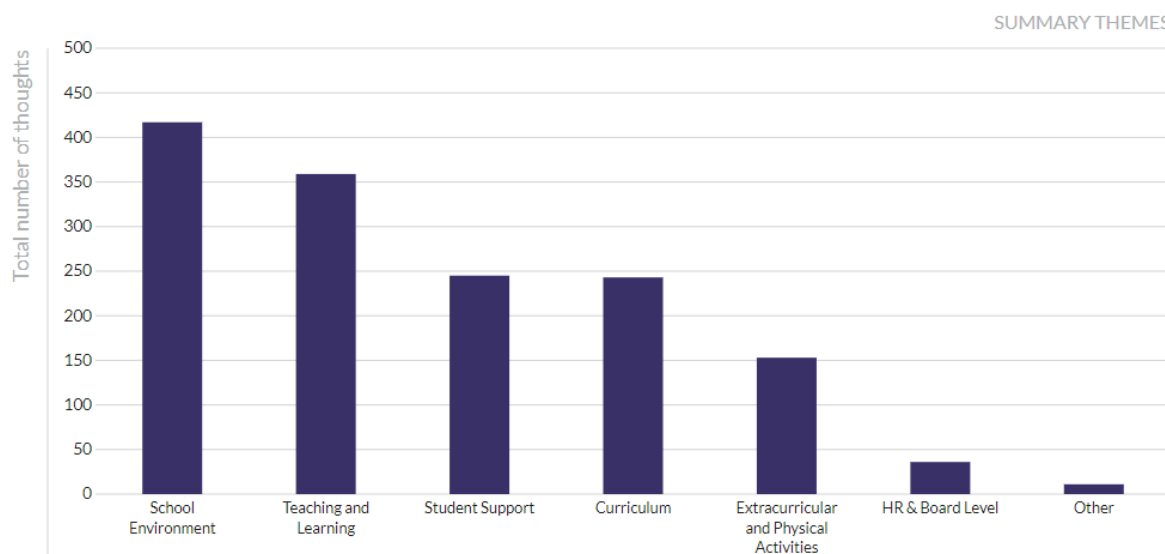


Figure 2 - Question 1 Top Themes

Question 2 – Where we can improve

8. The following bar graph displays the top themes in response to Question 2. The top thoughts in this area speak to support for smaller class sizes; the challenges associated with behavioural needs; the need for more classroom supports and resources; the age of technology

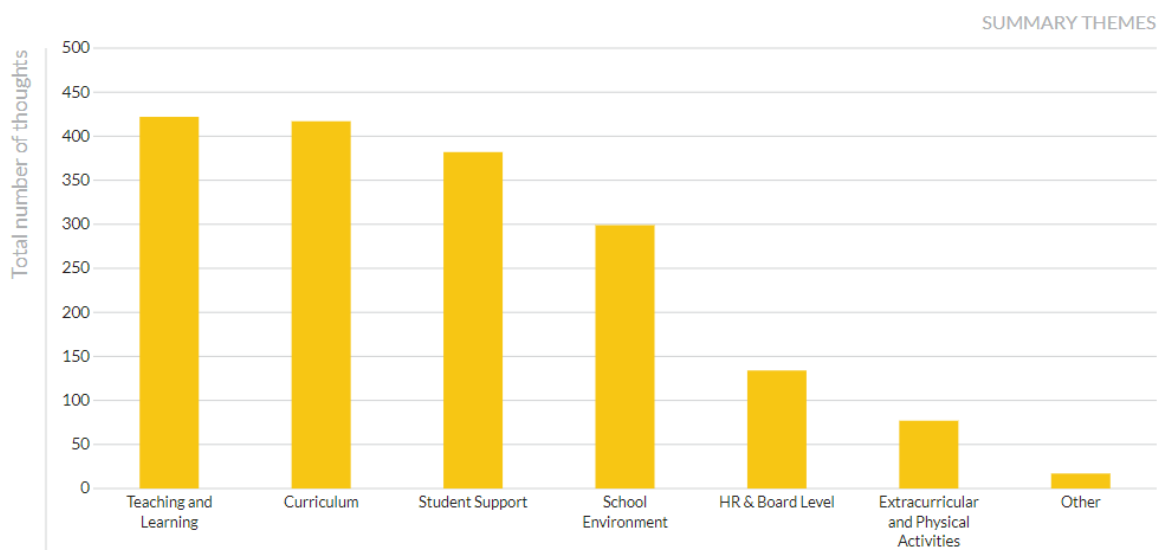


Figure 3 - Question 2 - Top Themes

Question 1 vs 2

9. The following bar graph provides an interesting comparison of the responses by top theme to question 1 compared to question 2.

RESULTS Advanced themes

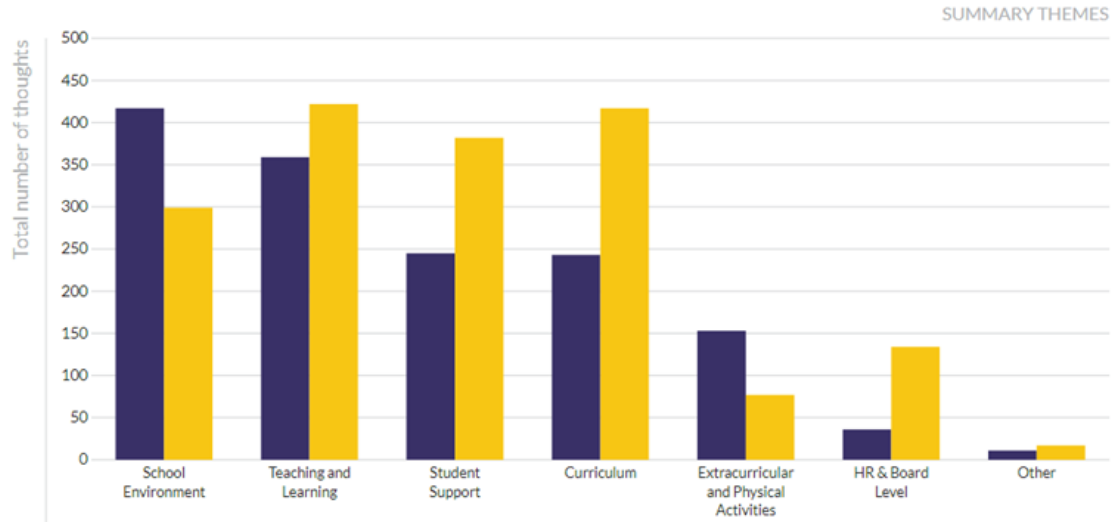


Figure 4 - Comparison of Top Themes Q1, Q2

Question 3 – Priority Areas

10. In terms of areas of priority, the following bar graph shows the response to Question 3 by theme for all respondents. The order of priority is consistent across all audiences; however the volume of responses varies based on the size and interests of the audience.

RESULTS Advanced themes

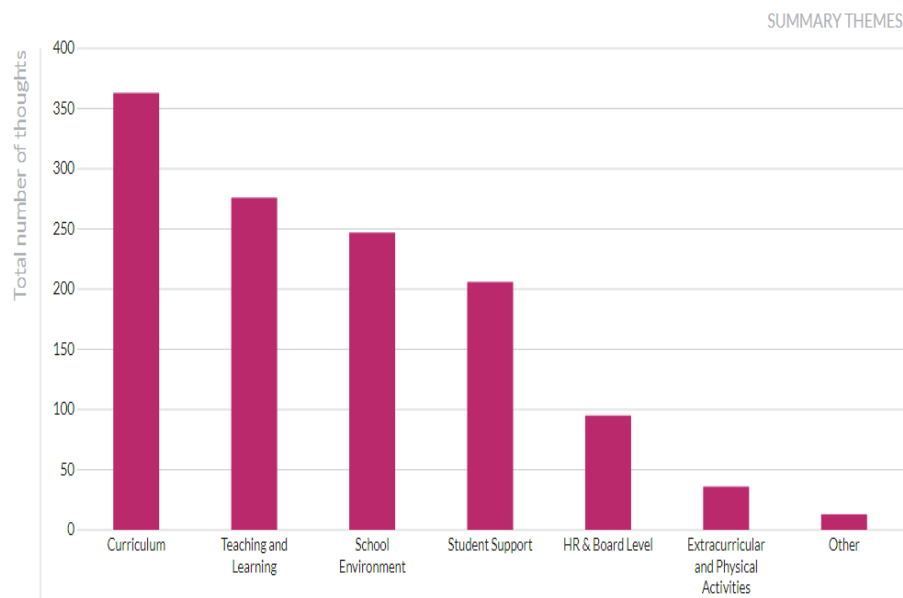


Figure 5 - Top Themes Q. 3

A detailed overview of the feedback is attached as Appendix A – Powerpoint of Thoughtexchange Discover Stage. Using the links in the power point or on the district website, users can explore the actual thoughts and priority areas.

Strategies and Actions

11. In January 2019, the District began work on the Strategies & Actions stage which includes focus group discussions as follows:
- Parent Involvement Committee and All Advisory Committees
 - Student Senate and Student Presidents Council
 - Principals
 - Community Members
 - 2 Parent Sessions (January 23rd and 31st)
12. At the focus group sessions, participants were provided with feedback from the Idea Exchange and asked to work in groups to explore and discuss the results from the online consultation. The activity was specifically focused on the feedback in response to Question 3. Participants were asked to review the feedback, discuss the issues raised and to develop specific strategic goals which may help the district move forward over the next four years. The sessions have been well received by participants who have expressed appreciation for the opportunity to go deeper into discussions.
13. The following is a summary of the strategies and actions, by theme area, and which were most common to all focus group sessions:

Theme	Strategies and Actions
Curriculum	<ul style="list-style-type: none"> • Standardized math curriculum and instructional practice which builds capacity and skills from K through 12; • Revamp curriculum with emphasis on decolonizing Indigenous curriculum; • Increase focus on teaching life skills including self-care, self-regulation, conflict resolution, financial literacy
Teaching & Learning	<ul style="list-style-type: none"> • Increase resources to reduce class size and provide more classroom supports; • Develop technology plan which ensures current and accessible technology to create consistent, effective and sustainable digital learning environments; • Increase number of specialized teachers and availability of professional development opportunities;
School Environment	<ul style="list-style-type: none"> • Reinforce commitment to safe, caring and inclusive learning environments where every student feels valued and respected; • Identify and eliminate bias and systemic racism using evidence informed decision-making; • Increase staff and resources to support behavioral and academic needs of all students;
Student Support	<ul style="list-style-type: none"> • Continue commitment to well-being of students and staff; • Build staff capacity to support student mental health and provide resources for parents;

	<ul style="list-style-type: none"> Continue to build partnerships with community based organizations to ensure integrated support networks;
Extra-curricular & Physical Activity	<ul style="list-style-type: none"> Prioritize physical activity through physical education, Daily Physical Activity and increased physical resources; Improve standards for quality, availability and renewal of equipment for athletics; Increase opportunity for all students to equitably access extra-curricular sports and clubs;
HR & District Level	<ul style="list-style-type: none"> Create a healthy, vibrant workplace; Increase supports and resources to deal with aggressive behaviours; Continue to be innovative in strategies to ensure sufficient number of occasional teachers, educational assistants, and early childhood educators;

Table 2 - Summary of Strategies by Theme

This information will be reviewed and updated as required once all focus group sessions have been completed.

RESOURCE IMPLICATIONS:

14. The costs associated with the consultation were covered within the existing operating budget.

COMMUNICATION/CONSULTATION ISSUES:

15. A summary of the remainder of the consultation activities and respective timelines is as follows:

Dates	Activities
February 8-9, 2019	Staff Retreat with new Board of Trustees, Director of Education, and Director's Executive Council
May 7, 2019	Present draft strategic plan to COW
June 7, 2019	Deadline for public comment on draft strategic plan
June 18, 2019	Present revised strategic plan to COW
June 24, 2019	Board approval of strategic plan
June 2019 onward	Promote awareness of the approved strategic plan

Table 3 - Key Dates for Next Steps

STRATEGIC LINKS:

16. The development of a new strategic plan is a legal responsibility and major priority of the Board. Effective consultation connects to the engagement and stewardship objectives, as outlined in the current strategic plan. Therefore, by seeking input from a variety of stakeholders, the OCDSB is not only able to demonstrate its commitment to enhancing engagement and demonstrating accountability through stewardship of resources, but more importantly is able to develop strategic priorities which reflect the input of stakeholders.

SUMMARY:

17. A detailed consultation process is an essential component of the strategic plan development and our process encourages consultation at the front-end. Through the consultation, the Board will develop a better understanding of the issues, concerns, and ideas for improvement, as voiced by stakeholders. Moreover, the consultation provides an opportunity to engage and gain the support of the broader community in shaping the vision, mission, and priorities for public education in our District. As such, a viable process must be focused, engaging, relevant, manageable, and reasonable.

GUIDING QUESTIONS:

18. The following questions are provided to support the discussion of this item:
- What does the feedback tell us about where the district is doing well and how can we build on that?
 - What concerns or new ideas emerge as a result of the responses to areas where can the OCDSB improve?
 - What are some of the emerging goals, and strategies from the consultation?
 - How do our current strategic priorities of equity, learning, well-being, stewardship, and engagement connect to the feedback and priorities identified in the consultation?

Michele Giroux
Executive Officer
(ext. 8607)

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

APPENDIX A: Summary of Top Themes and Sub-themes topics

APPENDIX B: Building Brighter Futures Together @ OCDSB- Discover the Results
Power Point Presentation

APPENDIX A: Summary of Top Themes and Sub-themes topics

Theme descriptions**Teaching and Learning****Class size** - class size**Technology** - related to technology, access to technology, policies, google accounts**Instructional Practice** - related to instructional practices in the classroom**Instructional Quality** - related to quality of teaching**Learning Environment** - related to how teachers interact with students in the classroom**Differentiated Learning** - related to diverse learning needs in the classroom.**Reporting** - related to reporting and marking**Curriculum****Arts** - related to arts, music**Career Pathways** - related to employment, diverse pathways, university pathway**Core Curriculum** - related to core, learning fundamentals, overall curriculum**Electives** - related to course variety**Equity and Standardization** - related to equal access and standardization of curriculum across school sites**French Immersion** - related to French Immersion**Indigenous History** - related to Indigenous History**Kindergarten** - related to kindergarten curriculum**Learning Skills** - related to how students learn, critical thinking, problem solving, growth**Life Skills** - related to finance, home ec., time managements, etc.**Math** - related to math, no mention of other subjects**Modernize Curriculum** - related to updating the curriculum (includes sex ed)**Resources** - related to learning resources, textbooks, tools**Special Education** - related to special ed**Specialty Programs** - related to alt programs, some gifted thoughts when included with other programs**School Environment****Class Level Communication** - related to student learning, success, parent-teacher communication**School Level Communication** - related to school communications**Board Level Communication** - related to board communication, engagement**Communication Tools & Events** - related to specific tools, effectiveness, events**Aggressive Behaviour** - violent and aggressive in-class behaviour**Equity and Diversity** - diversity and acceptance**Facilities** - related to facilities, air conditioning**Culture** - overall culture of the school, values, welcoming**Safety** - related to safety**Gender Inclusive** - LGBTQ+**Schedule** - related to scheduling

Transportation - related to transportation

Student Support

Assessment & Testing - psychological testing

Mental Health Professionals - employ / make accessible Social Workers & Psychologists

IEP - support related to IEPs

Wellness Strategies - implementing strategies to increase student and staff well-being

Mental Health - general thoughts about mental health and its importance

Learning Support Programs - any programs relating to learning support

EAs & Support Staff - related to EAs and support workers specifically

Classroom Supports - thoughts about general supports in the classroom

Extended Day Programs - related to extended day programs and after school care

Extracurricular and Physical Activities

More Physical Activity - advocating for more physical activity/physical education and emphasizing the importance

Outdoor Activity - thoughts about learning, play and activities that take place outdoors.

Variety of Clubs and Activities - General thoughts about the variety of extracurricular activities and clubs available

Benefits of Extracurricular Activities - explaining why the extracurricular activities are beneficial

Sports - related to sports programming

Field Trips - related to field trips

HR & District Level

Professional Development - related to professional development

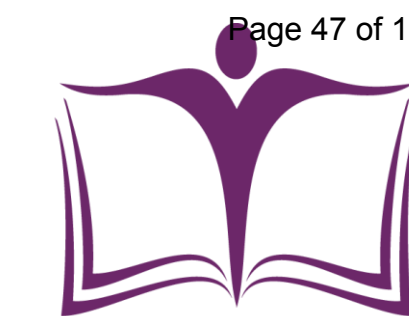
Staffing - related to staffing across schools

Workload - related to workload

Staff Mental Health - related to staff mental health

District Level Administration - related to the board and leadership

Funding - related to funding



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

BUILDING BRIGHTER FUTURES TOGETHER

@OOCDSB

Discover the Results

POWERED BY



thoughtexchange



HOW TO USE THIS PRESENTATION

This presentation provides a summary of the feedback received from stakeholders in the Idea Exchange section of the strategic plan consultation process. The Idea Exchange used the online discussion forum, Thoughtexchange, to invite parents, students, staff and community partners to share their thoughts about what the district does well, where we can improve, and what our future priorities might be.

This consultation process provided excellent perceptual data from stakeholders which will be used as a resource in the development of our next strategic plan. The qualitative data will be supported by quantitative data in the Environmental Scan, and other resource/reference materials such as the Annual Student Achievement Data Report and the OCDSB's measurement reports related to progress on our strategic objectives.

The power point presentation includes a summary of the responses to all three consultation questions by all stakeholder groups. It is designed to give users an overview of the feedback, but also allows the user to click on the links and read the individual thoughts submitted by participants and grouped by theme/sub-theme.

This presentation conveys the results across all 14 exchanges as well as the results for each of the (3) questions.

Within the presentation, there are links to summary reports on all questions.

These reports are broken down by themes and sub-themes.

The generated reports summarize thoughts and ratings of the participants.



Steps in the Thoughtexchange Process



Share

Submit Thoughts

First, people share thoughts independently and confidentially



Star

Prioritize Thoughts

Next, everyone considers and rates thoughts shared by others



Discover

Reveal What Matters

Last, everyone learns what is important and progress is made





Participation



6,441

People
PARTICIPATED



10,296

Thoughts
CONTRIBUTED



178,131

Stars
ASSIGNED





Questions We Asked

Q1: What are some things that the OCDSB is doing well to support learning and well-being?

Q2: What are some ways that the OCDSB could improve how we support learning and well-being?

Q3: What are some important priorities for the OCDSB to focus on for the next 4 years?





Participation- All Exchanges & by Questions

All

Q1

Q2

Q3

 6590
Participants

 10296
Thoughts

 178131
Ratings

 6590
Participants

 3186
Thoughts

 57659
Ratings

 6590
Participants

 4106
Thoughts

 70966
Ratings

 6590
Participants

 3004
Thoughts

 49506
Ratings



Understanding the Results

Top Thoughts: Top thoughts are thoughts with a high average star score, as determined by participant starring.

Top Themes: Top themes are themes with a large number of thoughts.

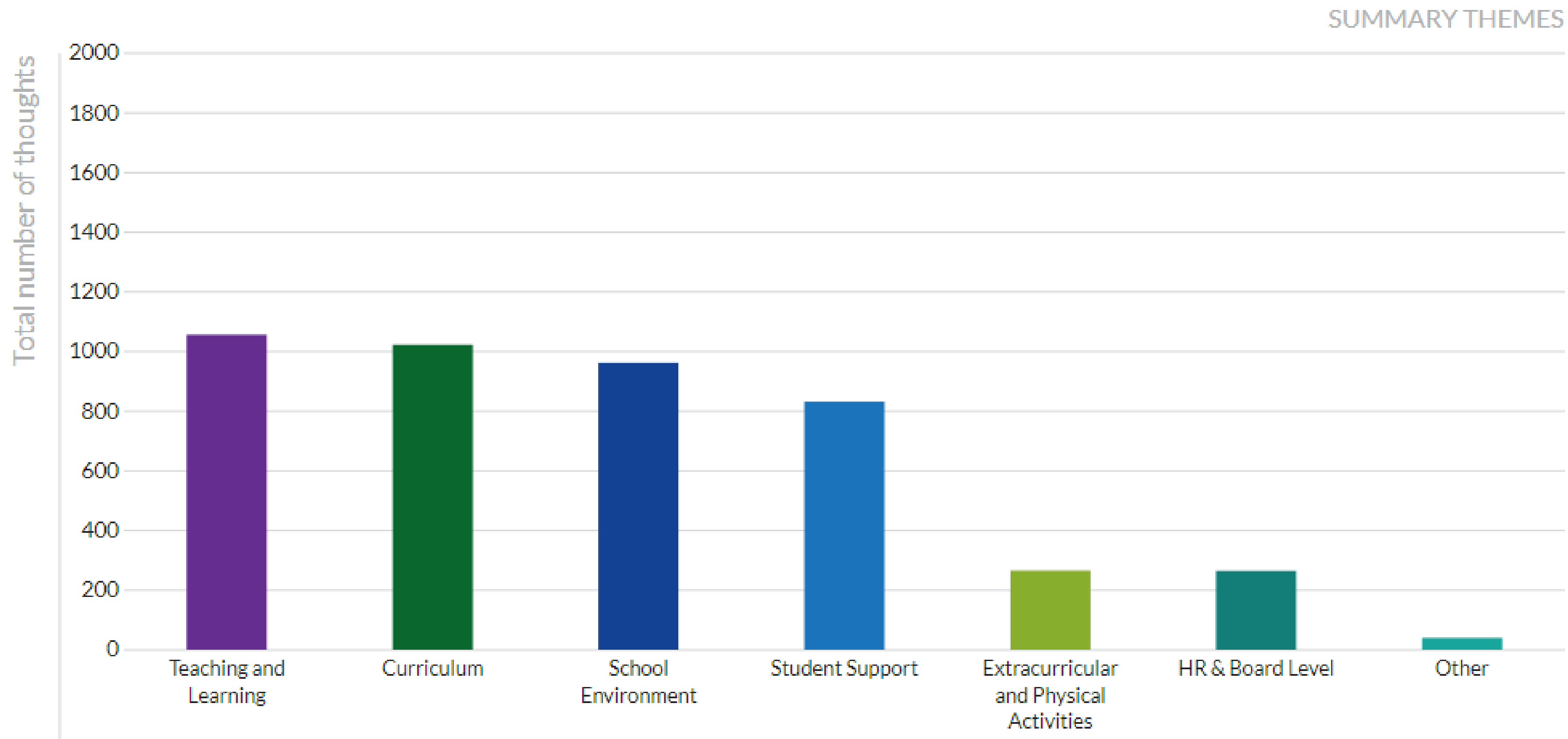
Theming: Thoughts with an average star score of 3.6 or higher are grouped according to topic to show areas of high agreement within the exchange.





What We Heard – Key Themes

RESULTS Advanced themes





Understanding Key Themes

Curriculum	Teaching & Learning	School Environment	Student Supports	HR & Board Level	Extra-Curricular & Physical Activity
Math Modernize Curriculum Core Curriculum Life Skills Special Education Career Pathways Kindergarten Equity & Standardization Electives Learning Skills Arts French Immersion Resources Specialty Programs Indigenous History	Class Size Technology Instructional Quality Differentiated Learning Instructional Practice Learning Environment Reporting	Aggressive Behavior Facilities Equity & Diversity Culture Safety Board Level Communication Gender Inclusive Class level Communication School Level Communication Schedule Transportation	Mental Health EAs & Support Staff Classroom Supports Wellness Strategies Mental Health Professionals Assessment & Testing Learning Support Programs IEP Extended Day Programs	Staffing Professional Development Board Level Administration Workload Funding Staff Mental Health	Outdoor Activity More Physical Activity Variety of Activities & Clubs Sports Extracurricular Field Trips



Comparison of Responses to Q1 & Q2

SUMMARY THEMES

School Environment

Teaching & Learning

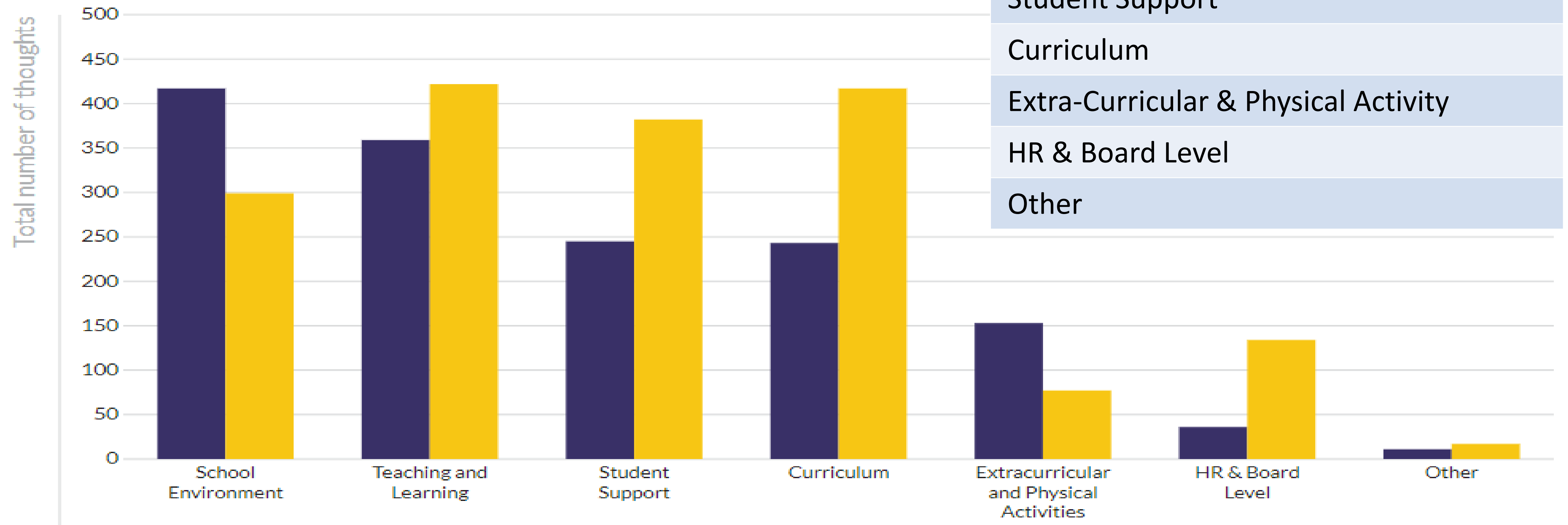
Student Support

Curriculum

Extra-Curricular & Physical Activity

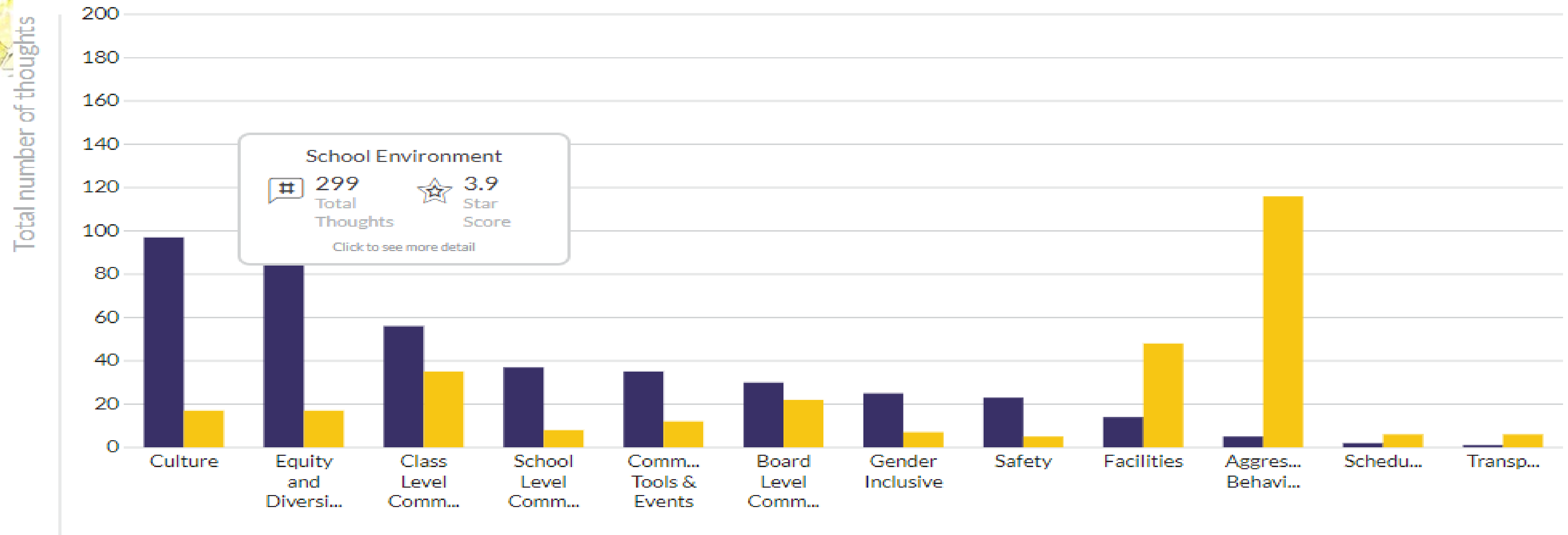
HR & Board Level

Other



Comparison of Responses to Q1 & Q2

SCHOOL ENVIRONMENT



Q1: School Environment

[Culture](#)
[Equity and Diversity](#)
[Class Level Communication](#)
[School Level Communication](#)
[Communication Tools and Events](#)
[Board Level Communication](#)

[Gender Inclusive](#)
[Safety](#)
[Facilities](#)
[Aggressive Behaviour](#)
[Schedule](#)
[Transportation](#)

Q2: School Environment

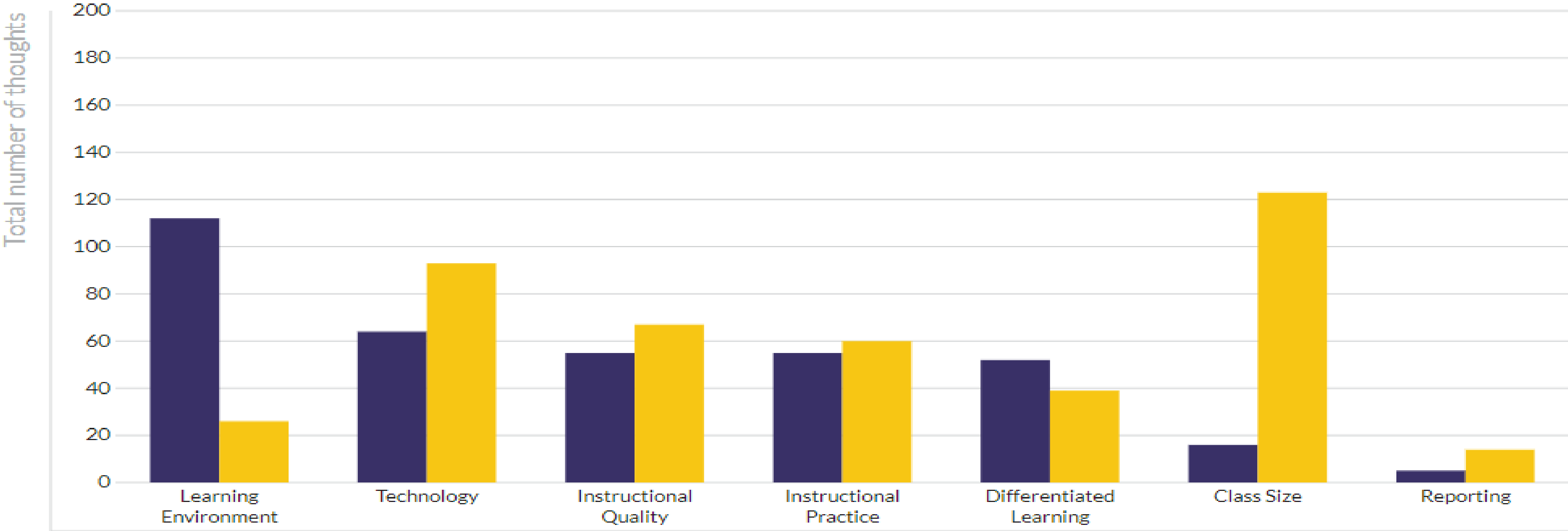
[Culture](#)
[Equity and Diversity](#)
[Class Level Communication](#)
[School Level Communication](#)
[Communication Tools & Events](#)
[Board Level Communication](#)

[Gender Inclusive](#)
[Safety](#)
[Facilities](#)
[Aggressive Behaviour](#)
[Schedule](#)
[Transportation](#)



Comparison of Responses to Q1 & Q2

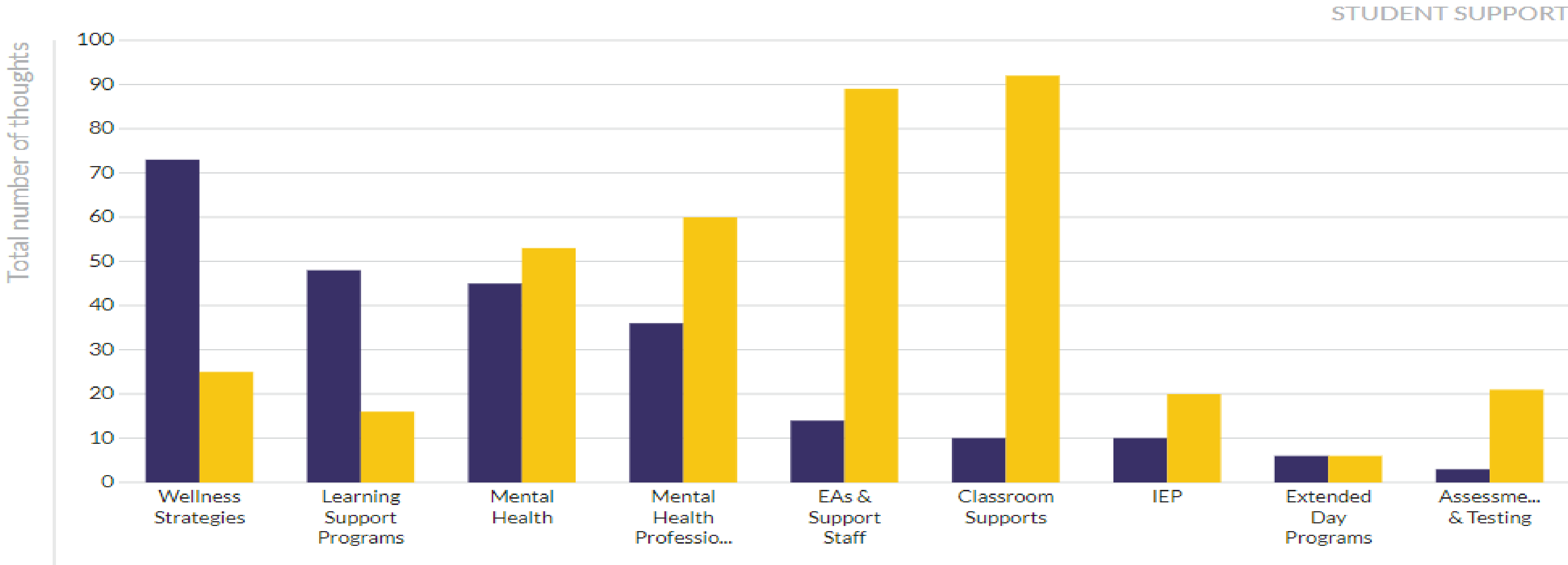
TEACHING AND LEARNING



Q1: Teaching and Learning	Q2: Teaching and Learning
Learning Environment Technology Instructional Quality Instructional Practice Differentiated Learning Class Size Reporting	Learning Environment Technology Instructional Quality Instructional Practice Differentiated Learning Class Size Reporting



Comparison of Responses to Q1 & Q2



Q1: Student Support

[Wellness Strategies](#)
[Learning Support Programs](#)
[Mental Health](#)
[Mental Health Professionals](#)
[EAs and Support Staff](#)
[Classroom Supports](#)
[IEP](#)
[Extended Day Programs](#)
[Assessment and Testing](#)

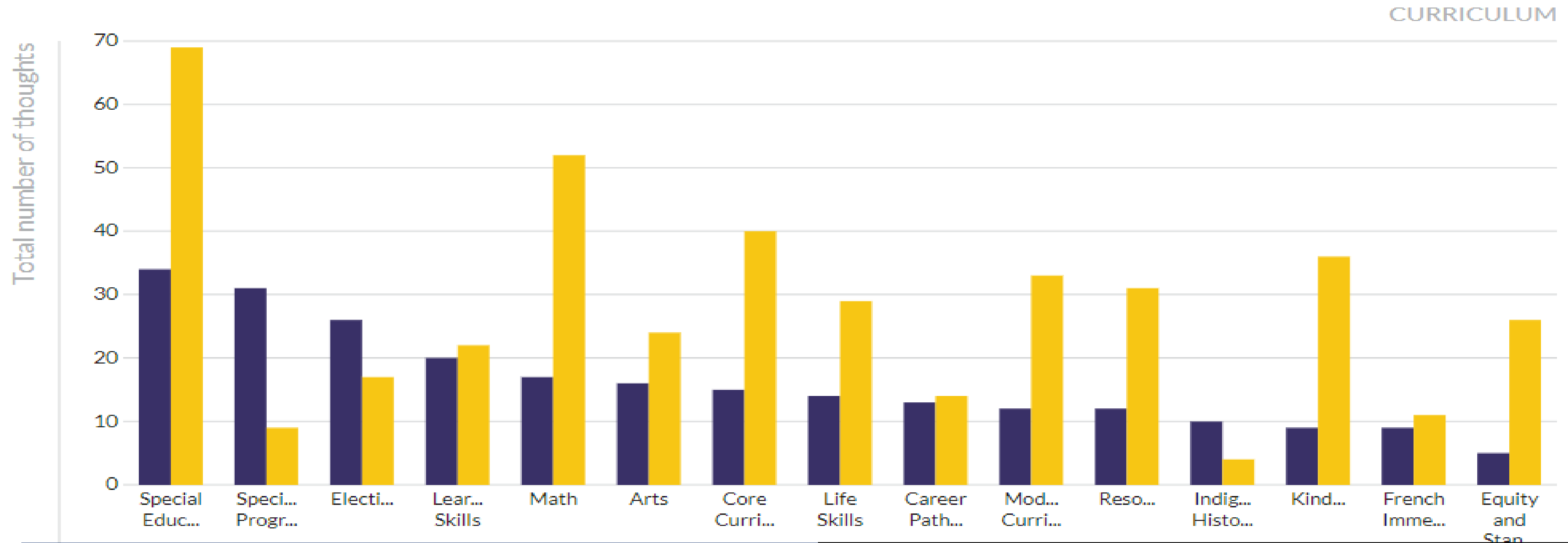
Q2: Student Support

[Wellness Strategies](#)
[Learning Support Programs](#)
[Mental Health](#)
[Mental Health Professionals](#)
[EAs & Support Staff](#)
[Classroom Supports](#)
[IEP](#)
[Extended Day Programs](#)
[Assessment & Testing](#)



**BUILDING
BRIGHTER
FUTURES
TOGETHER**

Comparison of Responses to Q1 & Q2



Q1: Curriculum

[Special Education](#)
[Specialty Programs](#)
[Electives](#)
[Learning Skills](#)
[Math](#)
[Arts](#)
[Core Curriculum](#)
[Life Skills](#)

[Career Pathways](#)
[Modernize Curriculum](#)
[Resources](#)
[Indigenous History](#)
[Kindergarten](#)
[French Immersion](#)
[Equity and Standardization](#)

Q2: Curriculum

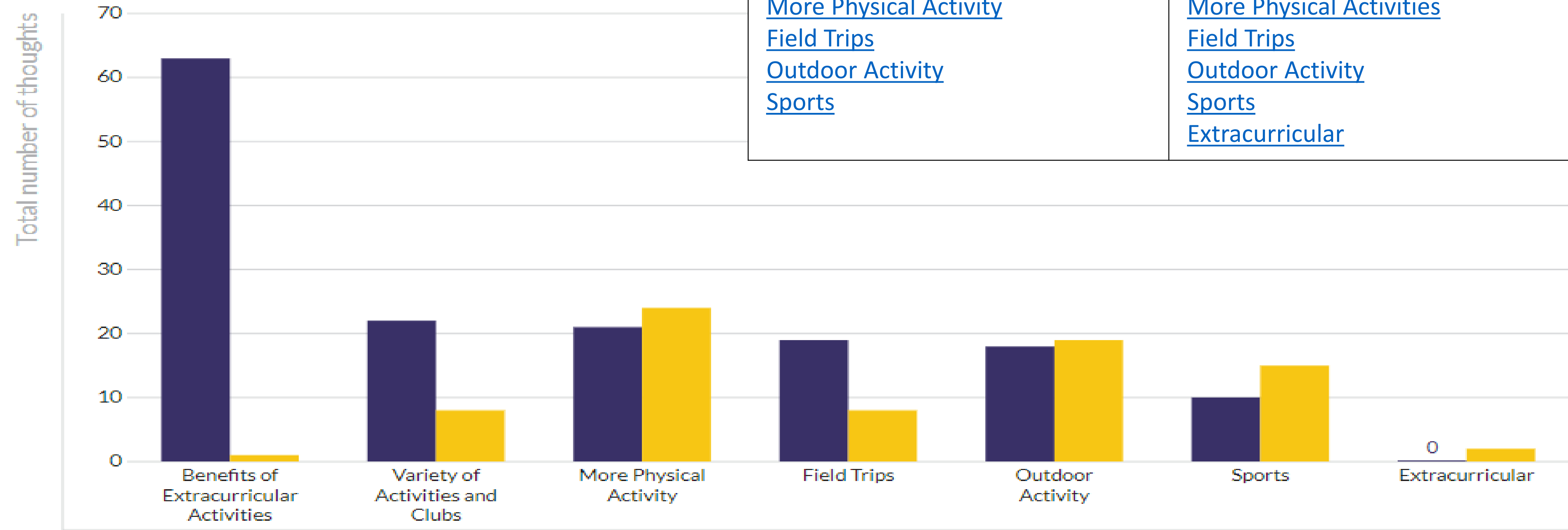
[Special Education](#)
[Specialty Programs](#)
[Electives](#)
[Learning Skills](#)
[Math](#)
[Arts](#)
[Core Curriculum](#)
[Life Skills](#)

[Career Pathways](#)
[Modernize Curriculum](#)
[Resources](#)
[Indigenous History](#)
[Kindergarten](#)
[French Immersion](#)
[Equity and Standardization](#)



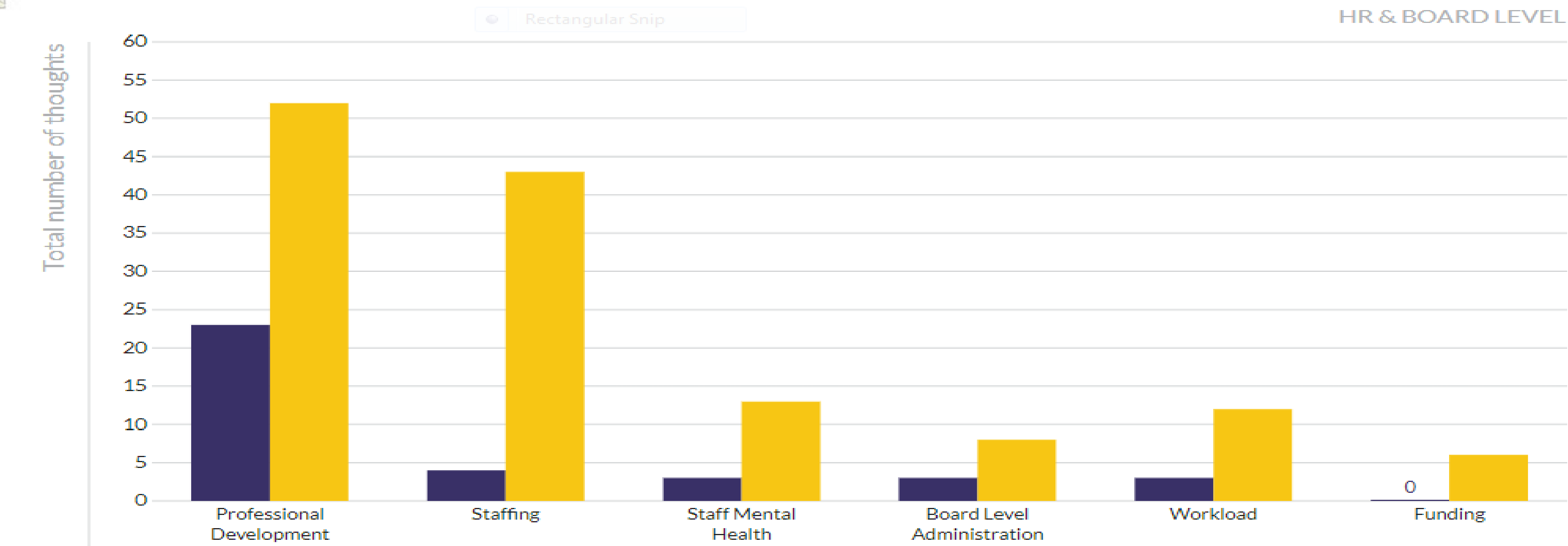
Comparison of Responses to Q1 & Q2

Q1: Extracurricular and Physical Activities	Q2: Extracurricular and Physical Activities
Benefits of Extracurricular Activities Variety of Activities and Clubs More Physical Activity Field Trips Outdoor Activity Sports	Benefits of Extracurricular Activities Variety of Activities and Clubs More Physical Activities Field Trips Outdoor Activity Sports Extracurricular





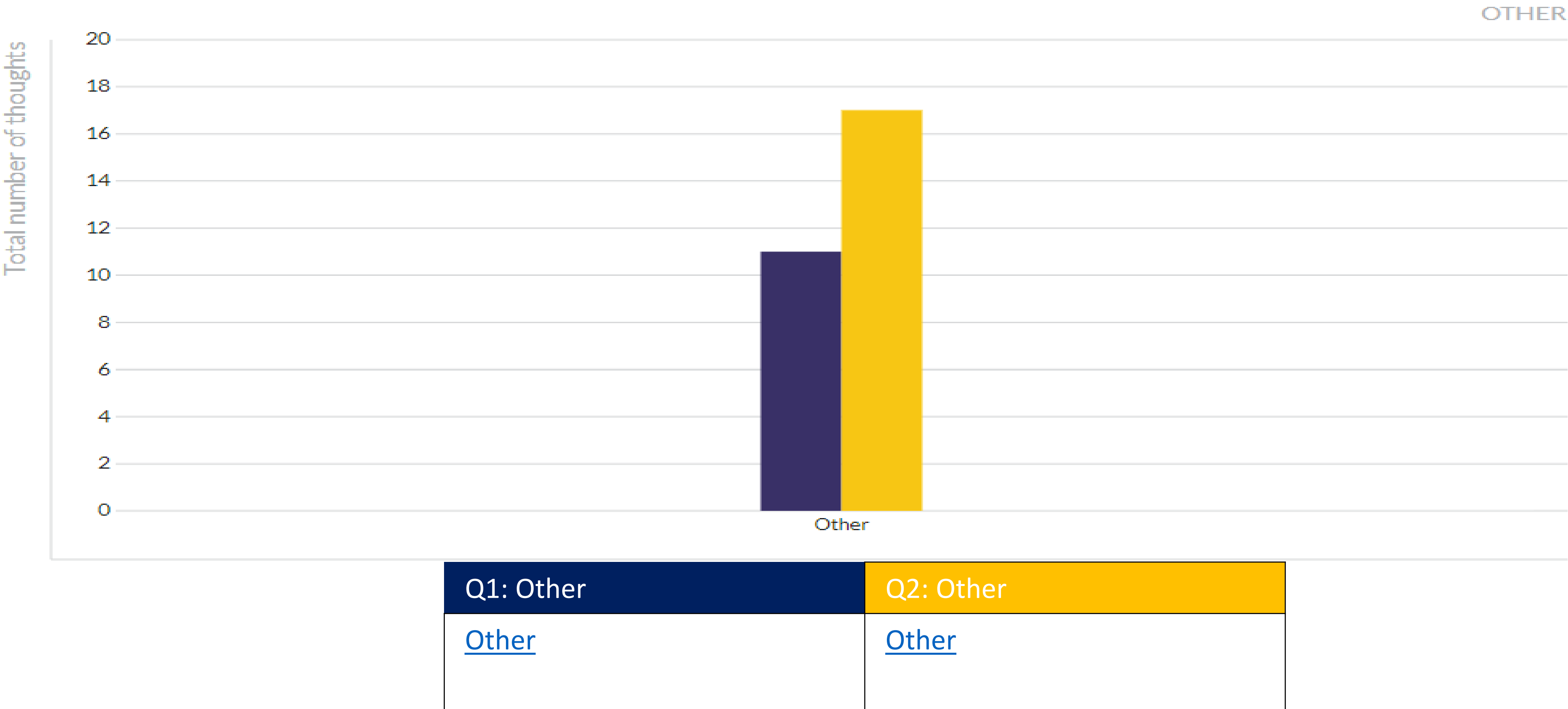
Comparison of Responses to Q1 & Q2



Q1: HR & Board Level	Q2: HR & Board Level
Professional Development Staffing Staff Mental Health Board Level Administration Workload	Professional Development Staffing Staff Mental Health Board Level Administration Workload Funding



Comparison of Responses to Q1 & Q2



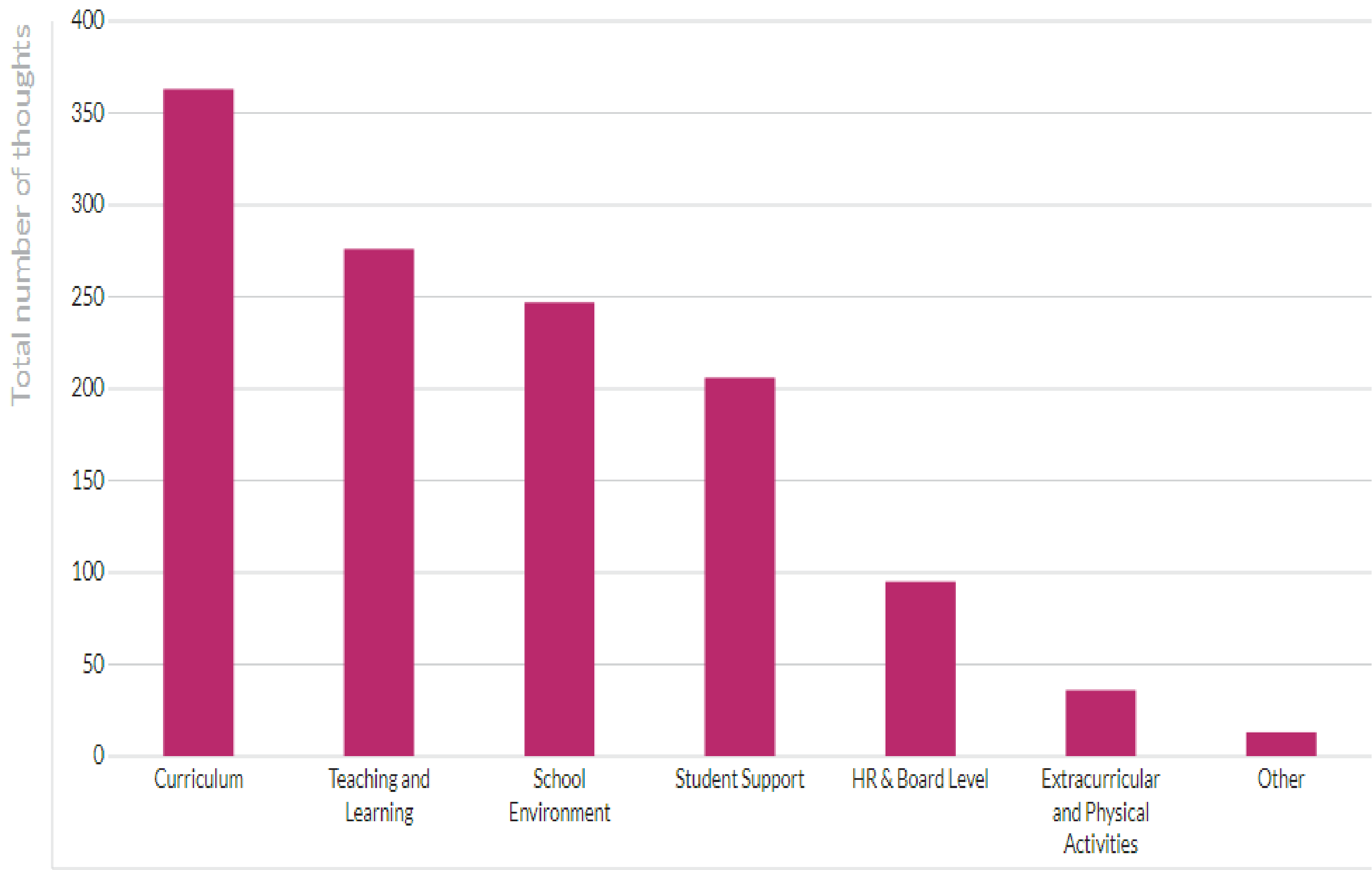


Responses by Theme – Question 3 (All)

RESULTS Advanced themes

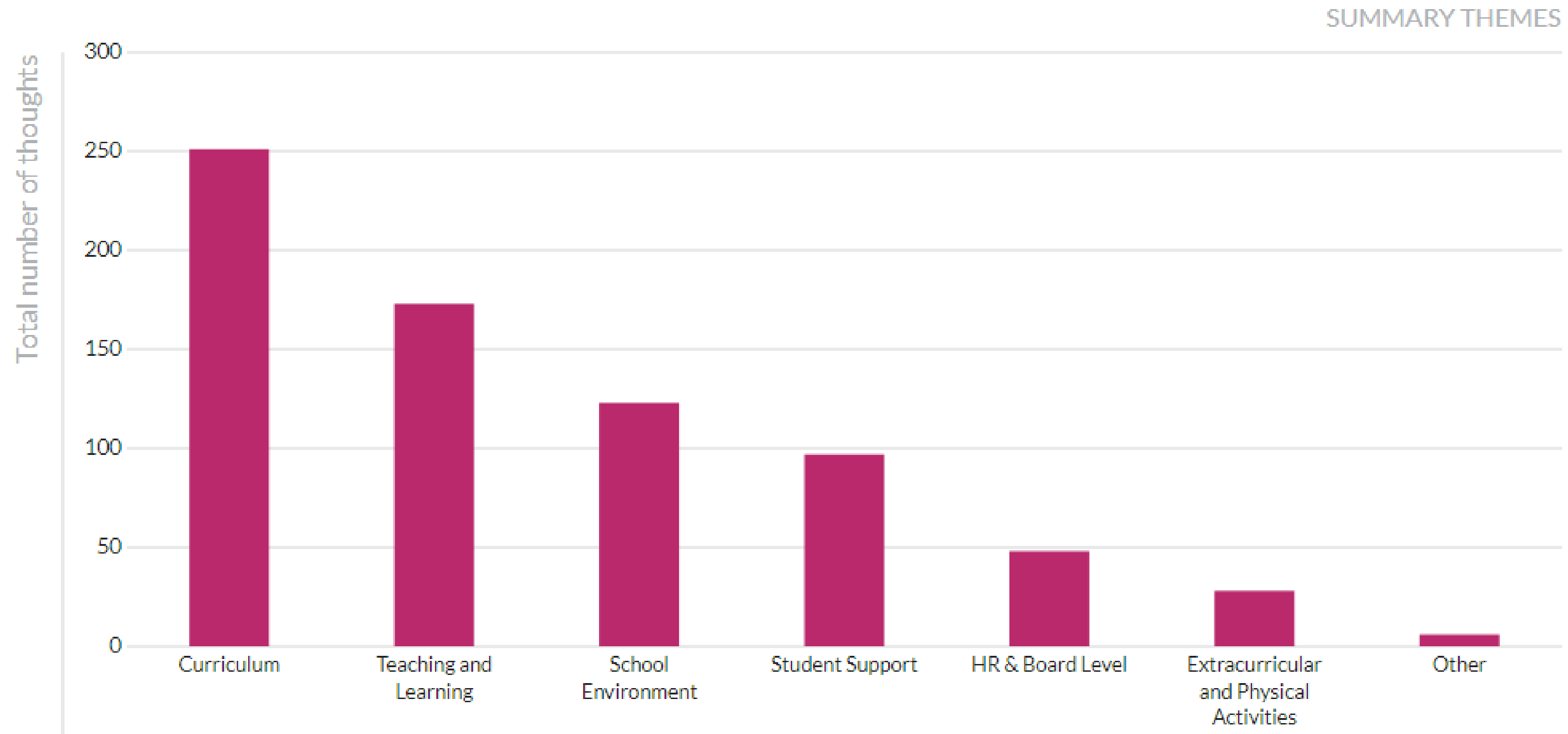


SUMMARY THEMES



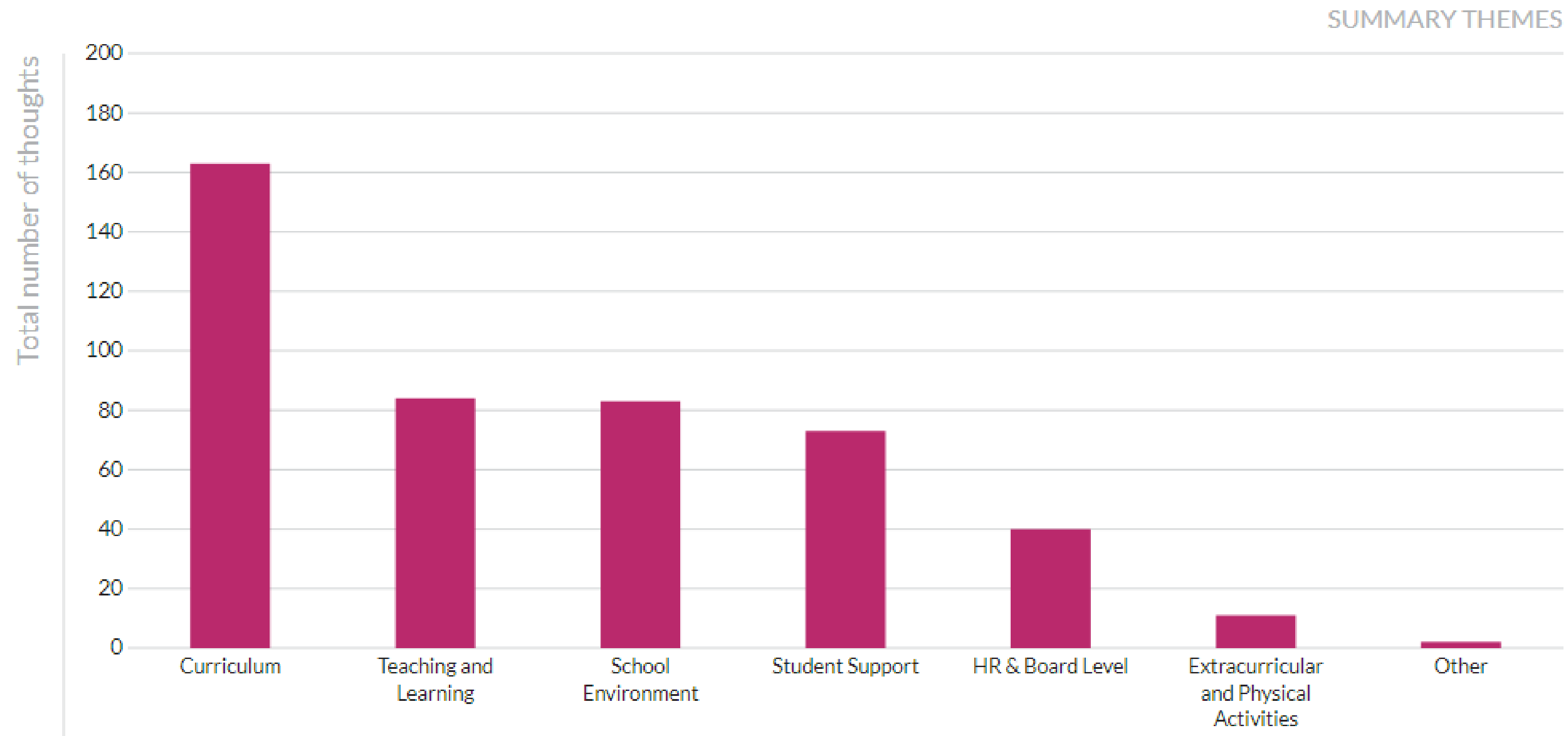


Responses by Theme – Question 3 (Elementary Parents)



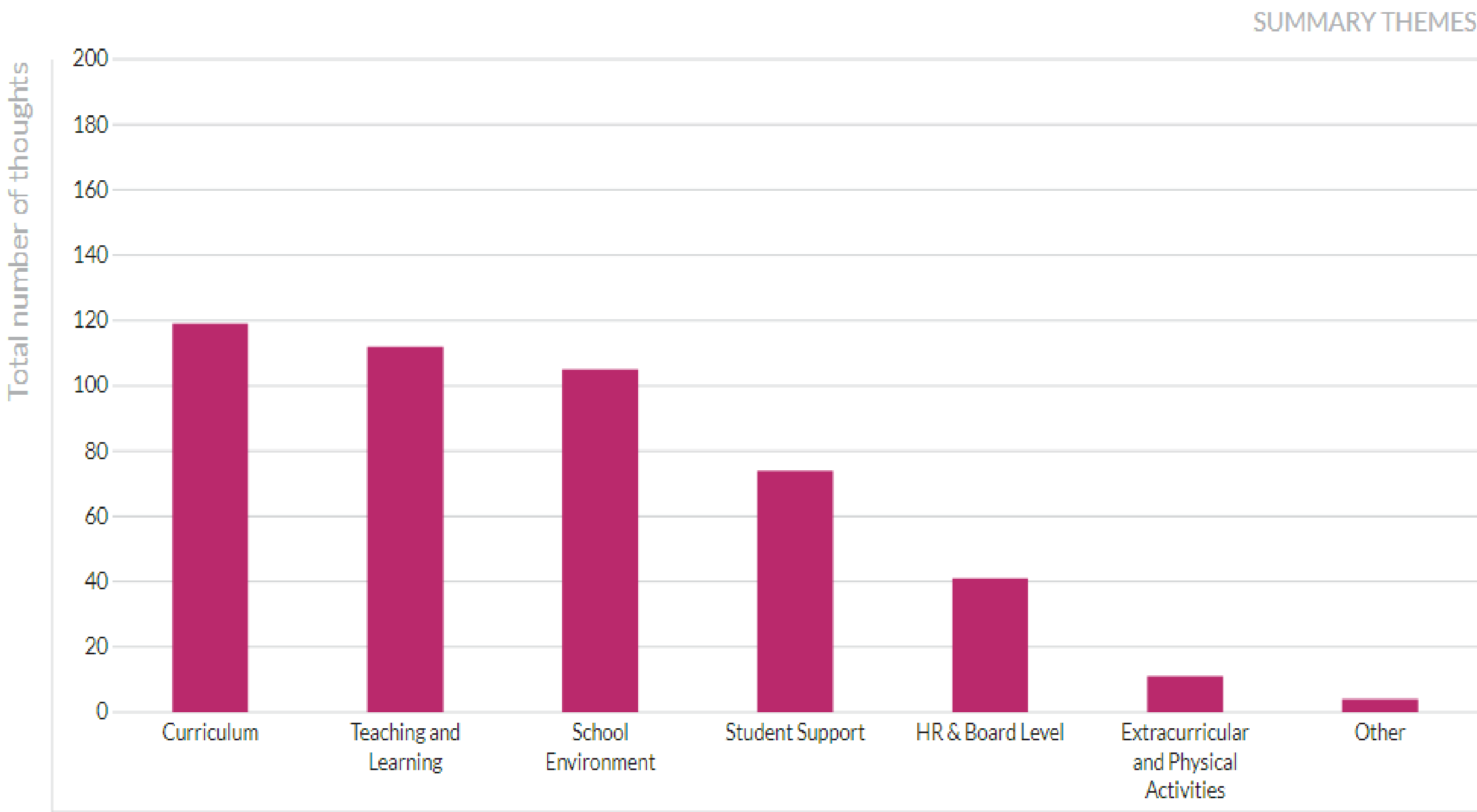


Responses by Theme – Question 3 (Secondary Parents)



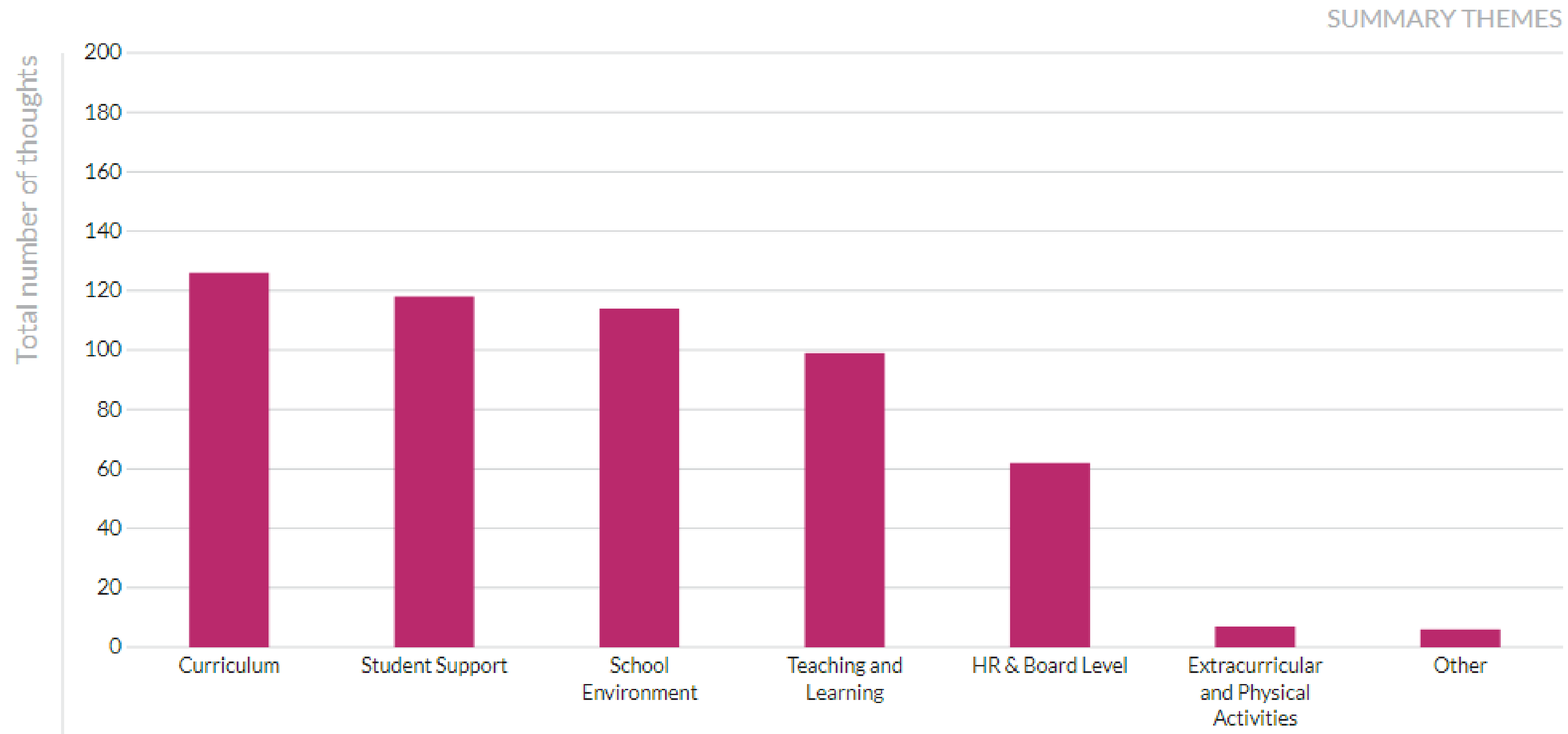


Responses by Theme – Question 3 (Students)



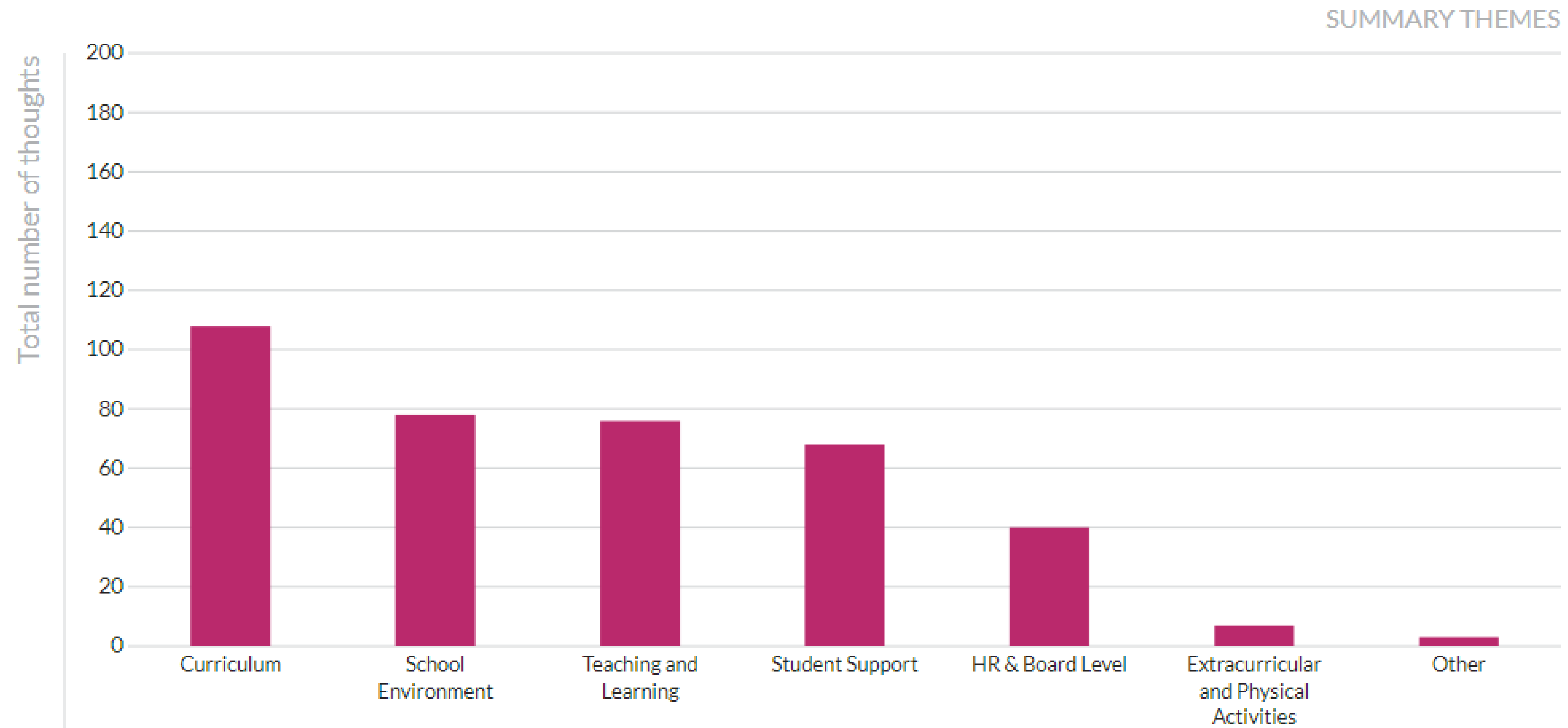


Responses by Theme – Question 3 (Staff)





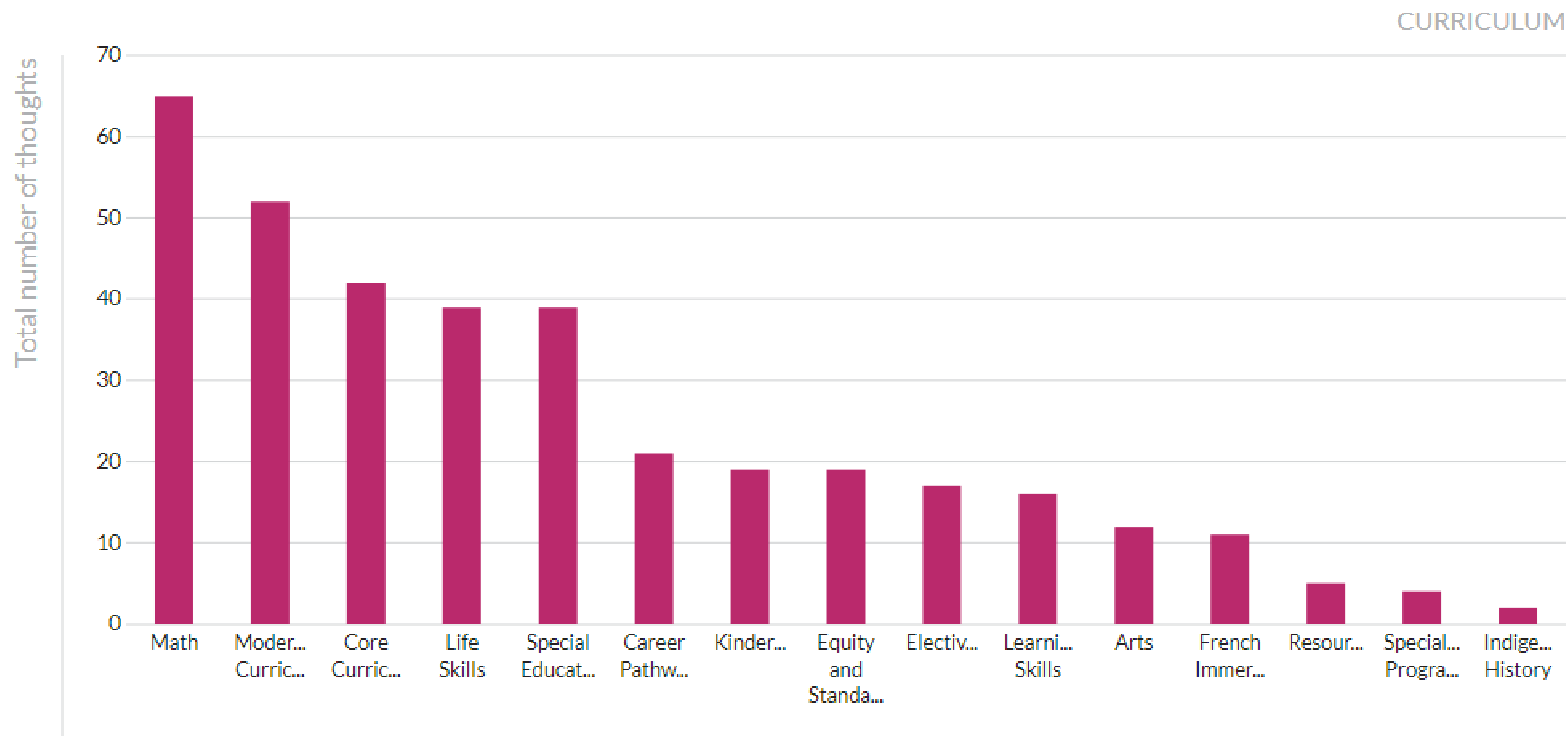
Responses by Theme – Question 3 (Community)





Understanding Curriculum Theme – Q3

RESULTS [Advanced themes](#) > Curriculum



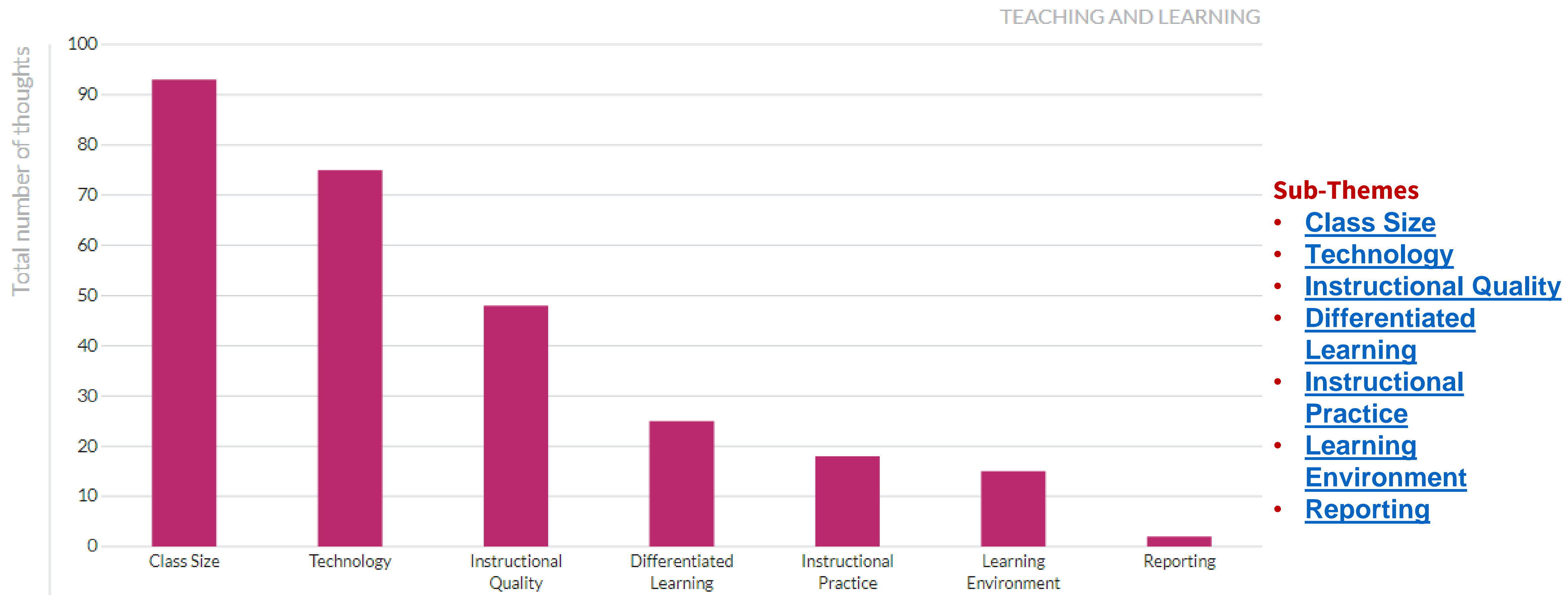
Sub-Themes

- [Math](#)
- [Modernize Curriculum](#)
- [Core Curriculum](#)
- [Life Skills](#)
- [Special Education](#)
- [Career Pathways](#)
- [Kindergarten](#)
- [Equity & Standardization](#)
- [Electives](#)
- [Learning Skills](#)
- [Arts](#)
- [French Immersion](#)
- [Resources](#)
- [Specialty Programs](#)
- [Indigenous History](#)



Understanding Teaching & Learning – Q3

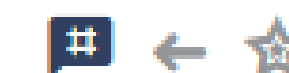
RESULTS [Advanced themes](#) > Teaching and Learning



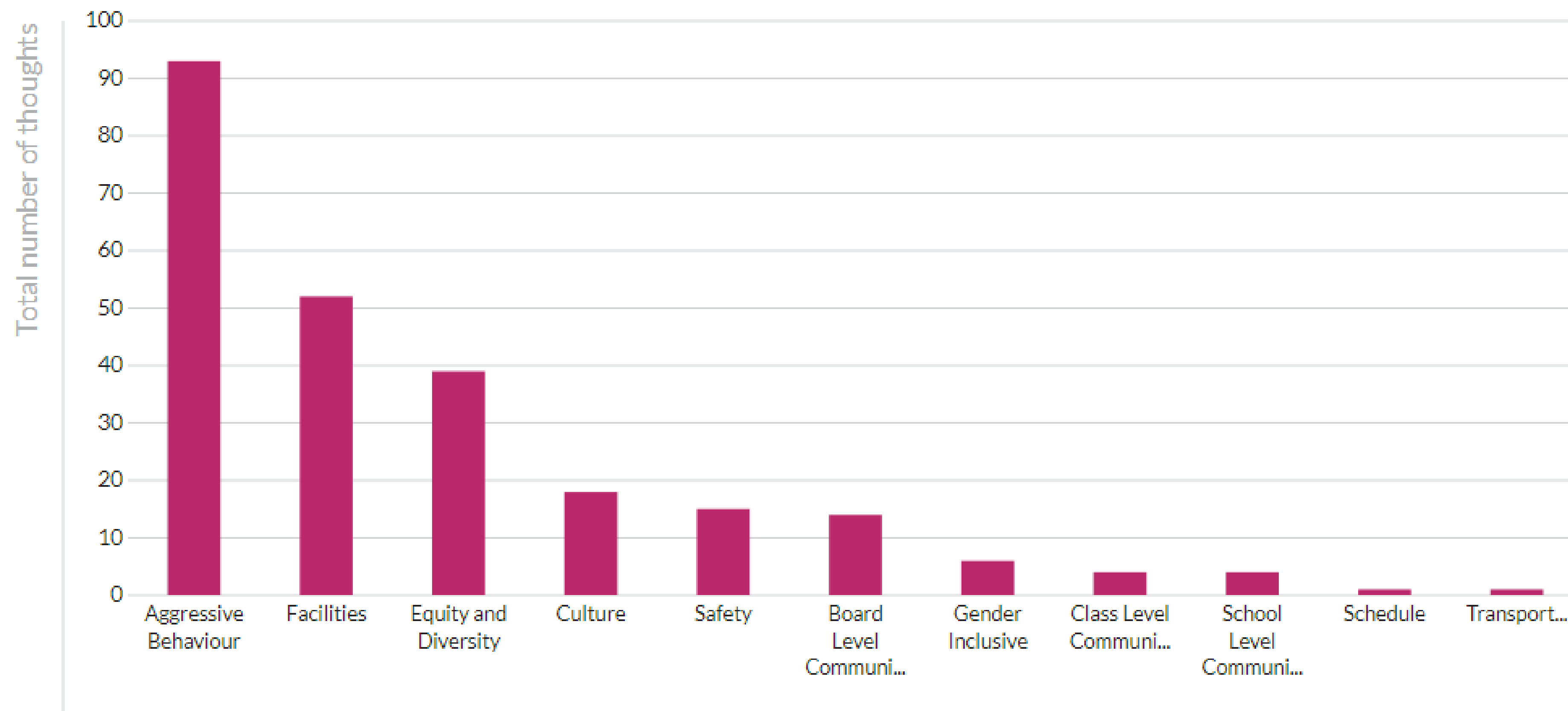


Understanding School Environment – Q3

RESULTS [Advanced themes](#) > School Environment



SCHOOL ENVIRONMENT



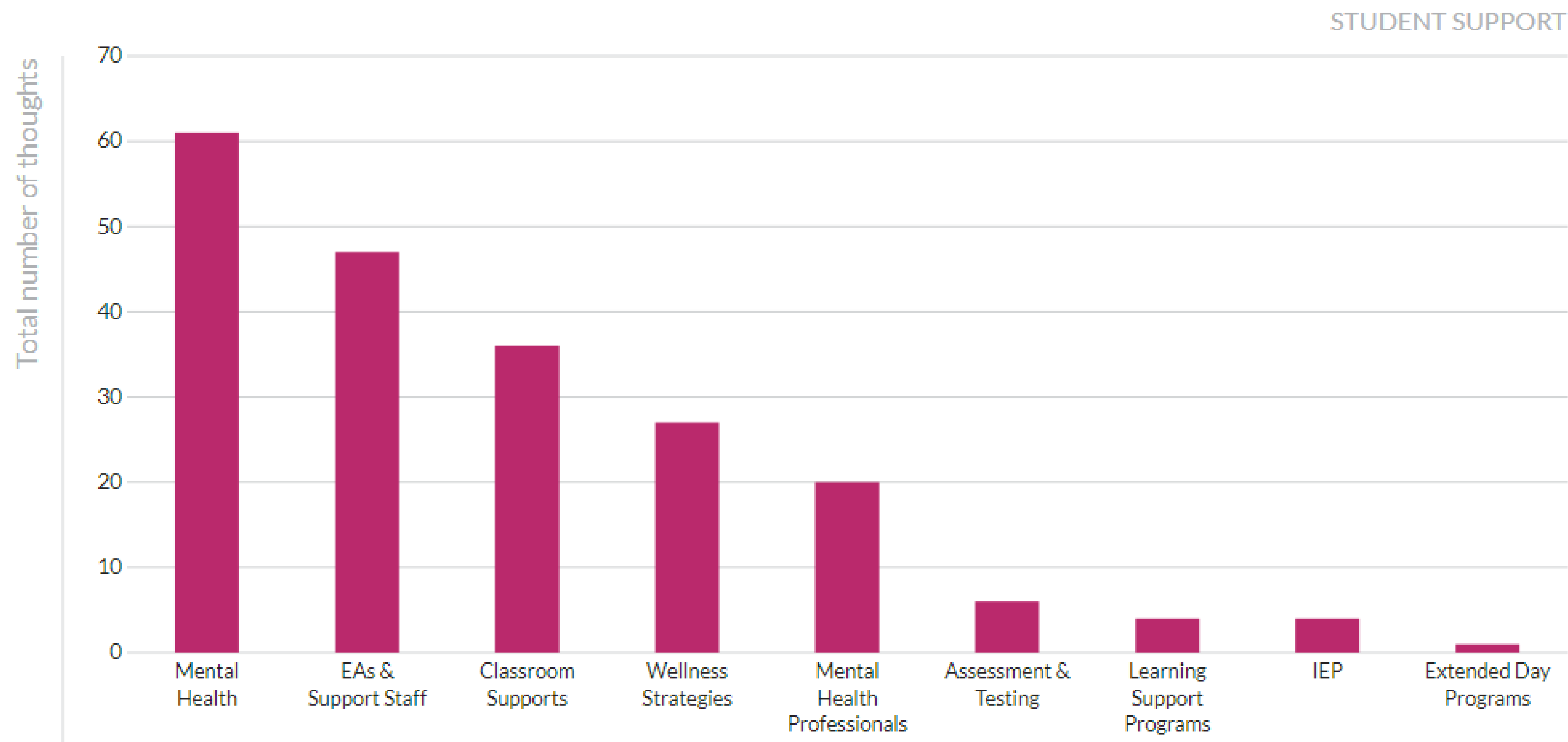
Sub-Themes

- [Aggressive Behavior](#)
- [Facilities](#)
- [Equity & Diversity](#)
- [Culture](#)
- [Safety](#)
- [Board Level Communication](#)
- [Gender Inclusive](#)
- [Class level Communication](#)
- [School Level Communication](#)
- [Schedule](#)
- [Transportation](#)



Understanding Student Support– Q3

RESULTS [Advanced themes](#) > Student Support



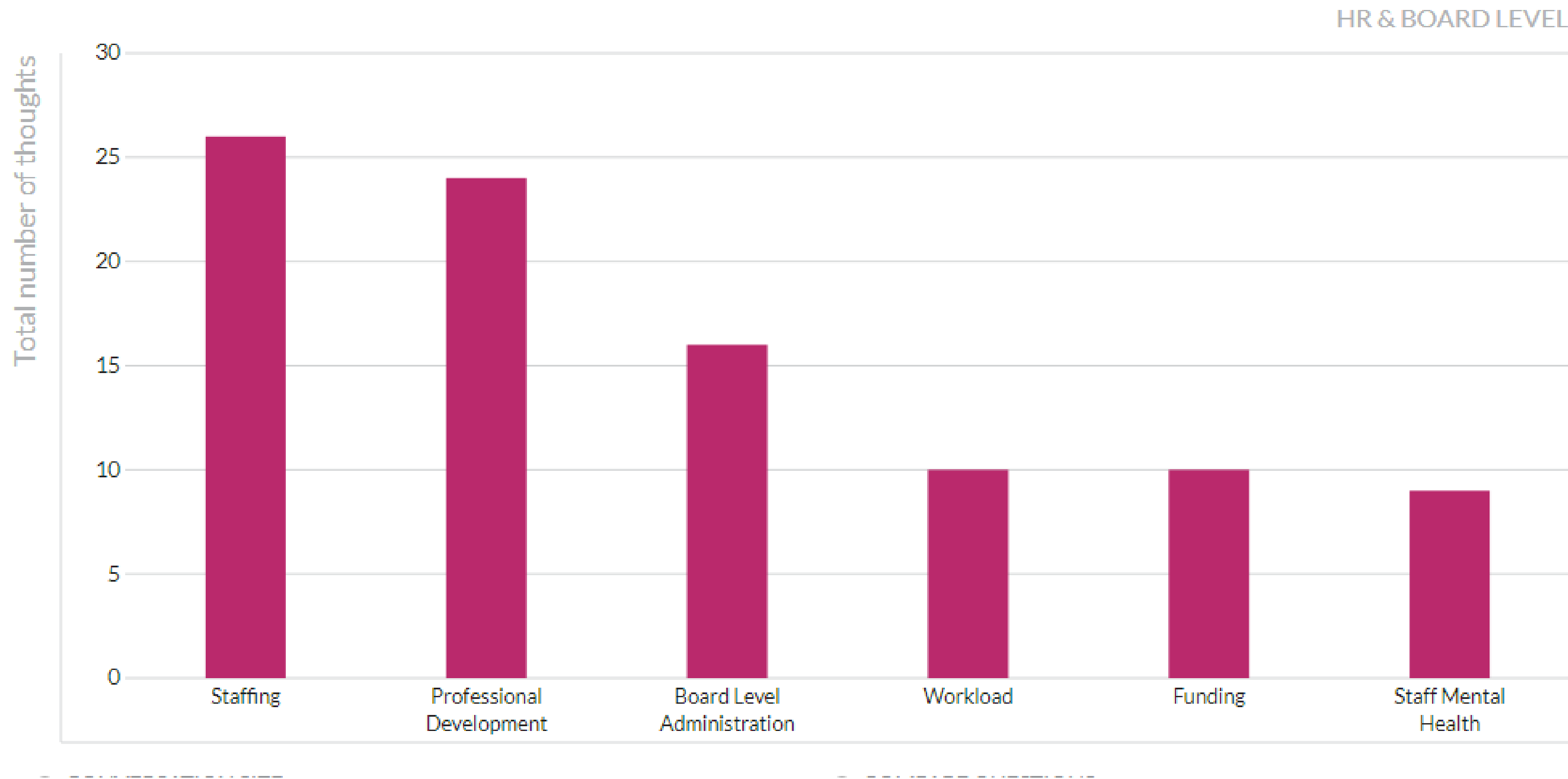
Sub-Themes

- [Mental Health](#)
- [EAs & Support Staff](#)
- [Classroom Supports](#)
- [Wellness Strategies](#)
- [Mental Health Professionals](#)
- [Assessment & Testing](#)
- [Learning Support Programs](#)
- [IEP](#)
- [Extended Day Programs](#)



Understanding HR & Board Theme – Q3

RESULTS [Advanced themes](#) > HR & Board Level

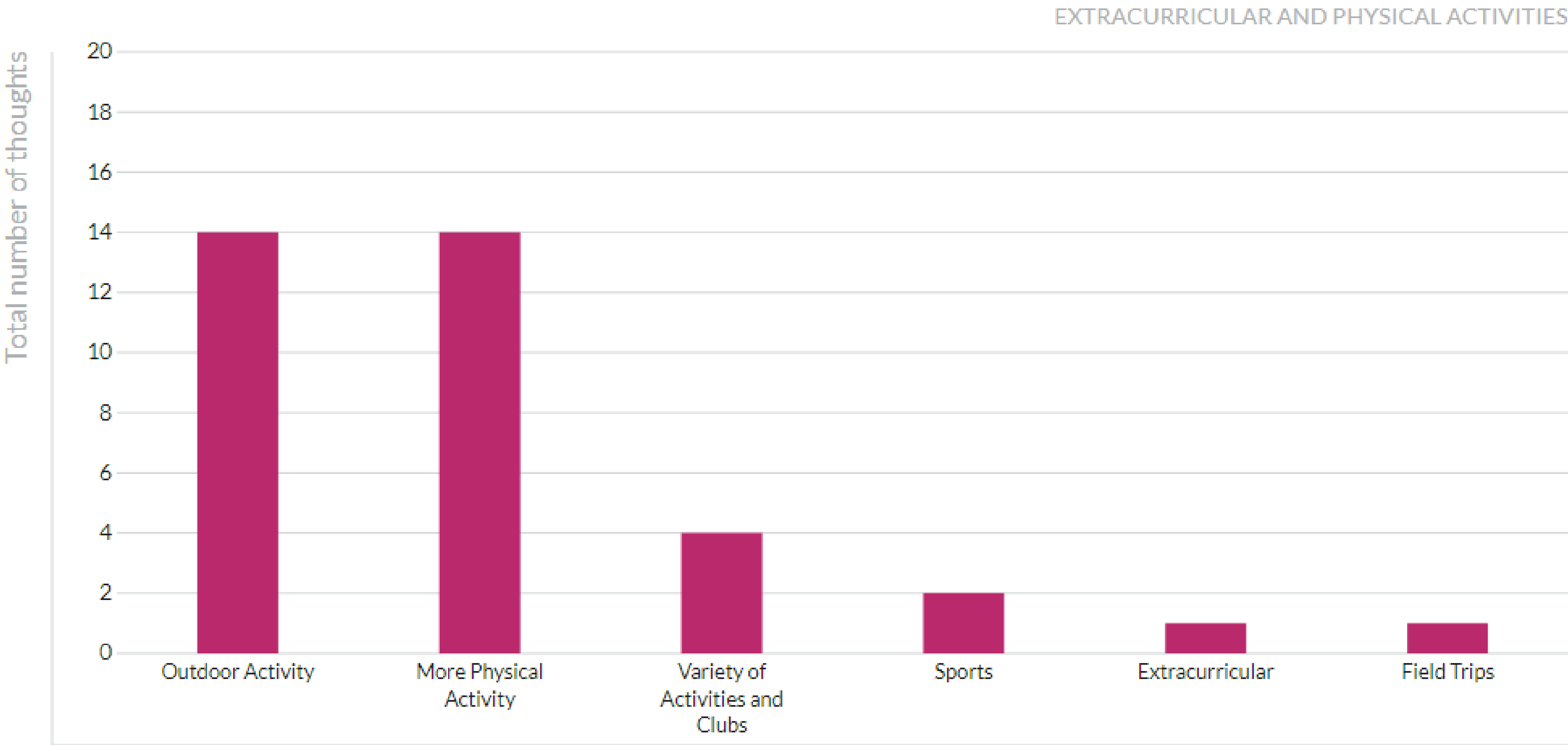


- Sub-Themes**
- [Staffing](#)
 - [Professional Development](#)
 - [Board Level Administration](#)
 - [Workload](#)
 - [Funding](#)
 - [Staff Mental Health](#)



Extracurricular & Physical Activities– Q3

RESULTS [Advanced themes](#) > Extracurricular and Physical Activities

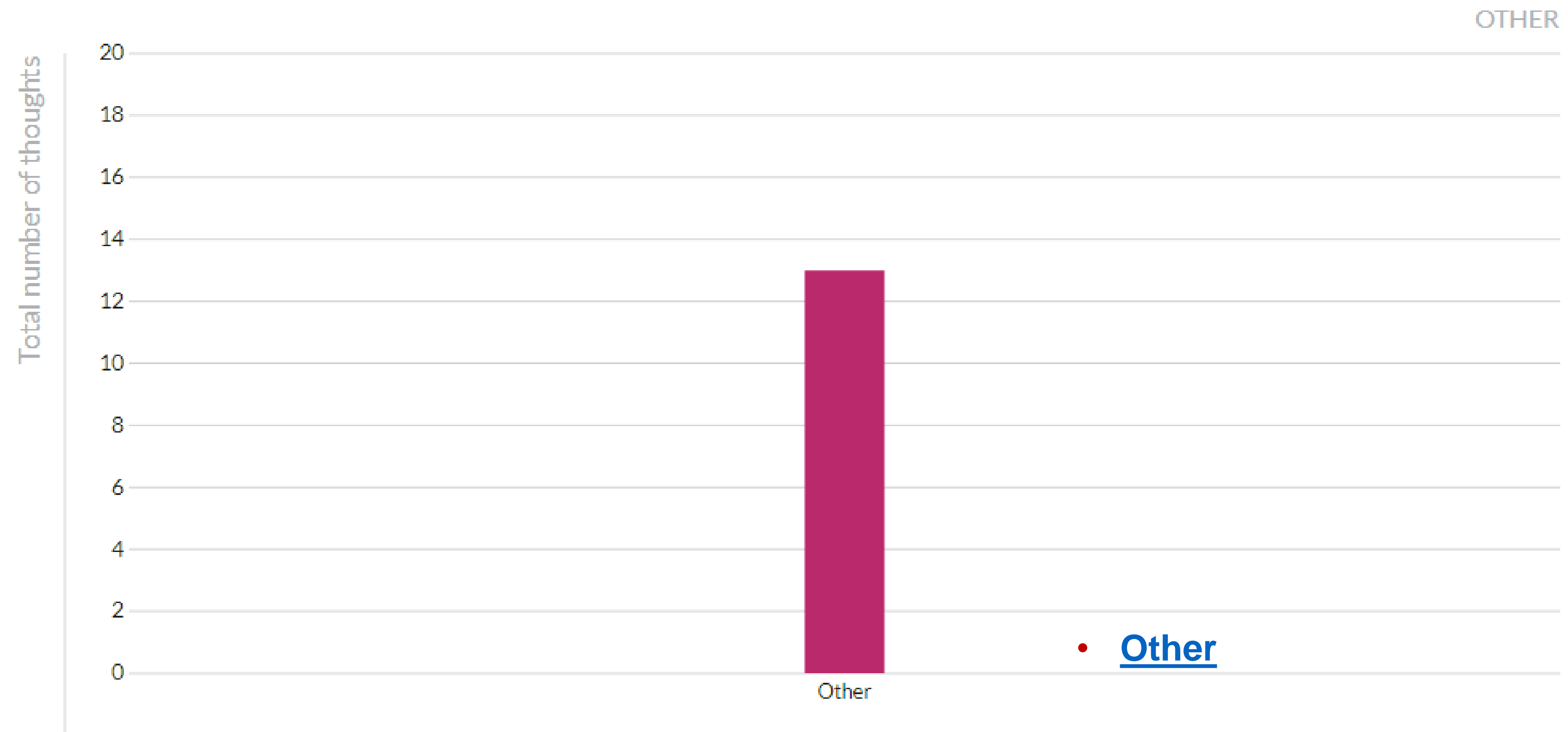


- Sub-Themes**
- [Outdoor Activity](#)
 - [More Physical Activity](#)
 - [Variety of Activities & Clubs](#)
 - [Sports](#)
 - [Extracurricular](#)
 - [Field Trips](#)



Understanding Other– Q3

RESULTS [Advanced themes > Other](#)





Developing Strategies & Actions

Reflecting on what we heard....

What strategic goals should be included in the next OCDSB strategic plan?



Developing Strategies & Actions

Group Activity – Strategic Priorities & Goals

Setting priorities – Tips from the Ministry of Education Multi-Year Strategic Planning Guide, 2017

“A small number of ambitious priorities – three to five – is usually the most effective. Priorities identify the direction for the board. They should be courageous, focused, and unafraid to challenge the status quo. They should reflect all voices in the community and strive to transform the culture into one that supports higher achievement levels, a culture of respect for equity and human rights, and improved well-being for every child and student. They should be responsible and responsive. They should have the power to motivate every staff member, parent, child, and student.”

A **strategic priority** is an area of high importance that an organization establishes in order to realize its vision. A strategic priority provides a framework for organizing, defining, and communicating strategic goals.

The **strategic goal(s)** are what an organization will achieve over the course of its strategic plan. Strategic goals are achieved through the initiatives that an organization implements.

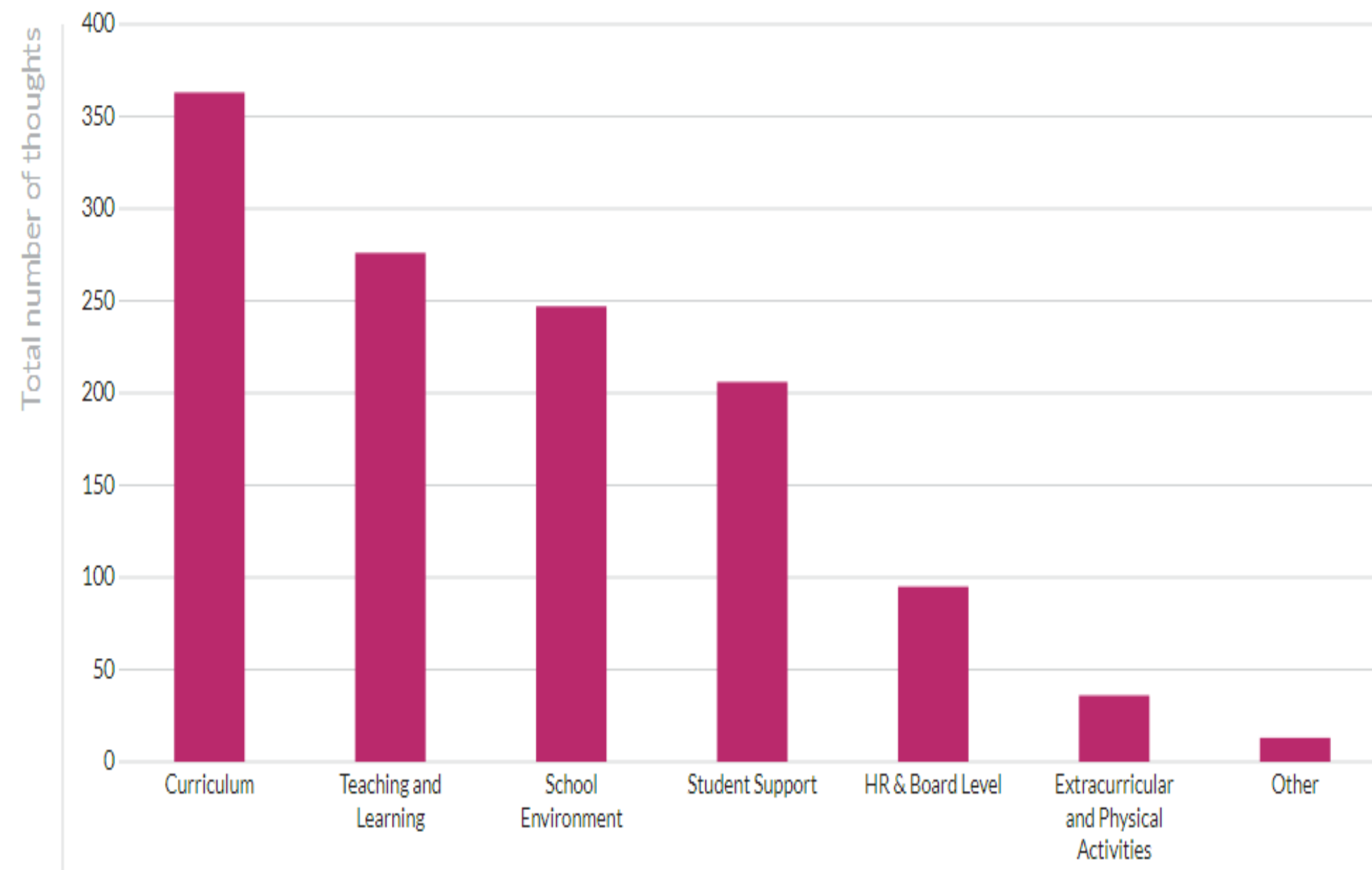


Developing Strategic Goals

RESULTS Advanced themes



SUMMARY THEMES



FOCUS GROUP ACTIVITY

- Work in groups by theme;
- Select the theme which most interests you;
- Each theme has several sub-themes – let's focus on the top 5 sub-themes;
- In your group, spend some time reviewing the comments – goal is to understand the comments not get lost in them;
- Task: think about the strategic goals that could help us to achieve progress in this area;
- In some cases, participants have identified specific strategies or actions– these may be perfectly good goals and you can put those forward;



Developing Strategies & Actions

Curriculum	Teaching & Learning	School Environment	Student Supports	HR & Board Level	Extra-Curricular & Physical Activity
Math Modernize Curriculum Core Curriculum Life Skills Special Education Career Pathways Kindergarten Equity & Standardization Electives Learning Skills Arts French Immersion Resources Specialty Programs Indigenous History	Class Size Technology Instructional Quality Differentiated Learning Instructional Practice Learning Environment Reporting	Aggressive Behavior Facilities Equity & Diversity Culture Safety Board Level Communication Gender Inclusive Class level Communication School Level Communication Schedule Transportation	Mental Health EAs & Support Staff Classroom Supports Wellness Strategies Mental Health Professionals Assessment & Testing Learning Support Programs IEP Extended Day Programs	Staffing Professional Development Board Level Administration Workload Funding Staff Mental Health	Outdoor Activity More Physical Activity Variety of Activities & Clubs Sports Extracurricular Field Trips



Developing Strategic Goals- Activity

Each group will identify up to 3 strategic goals which the OCDSB should consider for its next strategic plan.

- Identify a recorder and spokesperson;
- Review the feedback from the sub-themes;
- Consider trends and common threads;
- Identify possible strategic goals;
- Record your goals on the flip chart paper;
- Present your goals to the group.



NEXT STEPS

- OCDSB Focus Group Sessions
- Board/Senior Staff Retreat
- Development of Draft Plan
- Consultation on Draft Plan
- Final Plan Approval
- Implementation



COMMITTEE OF THE WHOLE (PUBLIC) **Report No. 19-020**

4 February 2019

Environmental Scan for the Development of the 2019-2023 Strategic Plan

Key Contact: Michele Giroux, Executive Officer, Corporate Services (ext. 8607)

PURPOSE:

1. To present the OCDSB Environmental Scan, a collection of quantitative facts and data to be considered in the process of setting priorities, strategies and actions for the 2019-2023 strategic plan.

CONTEXT:

2. The District's strategic planning process recognizes the importance of both qualitative and quantitative data. The Environmental Scan provides an overview of key facts about the district and external factors which may impact the District and its future planning needs. The Scan includes data which is a snapshot in time as well as some trend analysis and projections. The Scan is not a progress report, but rather a data summary tool which is designed to ensure evidence based decision making is used to determine the future direction of the organization. The Scan is one of many data sources which will be used to inform the strategic plan development.

KEY CONSIDERATIONS:

Structure of the Scan

3. The scan is divided into nine (9) main sections: education in Ontario; our community; our schools; our programs; our students; parent engagement; our staff; our budget; and technology. Each section contains a summary of key facts and information that should inform our work and future decision-making. The document is a presentation of facts and trends; it is not a progress or performance report.

The Environmental Scan is a compilation of data intended to provide a profile of the organization, its internal and external environments. It is built using a range of available data sources, including Census Data from Statistics Canada, data from the City of Ottawa, OCDSB student achievement data and other internal data sources. It should be noted that reporting is subject to the methodology used for the collection by the data source. For example, the OCDSB recognizes

that gender is not a binary construct; however some of the data sources used are only available with reporting for the binary male-female distinction.

This quantitative data report is intended to be used as one of several sources to inform the strategic planning process. Additional or other more detailed information is available in a range of other reports on specific topics produced by the OCDSB. This includes student achievement data, annual reports, financial statements, capital priorities report, district needs analysis, as well as measurement reports on the OCDSB's current strategic objectives. The report on the public consultation through the Idea Exchange is a companion qualitative data source which is also available for use.

Education in Ontario

4. The Scan includes a section on "Education in Ontario". This section includes key facts about the education sector both provincially and locally. Historically, this section would include an overview of the provincial education framework and priorities. At this time, there is no clear published statement of priorities or mandate letter for the Ministry of Education. The provincial government has recently undertaken a province wide consultation on education and more recently has initiated additional consultation on class size and staffing regulations. These consultations can be viewed as signals of change coming to the education sector, but there is no detailed information available. There is considerable uncertainty in terms of provincial priorities and how those might affect the future planning for our school district. Some key questions for consideration related to this section might include:
 - What might be the impact of provincial deficit reduction strategies on education funding?
 - How should we approach the setting of future priorities given the uncertainty of provincial direction in education?
 - What is our expectation of market share of students in the City of Ottawa?

Our Community

5. This section includes a collection of population, demographic and labour force data. It is intended to build awareness about issues and trends in our community and how that might affect enrolment and community expectations. The data is generally drawn from Statistics Canada and the City of Ottawa. While the most current data sources have been used, we are limited by the data that is available. Some key questions for consideration in this section:
 - What are the growth projections for the City of Ottawa?
 - What is the distribution of population, particularly in terms of school age children?
 - How do the housing trends inform the enrolment pressures across the district?
 - What languages are spoken in our community and how does that affect our service delivery?

Our Schools

6. This section includes information about our facilities, enrolment and enrolment projections. Some questions that might be contemplated in relation to this information include:

- What is our anticipated enrolment over the next four years?
- Where do we anticipate key growth?
- How will enrolment impact school utilization rates, capital planning, and new infrastructure requirements?

Our Programs

7. This section includes information on program offerings, enrolment by program, and special education programming. The district has a large breadth of program offerings, and this document provides an overview, not a detailed analysis by program. Some questions of interest in this area might include:
- Do we see any trends in enrolment by program?
 - Do enrolment patterns provide any indication of need for growth, renewal, review of programs?

Our Students

8. This section includes information on student achievement, achievement gaps, graduation rates, annual certification rates, and data about newcomer students. Some questions of interest in relation to this section might include:
- How does our student achievement data inform areas of priority for the next four years?
 - How does our graduation compare with the provincial average?
 - Is there data that could help us better understand the learning needs of our students?

Our Staff

9. This section includes information on number of staff, distribution of staff, length of service, retirements, employee wellness, number of grievances, and bargaining units. Some questions of interest in relation to this section might include:
- How have our staffing needs changed over time and how might they change looking ahead?
 - How might demographic trends impact on our staffing and human resources issues?
 - Do we have any areas where we can identify a gap in skills and experience?
 - What factors might most affect staffing over the next four years?

Our Budget

10. This section includes information on budget expenditures by category and envelope. Some questions of interest in relation to this section might include:
- What are the largest areas of investment in our budget?
 - What is the distribution between envelopes and does that distribution identify any issues or trends?
 - How can our budget and strategic priorities be aligned?

Our Technology

11. This section includes information on technology, including infrastructure needs, technology user-device ratios, and key technology expenditures. Some questions in relation to this area include:
- What is the current state of our technology infrastructure?

- What investments, if any, are necessary to ensure the effective, efficient and secure operation of our information management systems?
- How does our current user to device ratio and infrastructure support the learning needs of our organization?

RESOURCE IMPLICATIONS:

12. The costs associated with the development of the scan are primarily staff time and printing. The Environment Scan provides data to inform resource allocation for future strategic priorities.

COMMUNICATION/CONSULTATION ISSUES:

13. The Scan was developed in collaboration with staff from other departments. It will serve as a resource tool for Trustees, as well as for OCDSB staff. It will be made available on the OCDSB's website.

STRATEGIC LINKS:

14. The development of a new strategic plan is a legal responsibility and major priority of the Board. As the stewards of the organization, the Board and senior management team have a fiduciary and legal responsibility to use evidence informed decision making processes to establish a multi-year plan which will meet the needs of the district over the next four years. This Scan serves as an essential tool for use in meeting the goals of the strategic planning process.

SUMMARY:

15. The strategic planning process is a substantial organizational commitment and an essential for providing an overarching rationale and purpose to guide the direction and decisions of the Board of Trustees, the Director of Education, and staff in the discharge of their duties and responsibilities.

The Environmental Scanning stage is part of the strategic planning framework that builds on the organizational strengths and integrates operational reviews, budget, evaluation, and long-term planning process. The competing obligations and responsibilities internally, as well as external factors affecting the work of the organization must be kept in mind.

GUIDING QUESTIONS:

16. In addition to the questions contained in the report above, the following questions are provided to support the discussion of this item by the Board:
- How does this data inform our understanding of progress on our current strategic objectives?
 - Are there any clear patterns or trends in the data that help to identify areas of focus or need?

- How does this information support our long term planning for the district?

Michele Giroux
Executive Officer, Corporate Services

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

APPENDICES

Appendix A: Environmental Scan: Strategic Plan 2019-2023



BUILDING BRIGHTER FUTURES TOGETHER @OCDSB

2019-2023 Strategic Planning Process

Environmental Scan February 2019



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Acronym List

ASAR - Annual Student Achievement Report

B< - Business and Learning Technologies

CGR - Cohort Graduation Rate

COA - Certificate of Achievement

EAs - Educational Assistants

ECEs - Early Childhood Educators

EFI - Early French Immersion

ELD - English Language Development

ELLs - English Language Learners

ENG - English Program (Regular English Program)

ESL - English as a Second Language

EQAO - Education Quality Accountability Office

FTE - Full time equivalent

K-12 - Kindergarten to Grade 12

KGTN - Kindergarten

LBS - Literacy and Basic Skills

LTOs - Long term occasional (formerly EOT)

MFI - Middle French Immersion

OTs - Occasional Teachers

OSSD - Ontario Secondary School Diploma

OSSC - Ontario Secondary School Certificate

PECCS

PD - Professional Development

PSSP - Professional Student Services
Personnel

PVP -

STEAM - Science, Technology, Engineering,
the Arts and Mathematics

STEP - Step to English Proficiency

About the Environmental Scan

Purpose and Use of this document:

The Environmental Scan is a compilation of data intended to provide a profile of the organization, its internal and external environments. It is built using a range of available data sources, including Census Data from Statistics Canada, data from the City of Ottawa, OCDSB student achievement data and other internal data sources. It is intended to be used as one of several sources to inform the strategic planning process. Additional or other more detailed information is available in a range of other reports on specific topics produced by the OCDSB. This includes student achievement data, annual reports, financial statements, capital priorities report, district needs analysis, as well as measurement reports on the OCDSB's current strategic objectives. The report on the public consultation through the Idea Exchange is a companion qualitative data source which is also available for use.

Recognizing that a number of data sources have been used, there are some limitations to the data, based on the collection methodology used at source. For example, the OCDSB recognizes that gender is not a binary construct; however some of the data sources used are only available with reporting for the binary male-female distinction.

How to use:

This document is organized into (10) ten different sections: (i) our strategic planning framework; (ii) education in Ontario; (iii) our community; (iv) our schools; (v) our programs; (vi) our students; (vii) parent engagement; (viii) our staff; (ix) our budget; and (x) technology. In exploring this document, the content should be considered as contextual material.

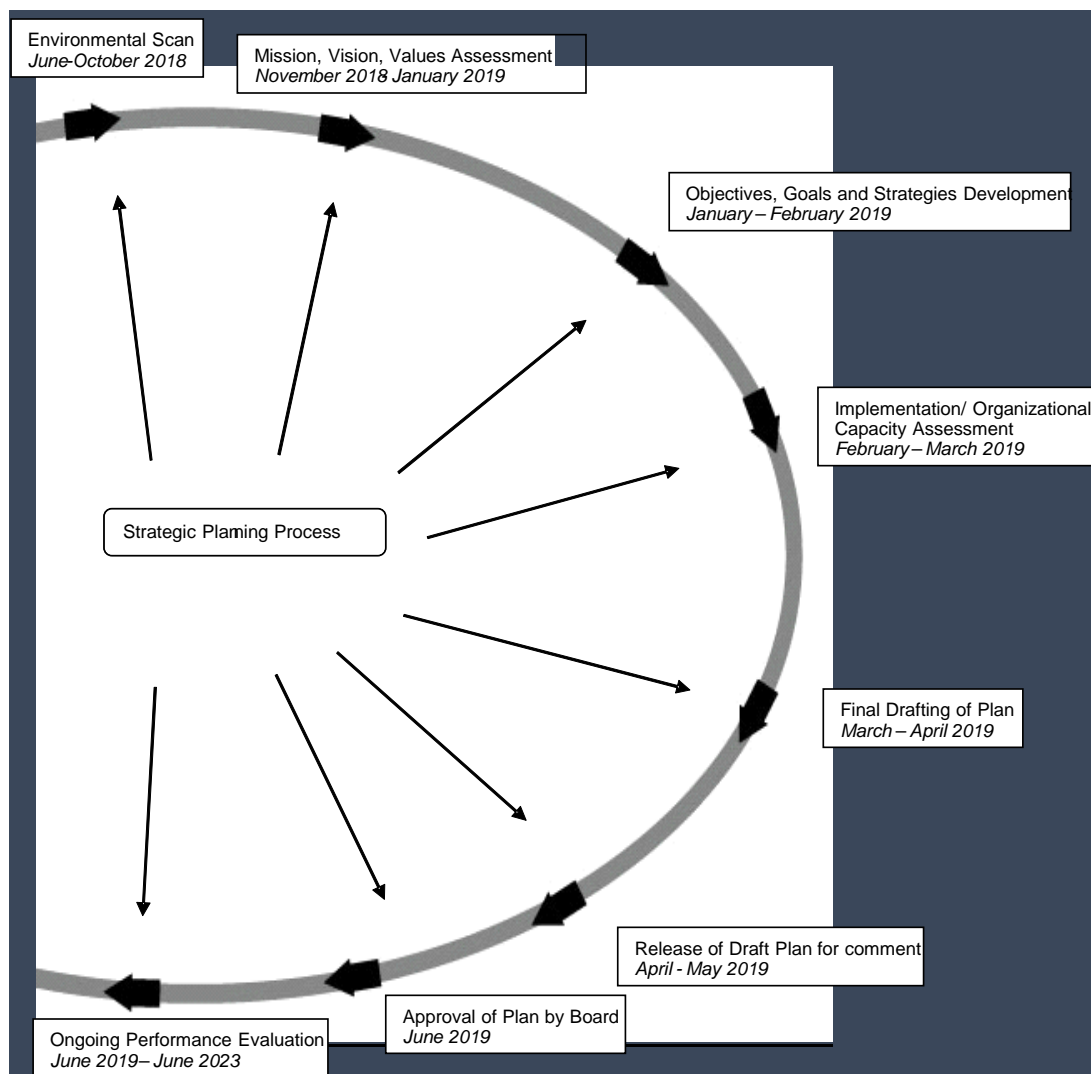
Introduction

In June 2018, the Board of Trustees initiated a strategic planning process to develop a four-year strategic plan. The new plan is scheduled to be finalized in June 2019 and will guide the work of the Board from 2019 to 2023.

The first step in the plan development is the environmental scan which includes quantitative analysis. The aim is to identify trends, gaps, and issues which could inform our future planning. The qualitative analysis is conducted through a broad based consultation process with internal and external stakeholders. The quantitative analysis examines key data related to the political, economic, social and technological, legal, and environmental factors of influence which may affect the school district.

The environmental scan provides information, through research and analysis which should help to inform the Board and senior staff as they review the current plan and assess the continuity of objectives; review the vision, mission and values of the district; discuss emerging issues and trends; and begin to develop priorities for the future.

The Planning Process



Process Overview

The strategic planning process is sequential, with each stage building on the information learned in the previous stage. The following six-step process is proposed for the District.

Step one: Environmental Scan

The Environmental Scan is an analysis of the internal and external conditions, data and factors that affect the OCDSB.

Step two: Mission, Vision and Values Assessment

The review/development of clear and concise statements of purpose (mission), ideals (vision), and core beliefs (values).

Step three: Objectives, Goals and Strategy Development

The categorization of issues into functional areas of responsibility with a view to establishing expectations and outcomes for each area of responsibility.

Step four: Implementation/Organizational Capacity Assessment

An assessment of the human, financial and resource capacity of the organization relative to the objectives and goals established in the strategic plan.

Step five: Development and Release of the Strategic Plan

A draft plan will be developed and released for comment. The final version of the Strategic Plan will be approved by the Board.

Step six: Ongoing performance evaluation

The development of ongoing performance evaluation processes which will support the evaluation of the strategic plan and realization of objectives and goal.

Education in Ontario

Education in Ontario

Education Facts, 2017-2018 (Preliminary)

School Boards – Total Enrolment 2,006,700 students

- 31 English Public
- 29 English Catholic
- 4 French Public
- 8 French Catholic

Plus 10 School Authorities, including 4 geographically isolated boards and 6 hospital-based school authorities, and 1 Provincial Schools Authority

Schools

- Elementary: 3,975
- Secondary: 902

Education Funding

- \$22.9 Billion - Total (projected total investment excluding capital).
- \$1.35 Billion - Capital (projected total capital investment).

Teachers, Administrators and Early Childhood Educators in Ontario

(excluding on leave & long-term occasional teachers)

- 113,672.12 full time equivalent (FTE) teachers:
 - 74,820.35 elementary; and 38,851.77 secondary teachers
- (7,351.95 FTE administrators (principals and vice-principals):
 - 5,362.03 elementary; and 1,989.92 secondary.
- 9,020.44 FTE early childhood educators (ECE) (excluding long-term & ECEs).

Source: Ontario Ministry of Education <http://www.edu.gov.on.ca/eng/educationFacts.html>
As reported by schools in Ontario School Information System (OnSIS), 2017-2018* (preliminary).

Education in Ontario

Ontario Elementary Enrolment by Grade and Language

Grade	English Language	French Language	Total
Kindergarten	120,149	8,501	128,650
Kindergarten	124,161	8,651	132,812
Grade 1	128,352	8,798	137,150
Grade 2	131,212	8,871	140,083
Grade 3	132,733	8,794	141,527
Grade 4	133,582	8,346	141,928
Grade 5	131,475	8,240	139,715
Grade 6	130,546	7,740	138,286
Grade 7	131,275	7,209	138,484
Grade 8	131,677	6,850	138,527
Total	1,295,162	82,000	1,377,162

Ontario Secondary Enrolment by Grade and Language

Grade	English Language	French Language	Total
Grade 9*	135,284	6,097	141,381
Grade 10	141,460	5,889	147,349
Grade 11	141,667	5,536	147,203
Grade 12	187,422	6,183	193,605
Total	605,833	23,705	629,538

Source: Ontario Ministry of Education <http://www.edu.gov.on.ca/eng/educationFacts.html>
 As reported by schools in Ontario School Information System (OnSIS), 2016-2017* (preliminary).
 Data is based on headcount of students.

Education Providers

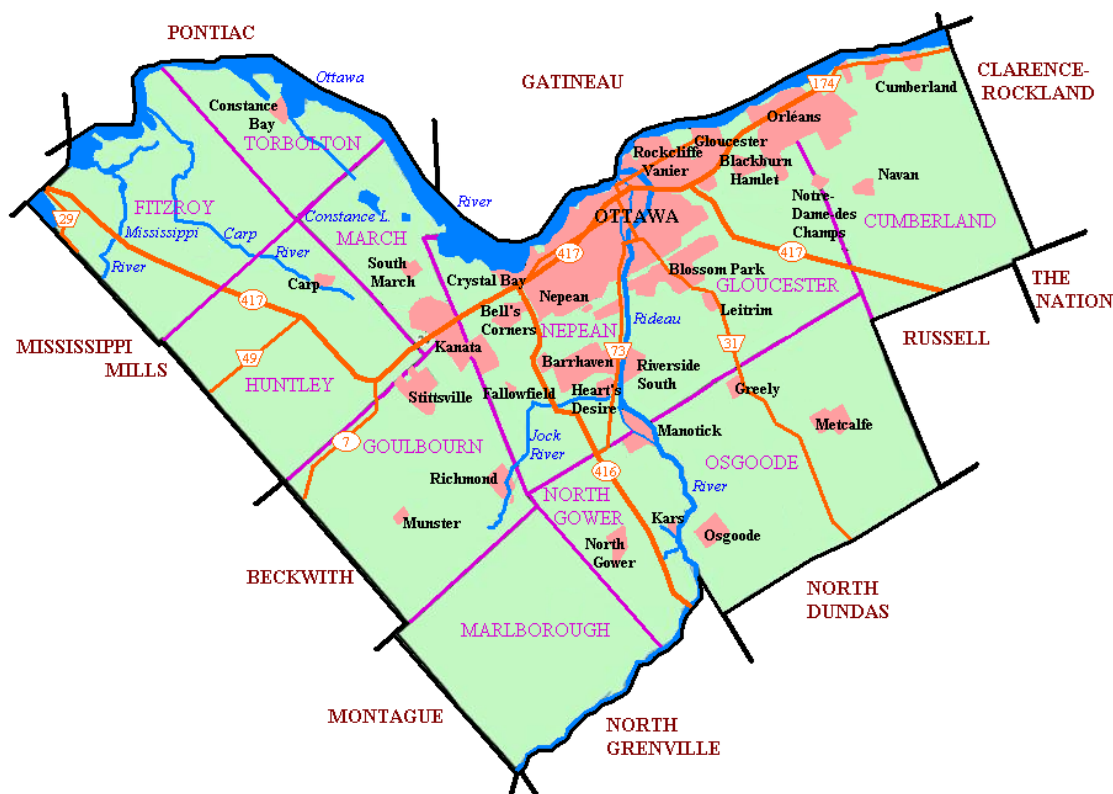
Ottawa-Carleton District School Board	<ul style="list-style-type: none"> 148 schools serving over 70,000 students. Schools include: 118 elementary including two special education sites, 25 secondary including the Adult High School, and 5 secondary alternate sites. Over 9,000 individuals are employed by OCDSB Covers a territory of 2,760 km² (City of Ottawa).
Ottawa Catholic School Board	<ul style="list-style-type: none"> 90 schools serving approximately 42,1000 students. Schools include: 65 Elementary, 2 Intermediate, 15 Secondary, 1 Special Education Centre, 1 Adult High School, and 4 Adult Education Centres 4000 teaching and non-teaching staff. Covers a territory of 2,760 km² (City of Ottawa).
Conseil des écoles catholiques de langue française du Centre-Est	<ul style="list-style-type: none"> 55 schools serving approximately 23,500 students. Schools include: 43 Elementary, 12 Secondary, and 1 Adult. Approximately 2,500 teachers and professionals. Covers a territory of 35,615 km² (Eastern Ontario, including Ottawa).
Le Conseil des écoles publiques de l'Est de l'Ontario	<ul style="list-style-type: none"> 38 schools serving approximately 14,000 students. Ottawa schools include 16 elementary, 6 secondary, 1 Adult and 1 Special Education Approx. 1,200 employees, the majority of which are teachers. Covers a territory of 40,314 km² (Eastern Ontario, including Ottawa).
Private Schools	<ul style="list-style-type: none"> There are approximately 56 private schools in Ottawa, several of which cater to specific culture and religious groups including Armenian, First Nations, Islamic, Jewish, Mennonite, Roman Catholic, Seventh Day Adventist, and Rehoboth Christian schools. Other schools offer alternative learning philosophies, such as Independent, International, Canadian Reformed, Learning Centre, Montessori, online, and Waldorf Schools.
Home Schooling	<ul style="list-style-type: none"> In the 2017-2018 school year 437 students were home schooled which included 217 elementary and 220 secondary students. This is a decrease from 2013-2014, when there were 589 registered home schooled students.



Our Community



Our Community



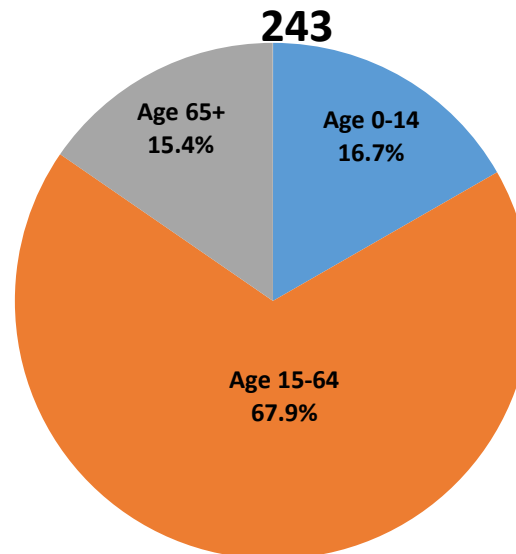
City of Ottawa

- The City of Ottawa has a land area of 2,778 square kilometres with a population density of 316.6 persons per square kilometre compared to the provincial density of 14.8 persons per square kilometre.
- Ottawa's land area is larger than the combined land area of Calgary, Edmonton, Montreal and Toronto.

Source: City of Ottawa, Planning Department

Our Community – Population

Total Population, City of Ottawa 2016: 934,



Population Facts

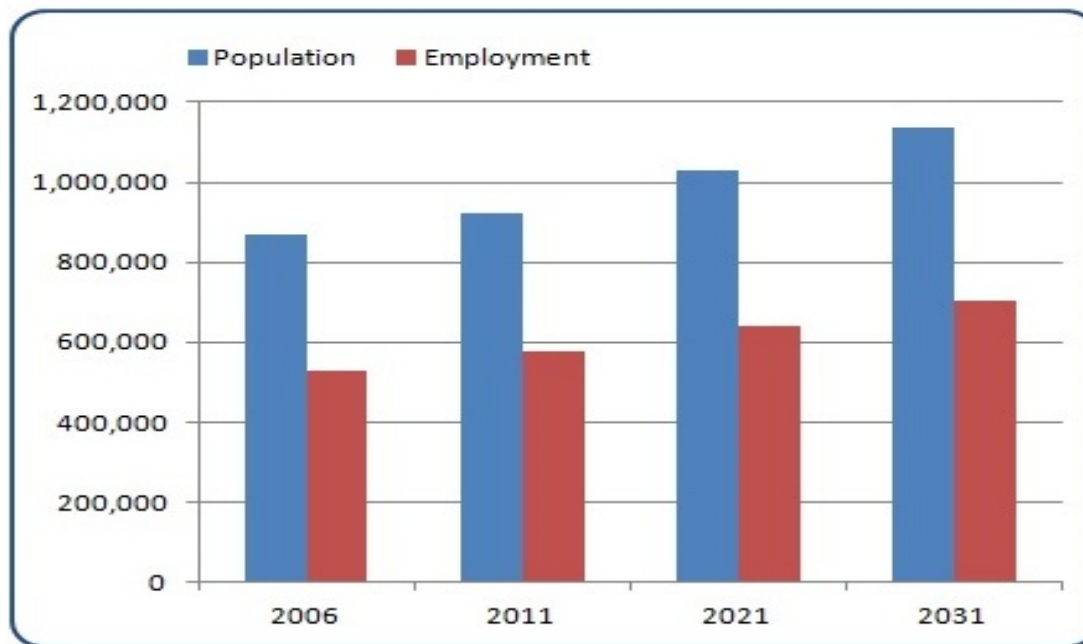
The population for the City of Ottawa in 2016 was 934,243. From 2011 to 2016, there was a 5.8% increase in the population for the City of Ottawa (883,391); higher than the national average of 4.6% growth.

- In 2016, 16.7% of Ottawa's population was between the ages of 0 and 14.
- In 2016, 67.9% of Ottawa was between 15 and 64 which is consistent with the provincial rate of 66.8.
- In 2016, 15.4% of Ottawa residents were 65 and over.
- In 2016, the median age in Ottawa was 40.1 which is comparable to the provincial median age of 41.3.

Source: City of Ottawa, Planning Department. www.Ottawa.ca, www.statcan.gc.ca



Our Community – Population



Source: Statistics Canada, 2011 and 2006 Census of Population

Source: City of Ottawa- Statistic- Ottawa's Population

<https://ottawa.ca/en/city-hall/get-know-your-city/statistics-and-economic-profile/statistics/ottawas-population>

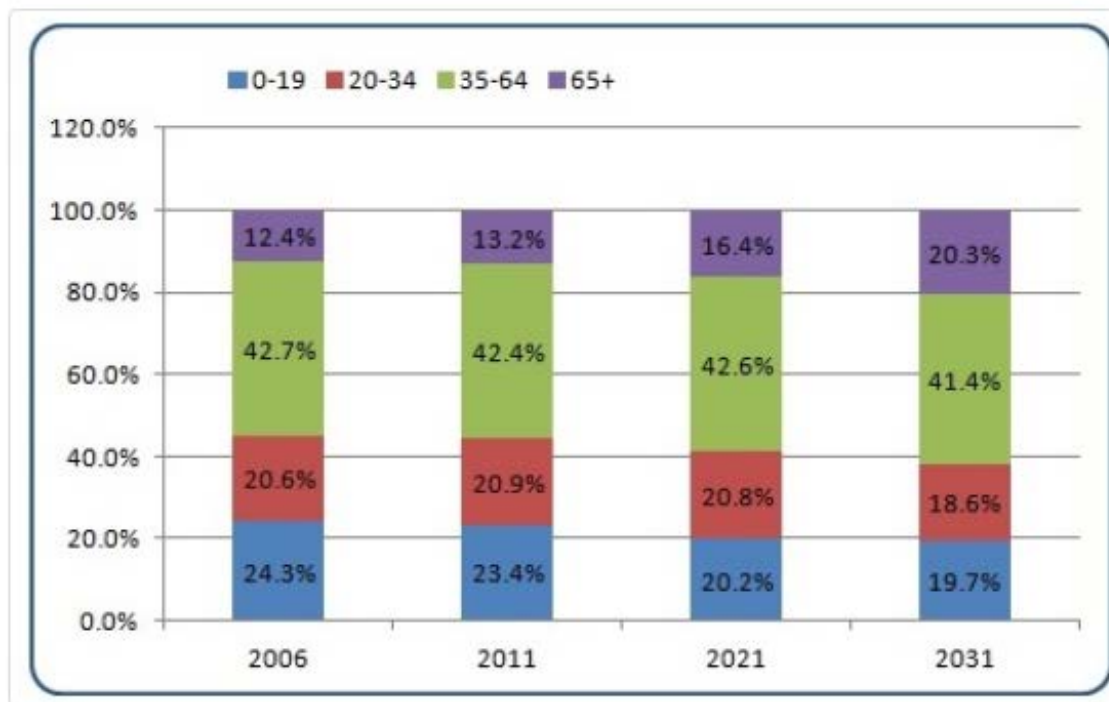
Population Facts

- The City's Official Plan predicts growth of 16% over the next 15 years (2016-31). Immigration is a major reason Ottawa's population continues to grow faster than that of Ontario or Canada.
- By 2021, Ottawa is expected to have grown to approximately 1,028,481 residents.
- By 2026, Ottawa is expected to have as many as 1,090,970 million residents.



Our Community – Population

Projected population by age group, Ottawa, 2006-2031

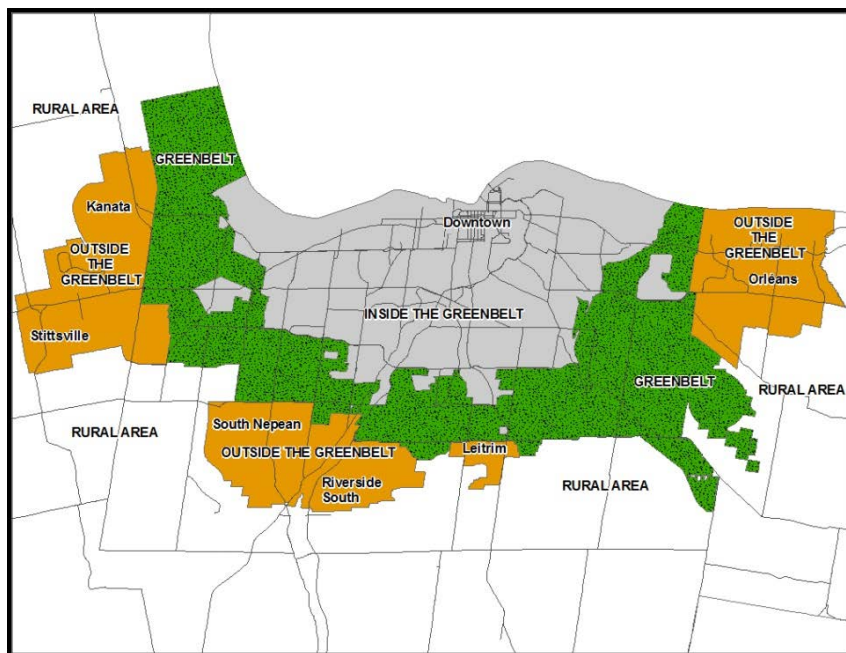


Source: 2006 and 2011 Census, and Official Plan Projections

- The projected population growth by age group is largest for residents 65+;
- The projected population growth for persons 0-19 is forecast to decline as a % of population;



Our Community - Households



Source: Official Plan Consolidation for the City of Ottawa

Housing Type	2016	2011
Total number of occupied private dwellings by structural type of dwelling	373,755	353,245
Single-detached house	158,235	151,495
Apartment, building that has five or more storeys	68,645	65,495
Movable dwelling	800	935
Other attached dwelling	146,085	135,325
Semi-detached house	20,140	19,305
Row house	79,340	72,540
Apartment or flat in a duplex	7,055	6,850
Apartment, building that has fewer than five storeys	39,095	36,190
Other single-attached house	465	440



Our Community- Housing

City of Ottawa, Projected Growth in Households 2006 to 2031

	2006	2011	2021	2031
Inside Greenbelt	228,00	237,000	258,000	278,000
Outside Greenbelt Urban	88,000	106,000	140,000	168,000
Rural	30,000	32,000	38,000	43,000
Total	346,000	376,000	436,000	489,000

Source: City of Ottawa (2016) Annual Development Report

Housing Facts

- Housing starts were up 6.9% in the city of Ottawa in 2016.
- 36% of Ottawa starts were single-detached houses
- 24.8% of Ottawa starts were apartments



Our Community – Education

Highest Level of Education Attainment, by Selected Age Groups 25-64,
City of Ottawa, 2016

Highest Certificate, Diploma or Degree

Bachelor's Degree	26.7%
College; CEGEP or other non-university certificate or diploma	23.8%
Secondary (High school) diploma or equivalent	19.7%
No certificate; diploma or degree	6.4%
Post-Secondary certificate; diploma or degree	2.5%
University certificate; diploma or degree above bachelor level	2.4%
Apprenticeship or trades certificate or diploma	2.1%
University certificate or diploma below bachelor level	2.0%

Source: Statistics Canada, 2016 Census. Ottawa CV. 25% Sample data. Numbers don't add up to 100% due to multiple categories.

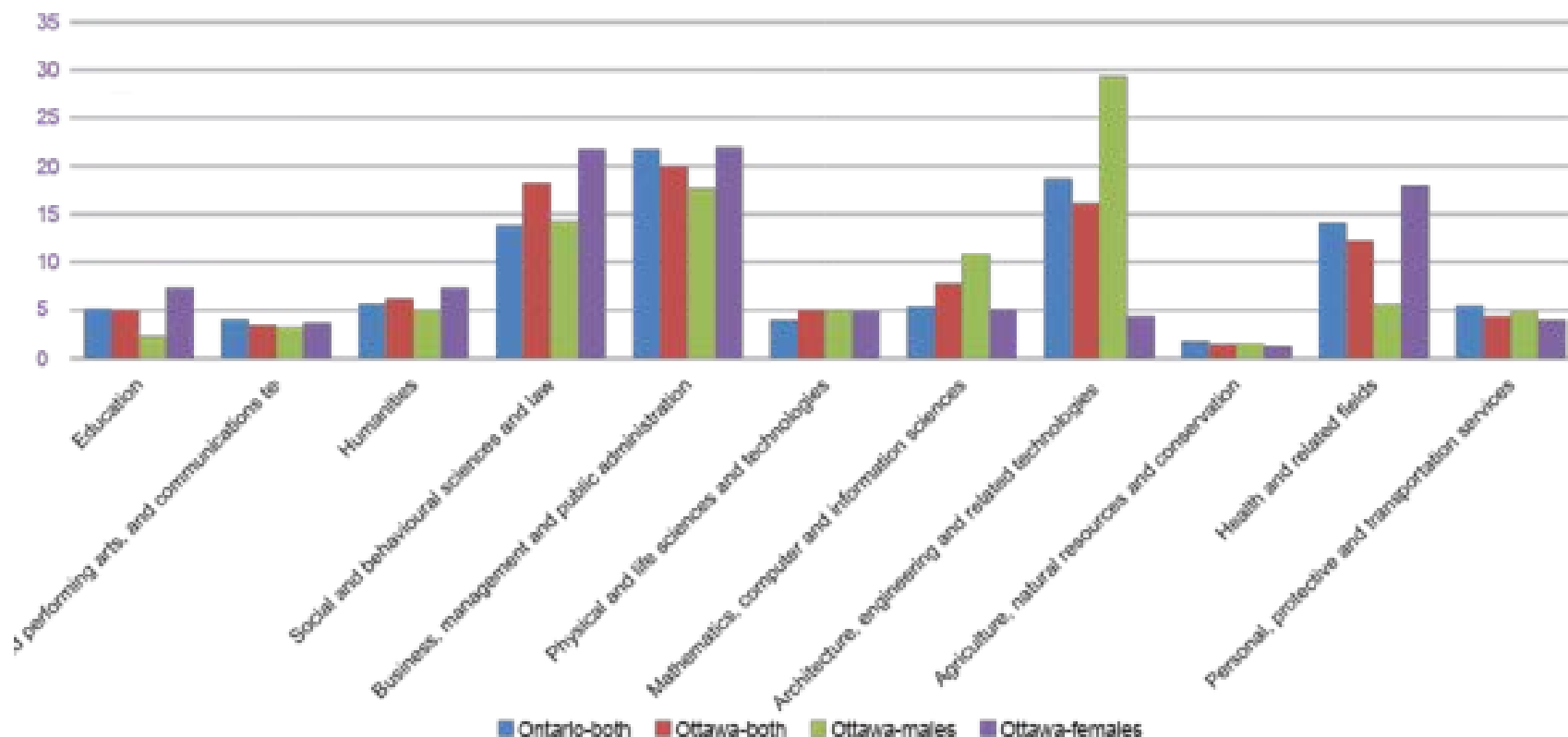
Level of Education Facts

- Among the six largest CMAs (Toronto, Montréal, Vancouver, Ottawa - Gatineau, Calgary and Edmonton);
- Ottawa - Gatineau had the largest proportion of adults with a university degree at 38.2%, followed by Toronto at 36.8% and Calgary at 34.8%;
- Ottawa - Gatineau had the largest proportion of adults with a university degree among all CMA's.



Our Community – Field of Study

Major field of study primary groupings for selected age groups 25 to 64,
Percentage distribution, Ottawa, 2016





Our Community- Labour Force

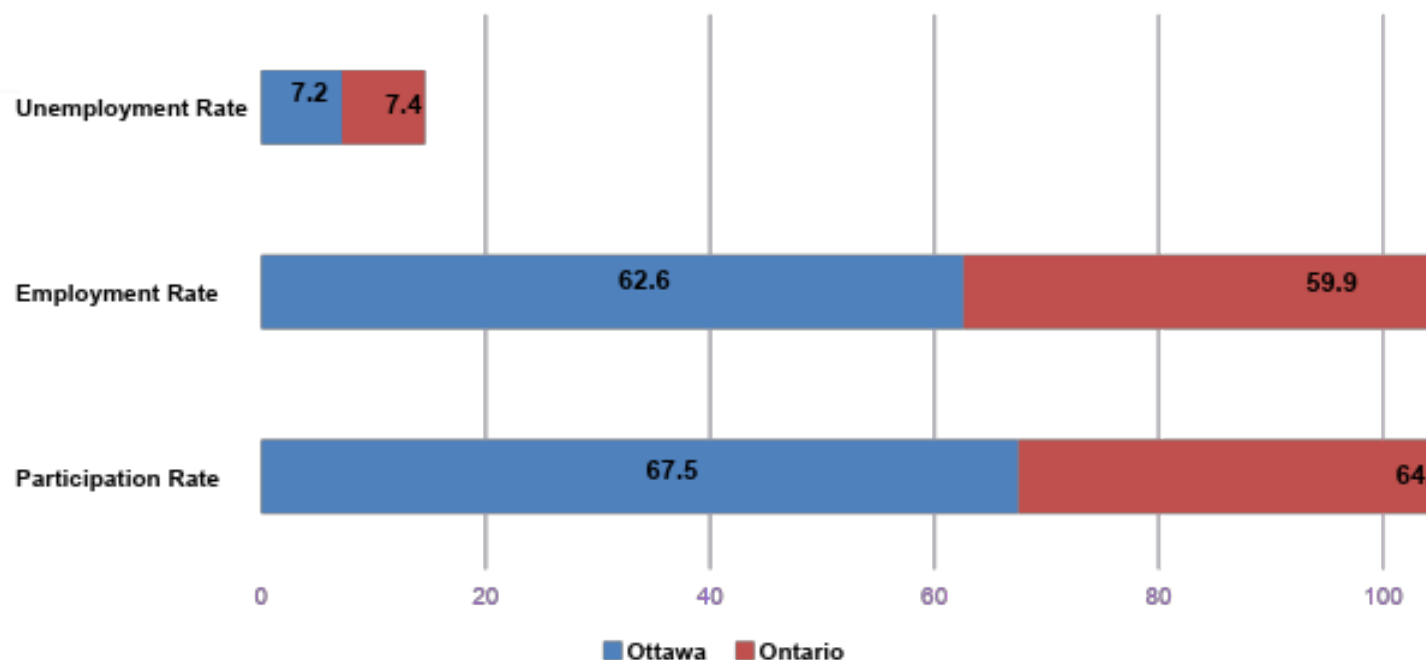
Occupation by Sector for City of Ottawa, 2016	City of Ottawa	%	Ontario	%
Sector	Total	Of total	Total	Of total
Management	60,330	12.03%	790,880	11.34%
Business; Finance and Administration Occupations	91,300	18.22%	1,124,770	16.13%
Natural/Applied Sciences & Related Occupations	61,740	12.32%	516,110	7.4%
Health Occupations	32,885	6.56%	447,045	6.4%
Occupations in Education, Law & Social, Community & Government Services	81,805	16.32%	831,340	11.92%
Occupations in Art, Culture, Recreation & Sport	19,320	3.85%	225,720	3.23%
Sales and Service Occupations	107,655	21.48%	1,632,085	23.41%
Trades, Transport, Equipment Operators & Related Occupations	36,775	7.33%	927,820	13.31%
Natural Resources, Agriculture and Related Production Occupations	4,345	0.86%	113,405	1.62%
Occupations in Manufacturing and Utilities	4,940	0.98%	361,455	5.18%
All Occupations	501,090	100%	6,970,625	100%
Occupation - Not Applicable	12,570	-	171,045	-
Total labour force population aged 15 years and over	513,660	-	7,141,675	-

- Occupation-Not applicable: never worked for pay/self-employment or last worked prior to 2015.
- Total Labour force: employed or unemployed during the survey reference week.



Our Community - Labour Force

Labour Force Status, Ottawa and Ontario Comparison, 2016



Source: Statistics Canada, 2016 Census. Ottawa CV. 25% Sample data

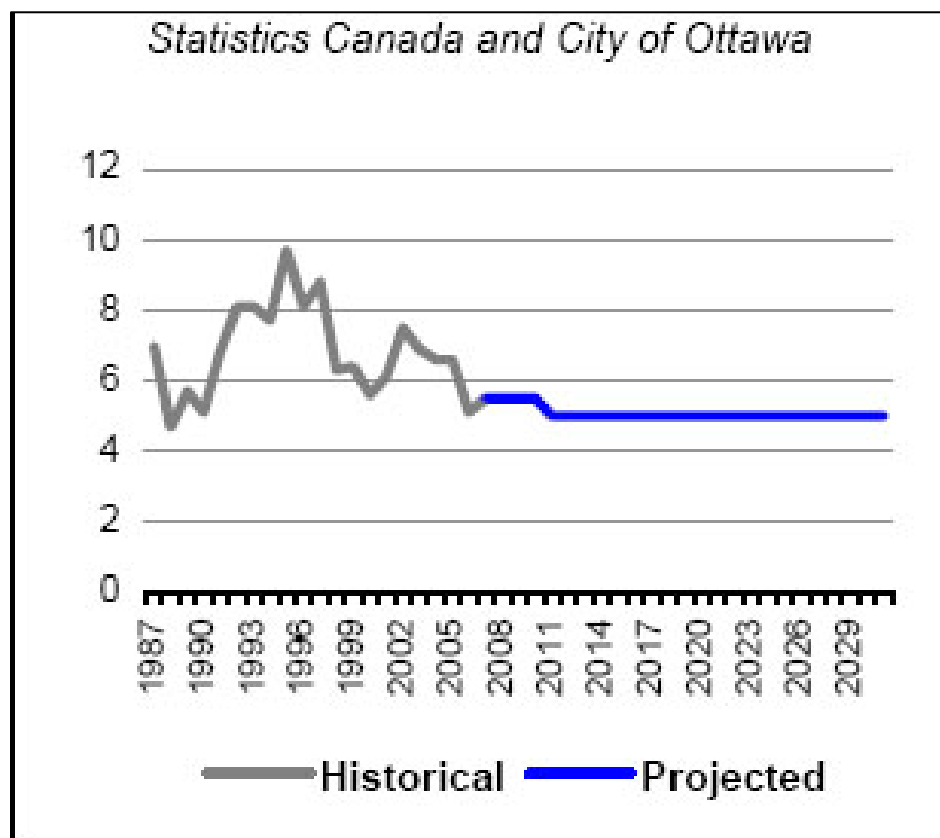
Labour Force Facts

- The employment rate in Ottawa (62.6%) is higher than Ontario's (59.9%) which indicates relatively stable employment.



Our Community- Labour Force

Historical and Projected Unemployment rate, Ottawa



Our Community – Income

Household Earnings for City of Ottawa, 2015		
Earnings Year 2015	Ottawa	Ontario
Median total family income- all economic families	\$109,083	\$91,089
Median total income of couple economic families with children	\$137,926	\$115,381
Median total income of lone-parent economic families	\$62,761	\$54,363
Median total income of couple economic families without children or other relatives	\$102,233	\$81,459

Source: Statistics Canada, 2016 Census. Ottawa CV. 25% Sample data

Household Income Facts

- In 2015 the median family income in Ottawa was \$109,083, which is higher than the Ontario family median income of \$91,089, representing a 17.92% percentage difference.
- Ottawa families with children have a higher median income at \$137,926 per annum, versus \$62,761 for lone-parent families.



Our Community - Ethnic Origin

Total Population by Ethnic Origin for City of Ottawa 2016	Total	%
African Origins	55,575	6.06%
Asian Origins	179,735	19.60%
British Isles Origins	388,245	42.34%
Caribbean Origins	25,660	2.79%
Eastern European Origins	85,565	9.33%
French Origins	184,460	20.11%
Latin; Central and South American Origins	17,745	1.93%
Northern European Origins	23,390	2.55%
Oceania Origins	1,925	0.20%
Other North American Origins	271,890	29.65%
Other European Origins	8,005	0.87%
Western European Origins	113,160	12.34%
Southern European Origins	80,920	8.82%
North American Aboriginal Origins	42,475	4.63%
Total Population	916,855	161.22

Source: Statistics Canada, 2016 Census. Ottawa CV. 25% Sample data

*Note: This is a total population estimate. The sum of the ethnic groups in this table is greater than the total population estimate, and percentages add up to above 100% because a person may report more than one ethnic origin in the NHS.



Our Community- Language

Language Spoken Most Often at Home, City of Ottawa, 2016	
English	680,895
French	85,910
Non-official language	99,400
English and French	766,810
English and non-official language	36,690
French and non-official language	3,305
English, French and non-official language	4,685
Total	923,370

Source: Statistics Canada, 2016 Census. Ottawa CV. 25% Sample data.

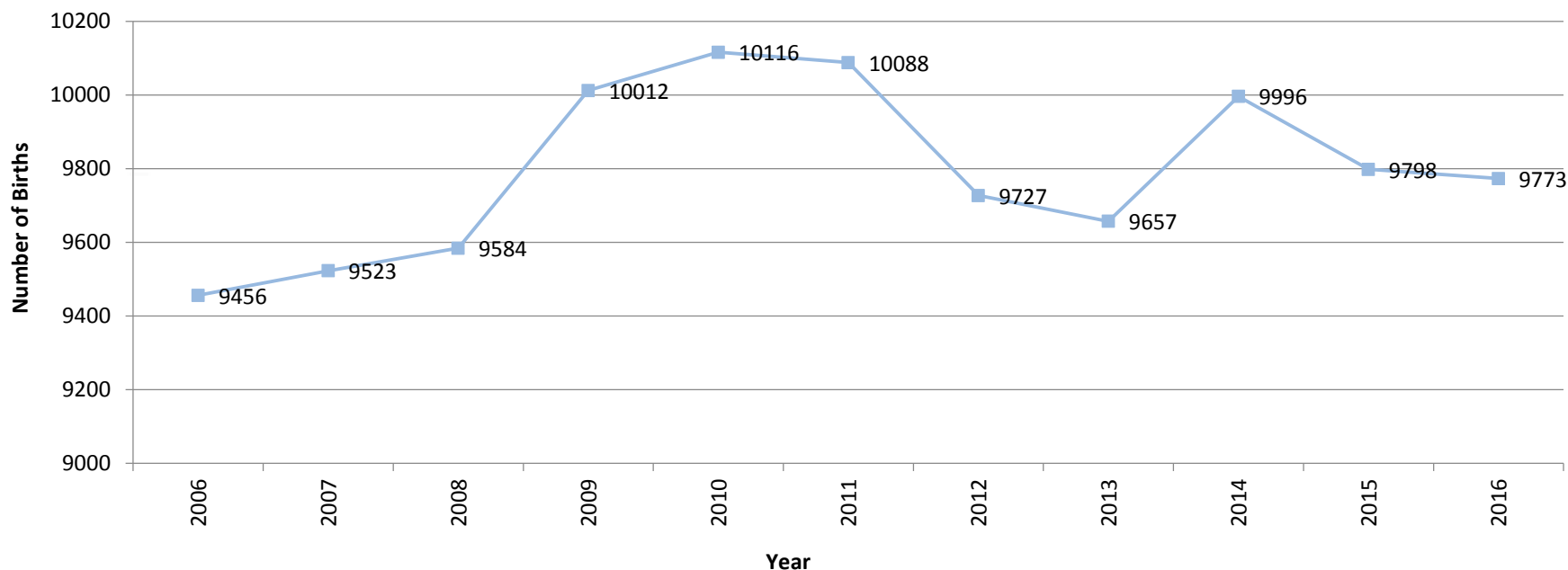
Language Facts

- Although the majority of people in Ottawa speak English, the high level of bilingualism supports the importance for their children to learn French for a variety of reasons including job prospects.
- The number of households in Ottawa that speak a language other than French or English at home is greater than the number that speak French at home.
- 73.7% of Ottawa residents primarily speak English at home, while 9.3% speak French.
- 59% of Ottawa's population have a knowledge of only English compared to 1.37% who have a working knowledge of only French.
- 37% of Ottawa's population have knowledge in both official languages. Those with knowledge in other languages represent under 2%.



Our Community - Births

City of Ottawa Births - 2006 - 2016



Source: OCDSB Planning Department (October 2018)

Birth Rates

- Over a 10 year period from 2006-2016, the number of births were rising and peaked in 2010 at 10116 births; since 2011 the number of births have declined.
- Children born in 2016 can enter the school system in September 2020.

Our Schools

Our Schools - Facilities

2018-2019 Budget	
Instruction & Special Education	721.1M
New investments in learning	\$3.2M
Well-being	\$2.60
Equity	\$1.5M
Stewardship	\$1.2M
Engagement	\$564,000.00
Total	\$974.3M
Schools and Facilities	
Elementary Schools	118
Secondary Schools	25
Other Facilities	5
Total	148
Portables in service	
Elementary Panel	189
Secondary Panel	117
Total Portables	304

Source: OCDSB 2018-2019 Approved Budget Planning and Facilities Department

Our Schools - Enrolment

2018	
Elementary Enrolment	
KGTN1&2	9,207
ENG	14,302
EFI	21,431
MFI	2,483
Alternative	804
Specialized Program Classes	1,308
Total	49,535

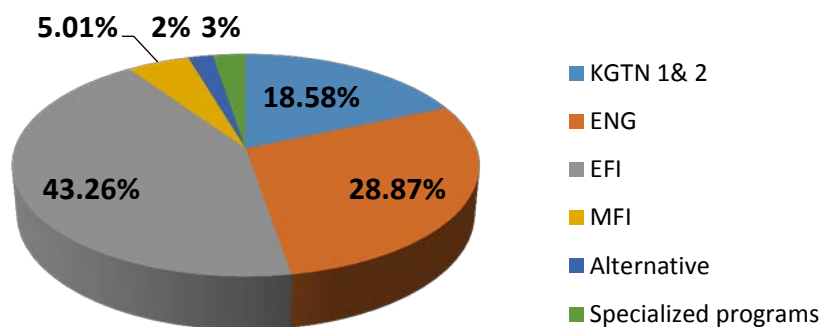
Enrolment facts

- As of October 2018, there were 74,719 students in the OCDSB.
- 66.29% of our students are at the elementary level and 33.7% are at the secondary level.

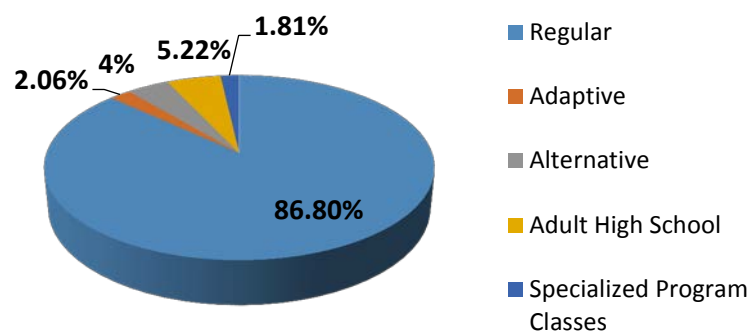
2018	
Secondary Enrolment	
Regular*	21,862
Adaptive	520
Alternate	1,030
Adult High School	1,315
Specialized Program Classes	457
Total	25,184

*includes gifted specialized program classes

Elementary Enrolment, October 2018



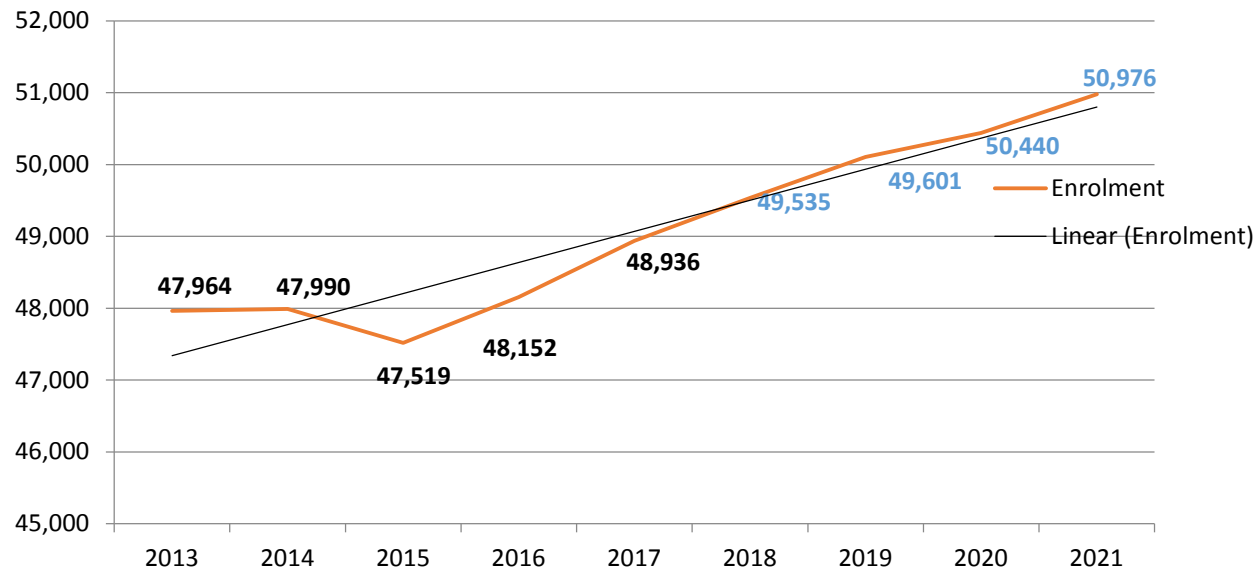
Secondary Enrolment, October 2018



Source: OCDSB Planning Department (October 2018)

Our Schools – Enrolment Projections 2013-2021

OCDSB Elementary System Enrolment



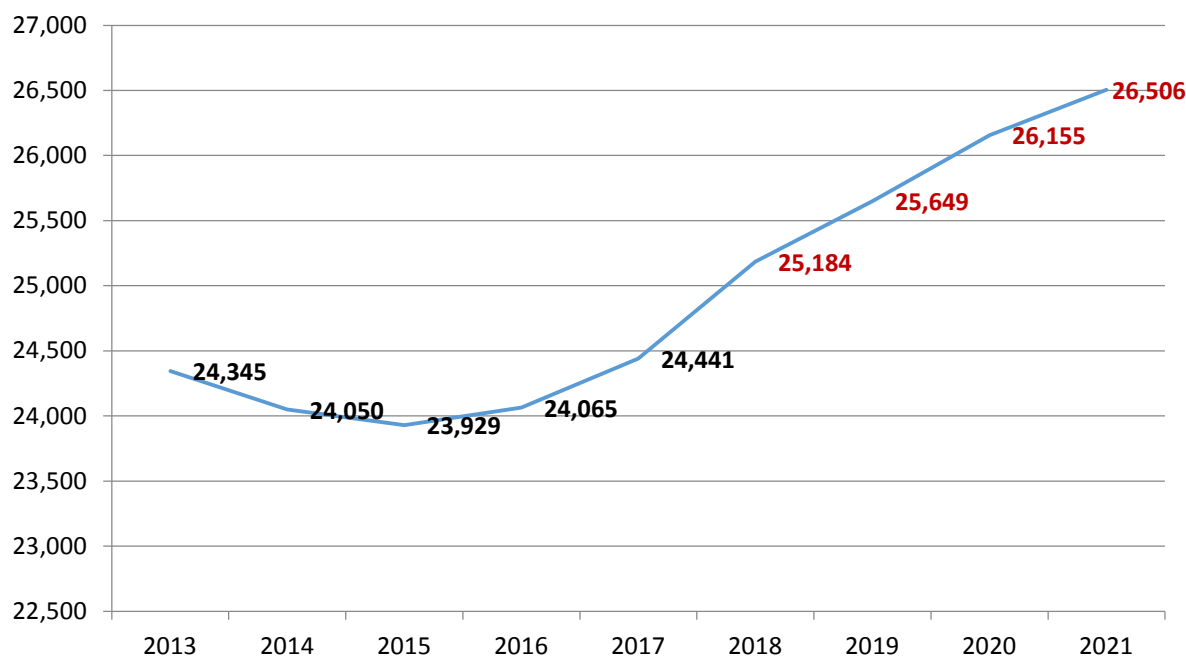
Source: OCDSB Planning Department (October 2018)

- Steady growth is projected for OCDSB elementary enrolment over the next five years



Our Schools - Enrolment Projections 2013-2021

OCDSB Secondary System Enrolment



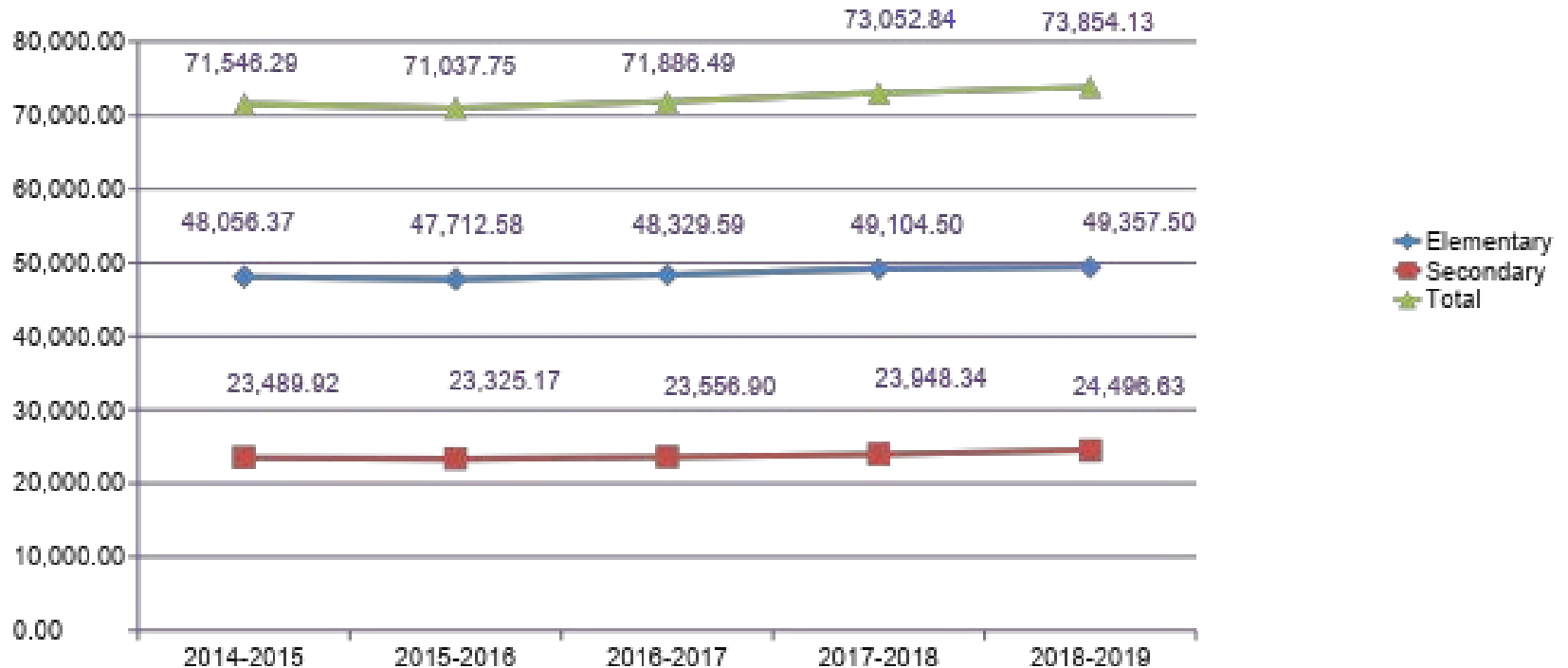
Source: OCDSB Planning Department (October 2018)

- Steady growth is projected for OCDSB secondary enrolment over the next five years



Our Schools- Enrolment 2014-2015 to 2018-2019

Average Daily Enrolment- Trend Analysis Chart



Source: OCDSB 2018-2019 Approved Budget June 2018
<https://www.ocdsb.ca/common/pages/DisplayFile.aspx?itemId=14140037>

Our Programs



Our Programs - Enrolment 2018

ELEMENTARY TOTALS											
Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	18-Oct Total
KG TN	4481	4726									9,207
ENG			1230	1547	1864	1609	1820	1946	2158	2128	14302
EFI			3432	3215	2941	2728	2559	2457	2075	2024	21,431
MFI						553	551	482	487	410	2,483
Alternative			107	96	112	108	103	134	64	80	804
Specialized Program Classes	4	24	80	112	104	97	171	167	236	313	1308
Total Elementary	4485	4750	4849	4970	5021	5095	5204	5186	5020	4955	49,535

SECONDARY TOTALS						
Program	9	10	11	12	21 & Older	18-Oct Total
Regular*	5257	5419	5345	5836	5	21862
Adaptive	95	106	121	198	0	520
Alternate	0	4	144	852	30	1030
Adult High School	0	0	0	291	1024	1315
Specialized Program Classes	76	79	78	224	0	457
Total Secondary	5428	5608	5688	7401	1059	25,184

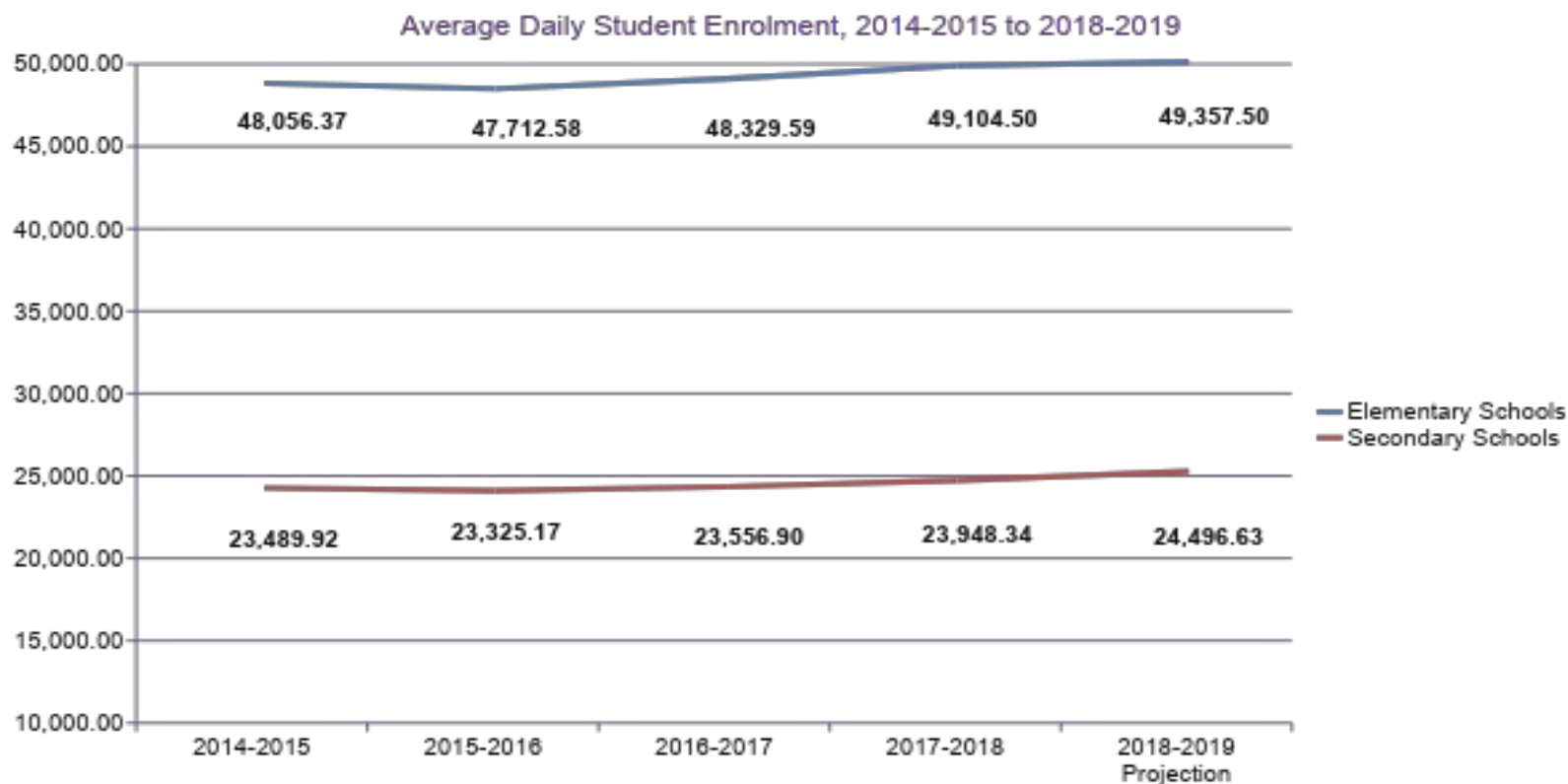
* Including gifted specialized program class students

Source: OCDSB Planning Department (October 2018)

Note: Alternative enrolment total does not include some students who are attending these schools as they are grouped into Specialized Program Classes.



Our Programs- Average Daily Enrolment



Source: OCDSB 2018-2019 Approved Budget June 2018
<https://www.ocdsb.ca/common/pages/DisplayFile.aspx?itemId=14140037>



Our Programs- E-learning Enrolment

2005-2019 Day School and Summer School eLearning Course Enrolment					
Year	# of Day School OCDSB Sections	Total Day School Course Enrolments	Total Summer School Course Enrolments	Total eLearning Course Enrolments for OCDSB Students	% Increase / Decrease Over Previous Year
2005-2006	4	49	0	49	N/A
2006-2007	12	151	35	186	280%
2007-2008	12	198	70.5	268.5	44%
2008-2009	18	369	113.5	482.5	80%
2009-2010	18	491	90.5	581.5	21%
2010-2011	18	382.5	122	504.5	-13%
2011-2012	26	553.5	178	731.5	45%
2012-2013	26	636.5	254.5	891	22%
2013-2014	32	795	548	1343	51%
2014-2015	40	849.5	688.5	1538	15%
2015-2016	48	973	900.5	1873.5	22%
2016-2017	53	1240.5	1117	2357.5	26%
2017-2018	57	1213.5	1107.5	2321	-2%
Year-to-Date 2018-2019*	59	1520			

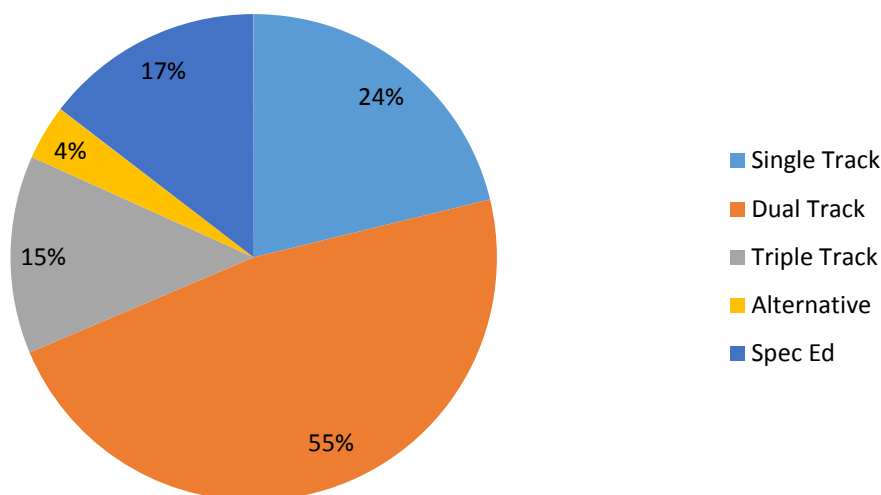
Source: OCDSB, Curriculum Services, January 2018

- Enrolment in E-learning programs have seen exponential growth over the past ten years;
- Note: A significant decrease in Teacher PD last year (2017-2018) and a higher number of new teachers were contributing factors to a 2% decrease in total e-Learning course enrolments.



Our Programs – English and French

OCDSB English Language Elementary Programs with French as a
2nd Language



Source: OCDSB Planning Department (October 2018)

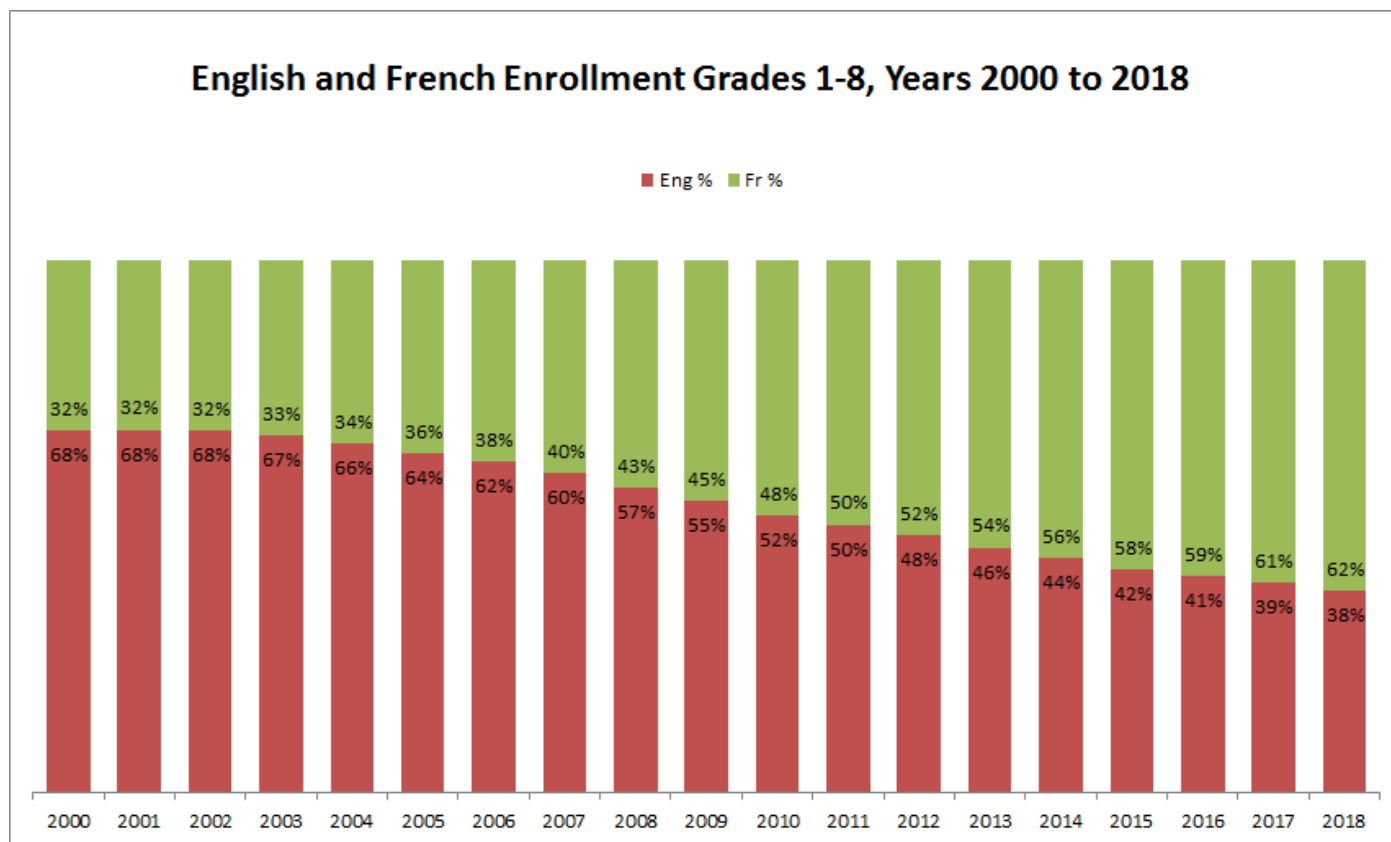
Notes:

Beginning in grade one, OCDSB students can access four English language elementary programs incorporating French as a Second Language:

- *Single track* refers to English with Core French or with Early French Immersion;
- *Dual Track* refers to either English with Core French and Early French Immersion, or English with Core French and Middle Immersion, or Early French Immersion and Middle Immersion;
- *Triple Track* refers to English with Early French Immersion, and Middle French Immersion
- *Alternative* refers to the (5) alternative programs with Core French
- *SpecEd* refers to the Special Education program



Our Programs- English and French



Source: OCDSB Planning and HR departments (January 2019)

Our Programs - Special Education

OCDSB Special Education Classes 2018: Elementary	
Primary Special Needs	8
Language Learning Disability	11
Behavior Intervention Program	10
Learning Disability Specialized Intervention Program*	12
General Learning Program	11
Gifted	20
Deaf & Hard of Hearing	1
Physical Support Program	2
Autism	31
Dual Support Program	3
Developmental Disability	34
Total Classes	143

Source: OCDSB 2017-2018 Special Education Plan

OCDSB Special Education Sections 2018: Secondary	
Behavior Intervention Program	32
Learning Disability	71
General Learning Program	104
Gifted	149
Deaf & Hard of Hearing*	0
Physical Support Program	24
Dual Support Program	32
Developmental Disability	96
Autism Spectrum Disorder Secondary Credit Support Program	24
Autism Program	96
Total Sections	628
Note: 628 Sections is approximately equivalent to 79 classes	

* centrally staffed therefore no sections assigned

Our Programs - Special Education

Examples of Specialized Equipment for Use at School

The OCDSB strives to ensure that specialized equipment is provided for students who require such equipment, which is deemed to be essential in order for them to access the curriculum.

Specialized equipment for use at school includes:

- Sensory equipment
- Hearing support equipment
- Vision support equipment
- Personal care support equipment
- Physical assists support equipment
- Computer and software related equipment

Source: OCDSB 2017-2018 Special Education Plan

Our Programs - Student Supports

Number of Students Served by
OCDSB Professional Staff 2014-2015 to 2017-
2018

Professional Group	2014- 2015	2015- 2016	2016- 2017	2017- 2018 *
Psychology	2,739	3,170	3,280	2,804
Speech Language Pathology	1,899	1,871	1,969	2,057
Social Work	3,630	4,263	4,816	4,387

Source: OCDSB Memorandum to trustees, Memo No. 17-083
<https://weblink.ocdsb.ca/WebLink/0/doc/2882883/Page6.aspx>

Number of OCDSB Professional Staff
2017–2018

Professional Group*	Number of Professionals
Psychology	25.9
Speech Language Pathology	27.5
Social Work	25.5

Source: OCDSB Senior Staff

Note. These numbers reflect FTE employees.

*In addition to the permanent positions reported above the following term positions were funded through EPO grants: 1.0 Psychology, 1.2 Speech language pathology, 0.5 social work

Notes

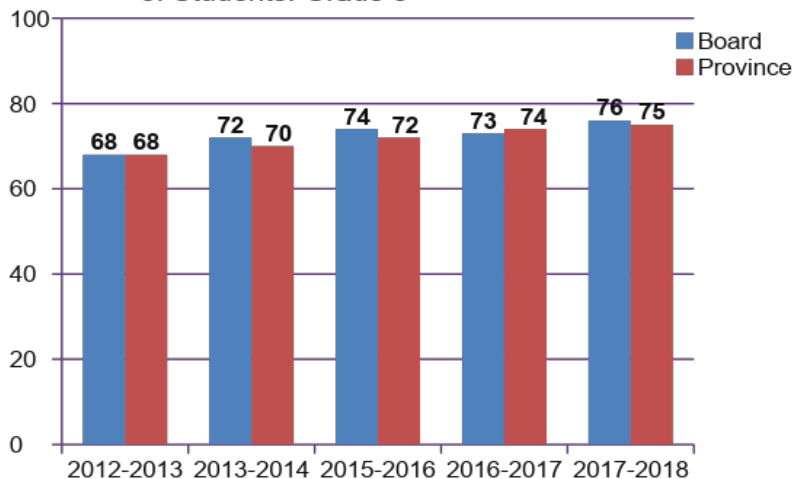
- In 2017–2018, over 9,200 individual students received direct support from the three Learning Support Services (LSS) professional groups;
- Assessment is only one aspect of the LSS professional staff service. LSS professionals provide a full range of other supports including interventions with groups of students and/or staff across the District (i.e Tier 1 and Tier 2);
- Several other LSS staff also engage in both direct and indirect supports for OCDSB students and/or staff that are not necessarily reflected in this data.

Our Students

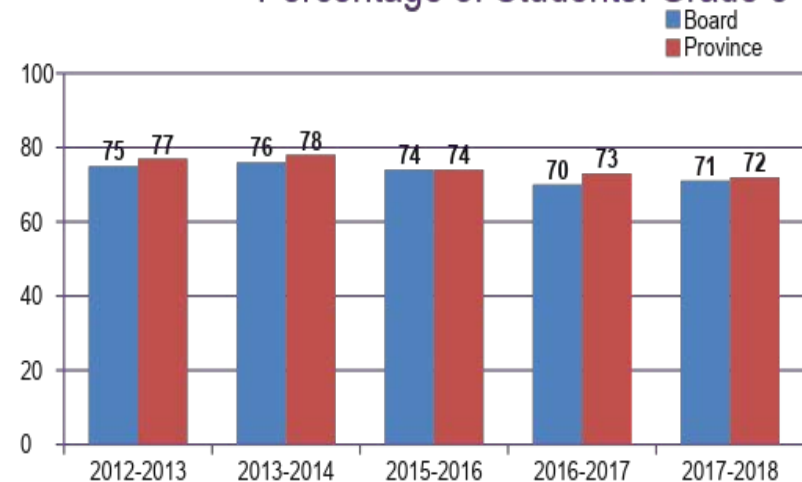
Our Students – Achievement

EQAO Assessment Results 2012-2013 to 2017-2018

Reading: Primary- Board vs. Province. Percentage of Students: Grade 3



Writing: Primary- Board vs. Province
Percentage of Students: Grade 3



Source: OCDSB 2017-2018 Annual Student Achievement Report.
EQAO 2017-2018 Results <http://www.eqao.com/en>

Achievement Facts

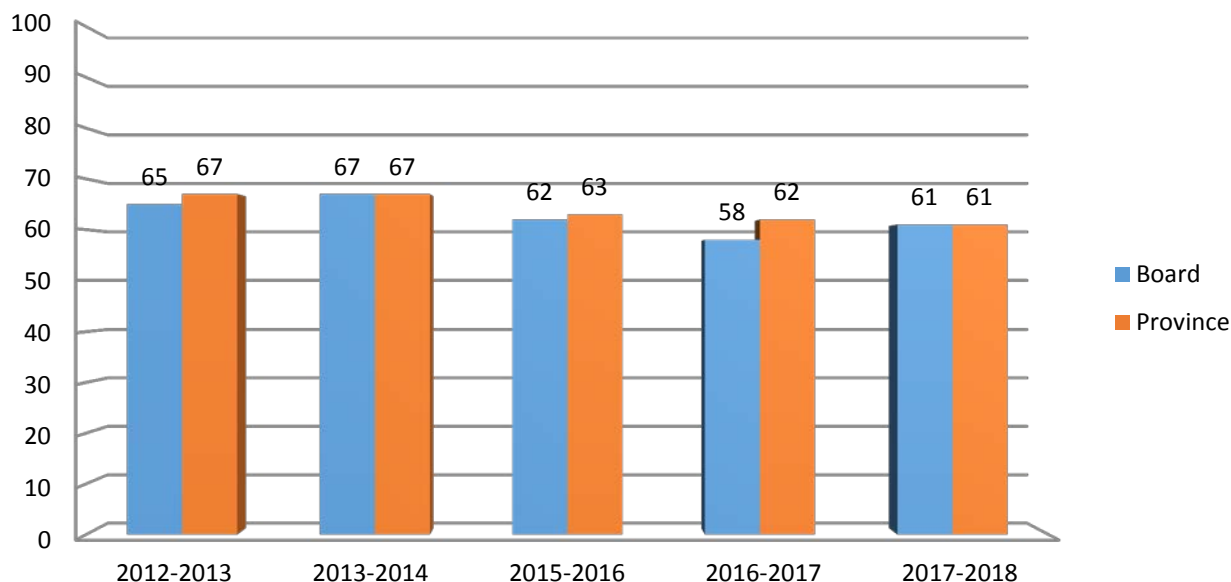
- The five-year trends in achievement data show growth in most areas for OCDSB primary students.
- In primary assessments, there has been a 8% increase in reading, and a 4% decrease in writing. over the past five years. In comparison, provincially there has been an 7% increase in reading, and in 5% decrease in writing.



Our Students – Achievement

EQAO Assessment Results 2012-2013 to 2017-2018

Mathematics: Primary- Board vs. Province.
Percentage of Students: Grade 3



Source: OCDSB 2017-2018. Annual Student Achievement Report.
EQAO 2017-2018 Results <http://www.eqao.com/en>

Achievement Facts

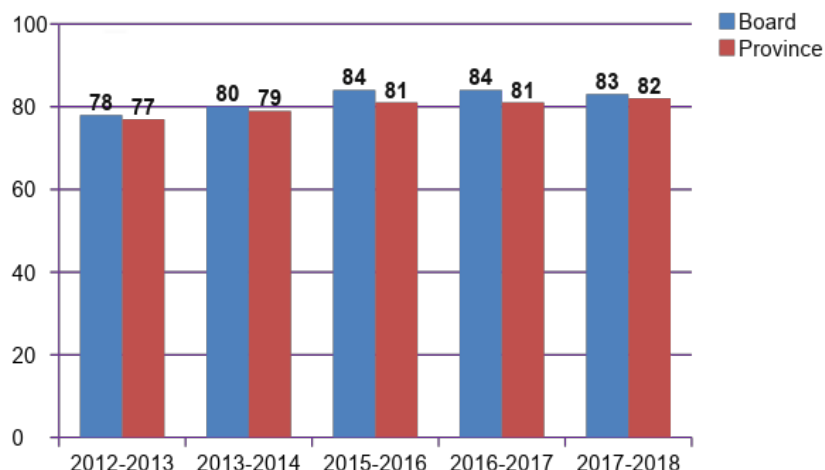
- In primary assessments, there has been a 4% decrease in mathematics over five years. In comparison, provincially there has been a 6% decrease in mathematics.



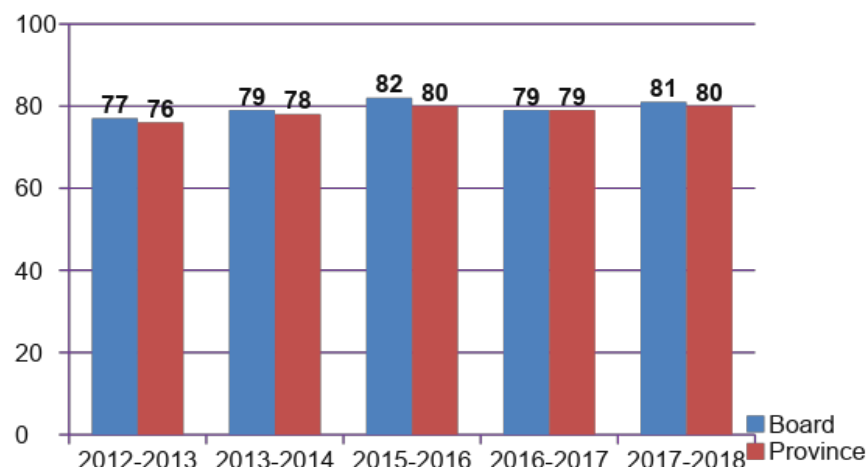
Our Students – Achievement

EQAO Assessment Results 2012-2013 to 2017-2018

Reading: Junior- Board vs. Province.
Percentage of Students: Grade 6



Writing: Junior- Board vs. Province.
Percentage of Students: Grade 6



Source: OCDSB 2017-2018. Annual Student Achievement Report.
EQAO 2017-2018 Results <http://www.eqao.com/en>

Achievement Facts

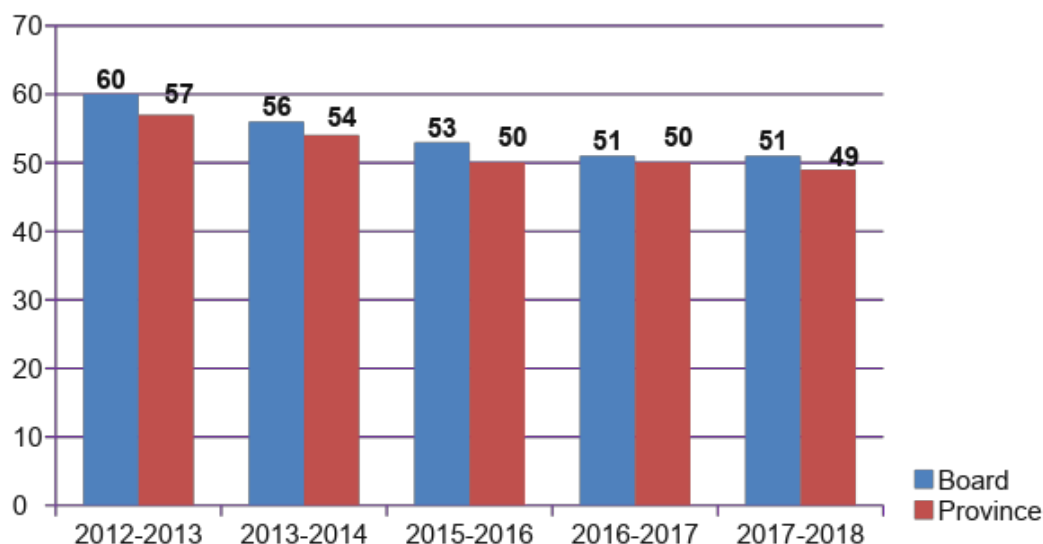
- At the junior level, over the past five years achievement results show an increase in reading and writing.
- Grade 6 students experienced a 5% increase in achievement in reading, a 4% increase in writing. In comparison, provincially there has been an 5% increase in reading, an 4% increase in writing.



Our Students – Achievement

EQAO Assessment Results 2012-2013 to 2017-2018

Mathematics: Junior- Board vs. Province.
Percentage of Students: Grade 6



Source: OCDSB 2017-2018, Annual Student Achievement Report.
EQAO 2017-2018 Results <http://www.eqao.com/en>

Achievement Facts

- At the junior level, over the past five years achievement results show a decline in mathematics.
- Grade 6 students experienced a 9% decrease in mathematics. In comparison, provincially there has been 8% decrease in mathematics during this same period.

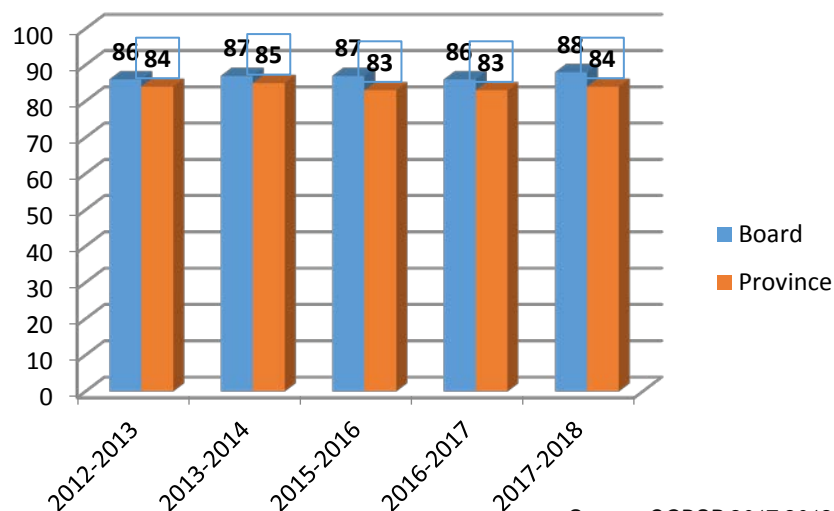


Our Students – Achievement

EQAO Assessment Results 2012-2013 to 2017-2018

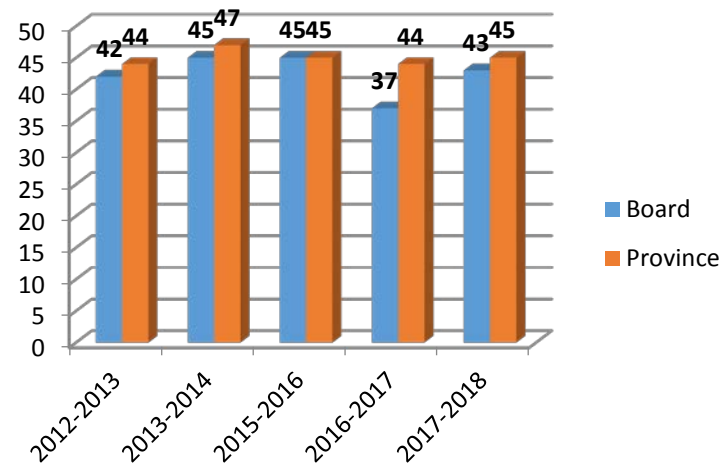
Academic Math

Grade 9: Board vs. Province.
Percentage of Students



Applied Math

Grade 9: Board vs. Province.
Percentage of Students



Source: OCDSB 2017-2018. Annual Student Achievement Report.
EQAO 2017-2018 Results <http://www.eqao.com/en>

Achievement Facts

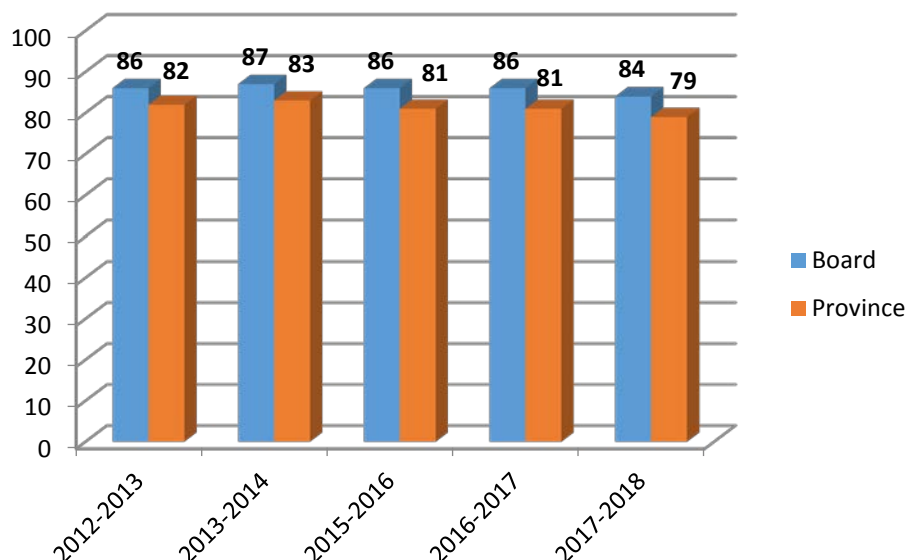
- Over the past five years, OCDSB secondary students have been consistent in academic mathematics results, while there has been a decrease in applied mathematics results.
- Grade 9 OCDSB students experienced a 1% increase in achievement in applied mathematics and a 2% increase in achievement in academic mathematics over five years. In comparison, the provincial average showed a 1% increase in applied mathematics and no marked change in academic mathematics for the same period.



Our Students – Achievement

EQAO Assessment Results 2012-2013 to 2017-2018

Grade 10: Board vs. Province. Percentage of Students



Source: OCDSB 2017-2018. Annual Student Achievement Report.
EQAO 2017-2018 Results <http://www.eqao.com/en>

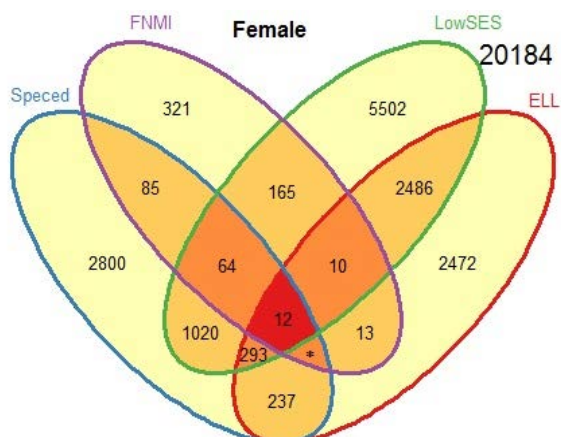
Achievement Facts

- Over the past five years, grade 10 OCDSB students experienced a 2% decrease in OSSLT results for first time eligible writers; provincially there was a 3% decline for the same period.



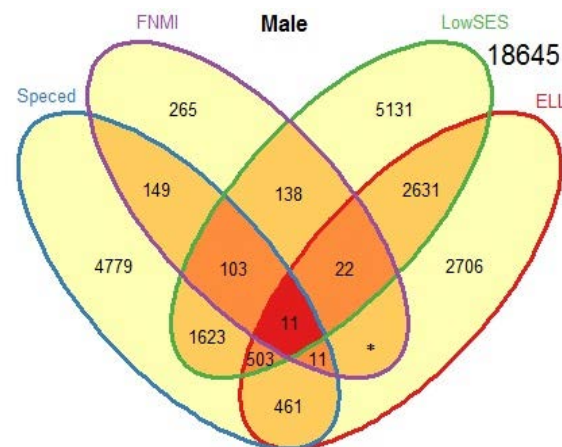
Our Students- K-12 Enrolment, (2017-2018)

Intersectionality of Specific Groups of Students



FNMI- First Nations, Metis and Inuit

Spec ed-Special Education (excluding gifted)



LowSes- Lower Socioeconomic status/lower income neighbourhoods

ELL- English Language Learners

- The OCDSB undertakes regular focused monitoring of specific groups of students that may experience barriers to learning, including 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.
- The graph explains the intersectionality of these groups of students - each group is represented by an 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.

Our Students – Credits

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

Grades 9 and 10 Pass Rates and Percentages of Students Achieving at Level 3 or 4 in Compulsory Credits Based on 2015-2016 Full Year Report Card Data

- 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). The four courses which decreased did so by 1%, while increases were as high as 5%.
- 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 2016-2017, students in applied-level literacy and numeracy courses were (on average) 24% 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.

Source: OCDSB Annual Student Achievement Report 2016-2017.

Our Students – Credits

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

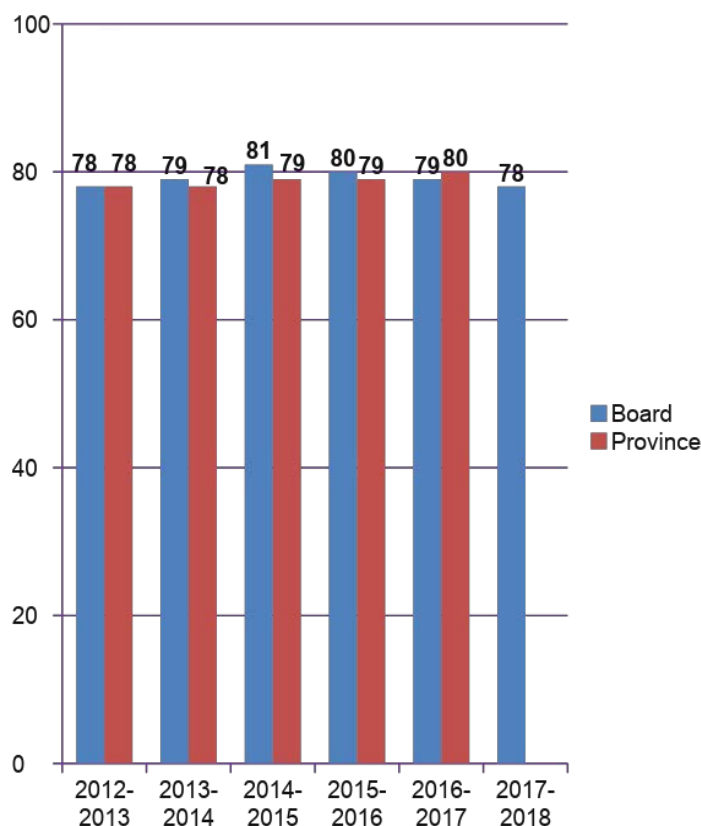
Grades 9 and 10 Pass Rates and Percentages of Students Achieving at Level 3 or 4 in Compulsory Credits Based on Full Year Report Card Data, June 2017

- Analysis of report card for identified groups of students shows substantive gains in narrowing the achievement gaps for boys in four of six academic-level literacy courses and in all four academic-level numeracy courses.
- Enrolment in academic level courses is 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 boys and students who self-identified as Indigenous (FNMI), and substantially higher proportions of ELLs, students with special education needs (excluding gifted), and students residing in lower income neighbourhoods.
- Achievement gaps have narrowed for many groups of students, most notably: (i) ELLs in applied and academic level grades 9 and 10 English and History courses in terms of pass rates; (ii) boys in meeting/exceeding the provincial standard in four of six academic level courses; and (iii) students who self-identify as Indigenous (FNMI) in terms of both pass rates and in meeting/exceeding the provincial standard in four of six applied level courses.
- Performance of students with special education needs (excluding gifted) exceeded that of all students in terms of both pass rates and in the proportion that met/exceeded the provincial standard in applied level grade 9 Geography and in grade 10 English and History.



Our Students – Credit Accumulation

Grade 10 Credit Accumulation for OCDSB and Province, 2012-2013 to 2017-2018



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. Research shows that the successful completion of 16 credits by the end of Grade 10 keeps students on track to graduate with their peers.
- New supports and programs have been introduced to help students who are at risk of not completing 16 credits by the end of Grade 10. These include a Grade 8-9 transition plan, credit recovery programs, credit rescue initiatives and support from student success leaders and teachers.
- In the OCDSB, more than three-quarters of OCDSB students across the past five years have attained 16 credits by the end of grade 10. OCDSB rates have been marginally higher than provincial rates for the past few years with the exception for 2016-2017.

Source:

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.

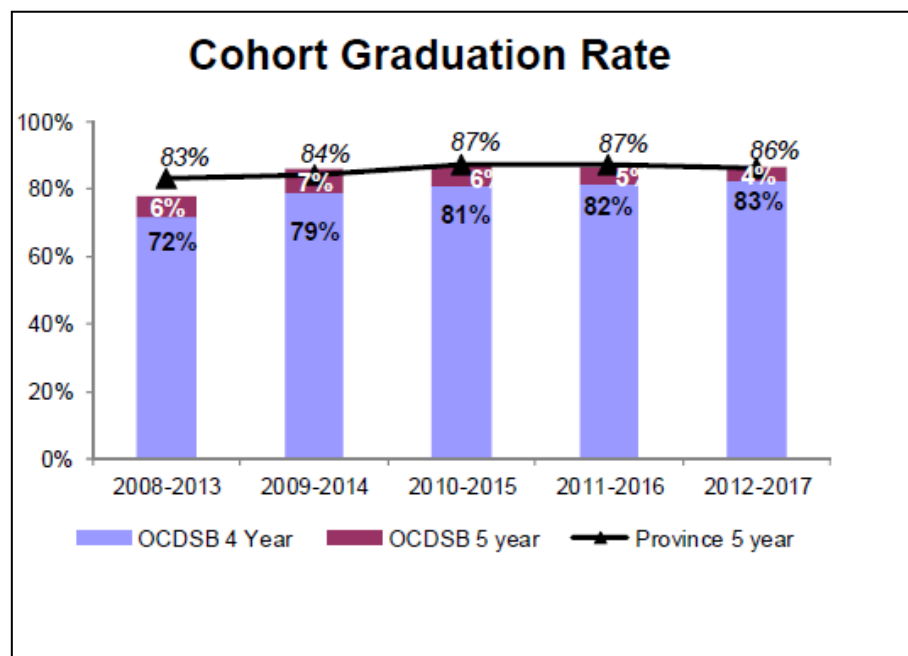
<http://www.edu.gov.on.ca/eng/research/SSreform.pdf>

<https://www.app.edu.gov.on.ca/eng/bpr/faq.html#2>

OCDSB 2017-2018 Annual Student Achievement Report.



Our Students-Achievement Graduation Rate (2008-2013 to 2017-2018)

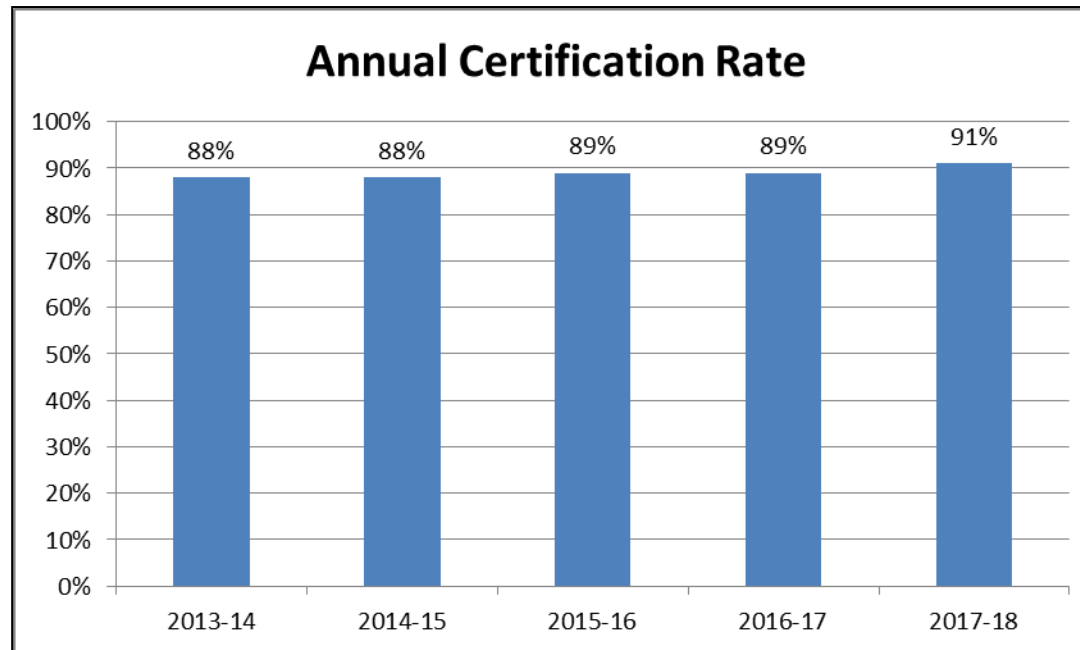


Cohort Graduation Rate

- The CGR reflects the percentage of students who receive an OSSD within four or five years of starting Grade 9 in an Ontario secondary school.
- Students who have transferred out of province are not included in the calculation.
- Similarly, students who enroll in an Ontario secondary school for the first time after Grade 9 are also not included in the calculation.

Our Students- Achievement

Annual Certification Rate: 2013-2014 to 2017-2018



Annual Certification Rate (ACR)

- The ACR reflects the percentage of students who receive an OSSD, OSSC, or COA in their final year of secondary school.
- The calculation takes into account the age of the student (between 17 and 20), their grade level (12 or specialized program class - dual support, general learning, developmental disability), and how many years they have been enrolled in a secondary school (between 4 and 7).
- This calculation includes multiple "cohorts" of students as defined by the CGR and captures students who enter after Grade 9.
- There is no provincial comparator for the ACR.



Our Students – ELL

Summary of Newcomer Students whose first language is not English		
ELEMENTARY		
Year New Students Enter OCDSB	Number	%
2014-2015	851	1.77%
2015-2016	788	1.65%
2016-2017	933	1.93%
2017-2018	1,480	3.02%
SECONDARY		
Year New Students Enter OCDSB	Number	%
2014-2015	360	1.49%
2015-2016	363	1.51%
2016-2017	320	1.32%
2017-2018	635	2.59%

Source: OCDSB System Report (2018) Trillium Database. Data as of September 17 and 21, 2018

Notes:

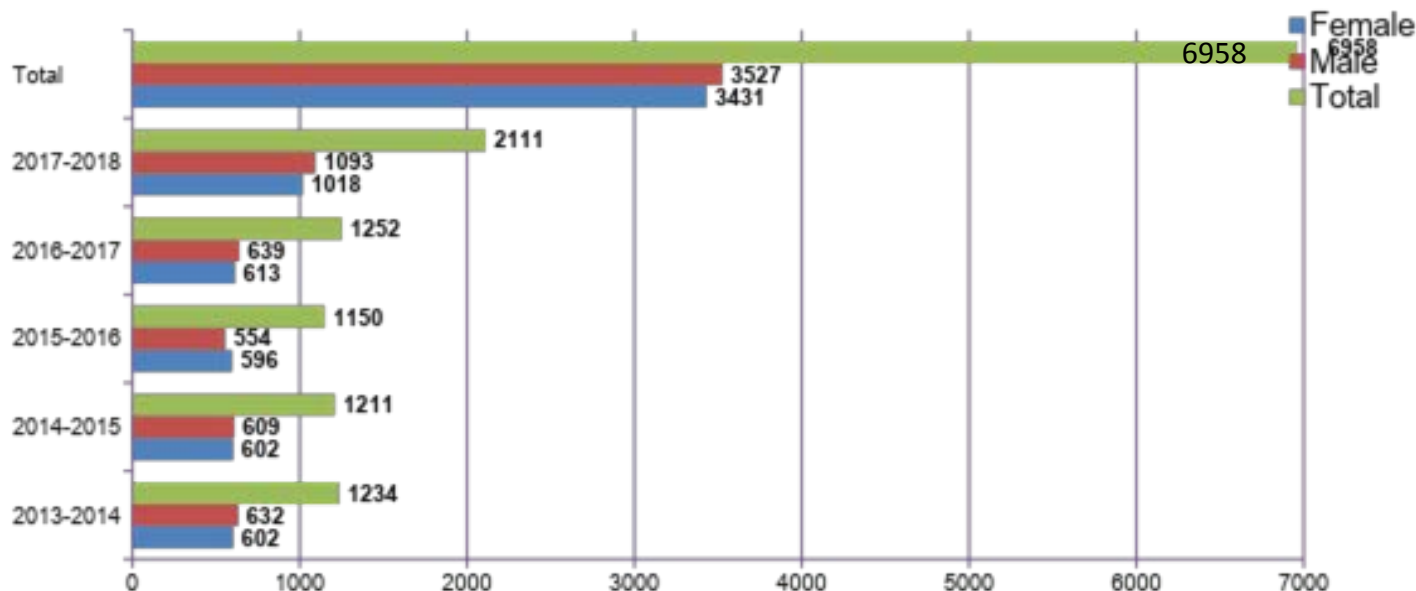
- Includes resident, school age: 4 to 21 years old, including adult students over 21, and students from non-English speaking countries.
- Canadian born ELLs are not reflected in this data



Our Students – ELL

Summary of Newcomer Students whose first language is not English

2013-2014 to 2017-2018



Source: OCDSB System Report (2018) Trillium Database. Data as of Sept 17 and 21, 2018

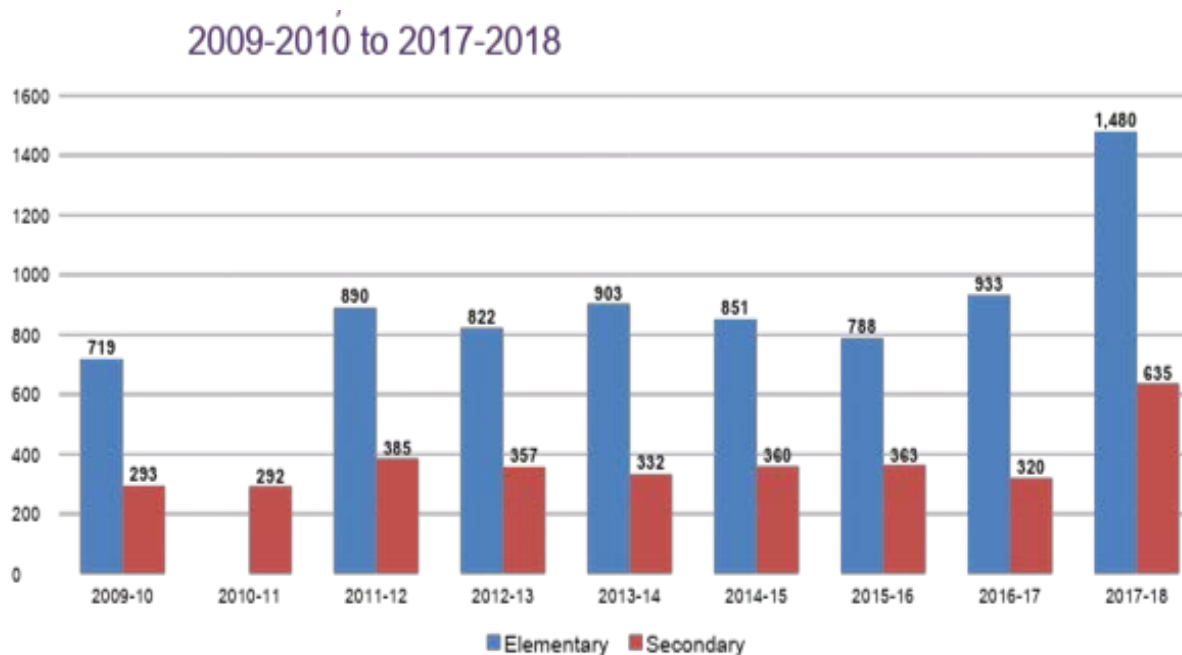
Note: Includes all elementary and secondary day schools, including Adult HS and Alternative sites.

- These countries are not included: Australia, Canada, England, Great Britain, Ireland, New Zealand, Scotland, United States, Wales, & United Kingdom.
- This data also does not represent Canadian born ELLs and Indigenous English Language Learners, who are also serviced in our schools, and require ELL support
- It also excludes newcomer families who arrive through the US, having been there a short time, on their journey from their home countries, before eventually settling in Ottawa. It also does not represent students who come from Canadian French school systems - who also often require ELL support and are designated as ELLs.



Our Students - ELL

Summary of Newcomer Students whose first language is not English



Source: OCDSB System Report (2018) Trillium Database. Data as of Sept 17 and 21, 2018

Note: Includes all elementary and secondary day schools, including Adult HS and Alternative sites.
These countries are not included: Australia, Canada, England, Great Britain, Ireland, New Zealand, Scotland, United States, Wales, & United Kingdom.



Our Students - ELL

Summary of Newcomer Students whose first language is not English 2013-2014 to 2017-2018

Grade										
Elementary	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	M	F	M	F	M	F	M	F	M	F
KGTN 1	121	124	165	140	139	140	165	152	252	196
KGTN 2	46	56	46	42	41	32	52	33	76	68
01	37	39	40	31	26	36	36	42	59	61
02	45	43	38	32	29	34	33	35	64	62
03	38	28	34	28	27	18	27	32	53	58
04	36	43	30	27	29	27	41	43	64	34
05	32	40	22	35	29	21	34	29	60	49
06	37	21	17	35	31	27	37	25	59	56
07	32	23	21	22	20	26	26	37	64	49
08	37	25	24	22	22	34	27	27	53	43
sub-total	461	442	437	414	393	395	478	455	804	676
Total	903		851		788		933		1,480	
Secondary	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	M	F	M	F	M	F	M	F	M	F
09	46	42	50	59	32	60	53	40	78	112
10	38	32	30	36	50	50	37	45	94	94
11	60	54	47	49	43	55	35	37	53	84
12	26	34	45	44	37	36	37	36	65	53
sub-total	170	162	172	188	162	201	162	158	290	345
total	332		360		363		320		635	

Source: OCDSB System Report (2018) Trillium Database. Data as of Sept 17 and 21, 2018

Note: Includes all elementary and secondary day schools, including Adult HS and Alternative sites.

These countries are not included: Australia, Canada, England, Great Britain, Ireland, New Zealand, Scotland, United States, Wales, & United Kingdom.



Our Students- ELL

STEP to English Proficiency, Elementary and Secondary

Elementary	
STEP	2017-18
JK ESL	0
SK ESL	8
ESL STEP 01	1,137
ESL STEP 02	968
ESL STEP 03	991
ESL STEP 04	661
ESL STEP 05	573
ESL STEP 06	446
JK ELD	0
SK ELD	0
ELD STEP 01	103
ELD STEP 02	34
ELD STEP 03	11
ELD STEP 04	4
ELD STEP 05	5
ELD STEP 06	
Total	4,941

Secondary	
STEP	2017-18
ESL STEP 01	188
ESL STEP 02	454
ESL STEP 03	543
ESL STEP 04	570
ESL STEP 05	612
ESL STEP 06	740
ELD STEP 01	59
ELD STEP 02	101
ELD STEP 03	45
ELD STEP 04	15
ELD STEP 05	1
ELD STEP 06	
Total	3,328

Source: OCDSB System Report (2018) Trillium Database, Data as of Sept 17, 2018

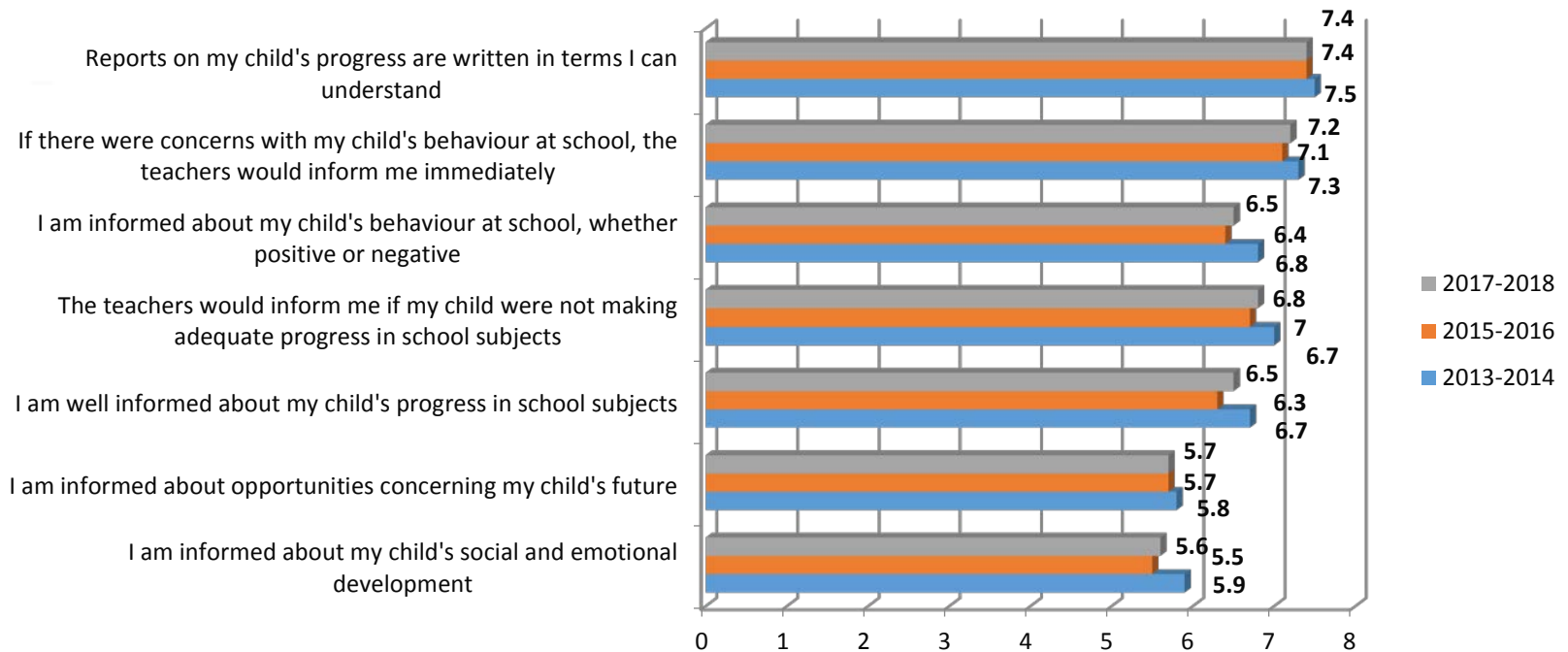
Note: Includes all elementary and secondary day schools, including Adult HS and Alternative sites.
These countries are not included: Australia, Canada, England, Great Britain, Ireland, New Zealand, Scotland, United States, Wales, & United Kingdom.



Parent Engagement

Parent Engagement

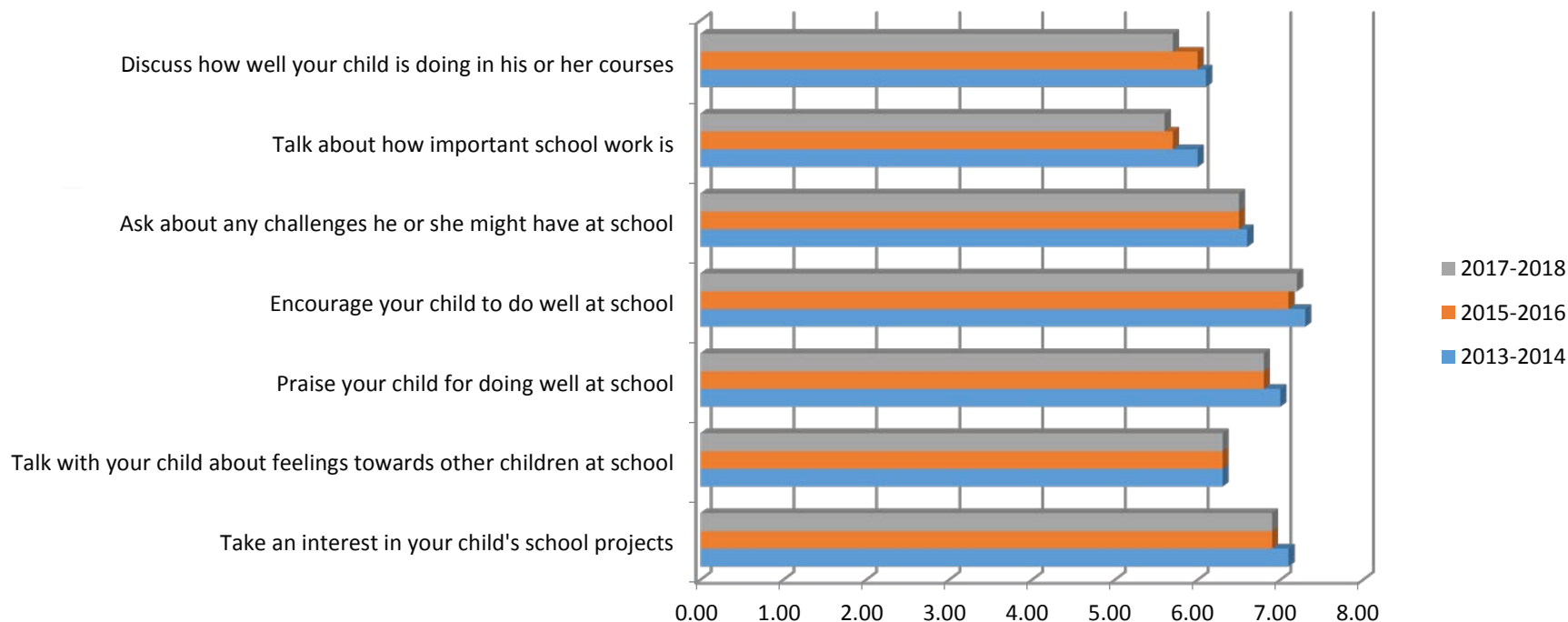
Parents Are Informed



Source: Source: OCDSB 2018, Parent Survey Report
OCDSB Measuring Progress on Engagement Report No. 16-114

The average score for parents being informed about their child's progress in school subjects was 6.5 out of 10, which is lower than in 2015-2016 which was 6.3.

Parent Engagement

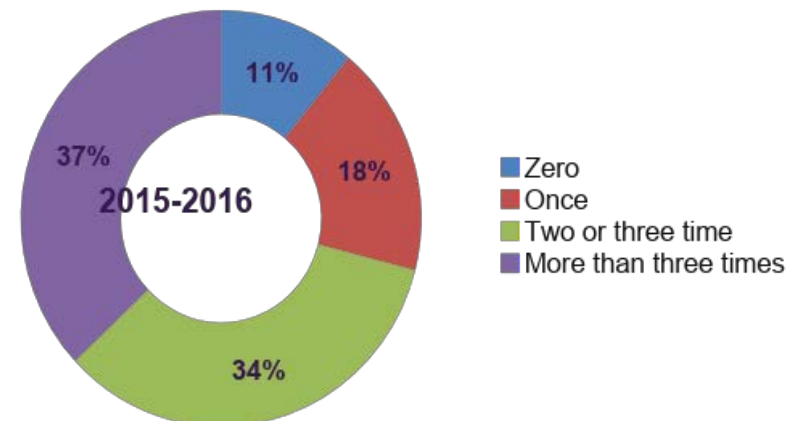
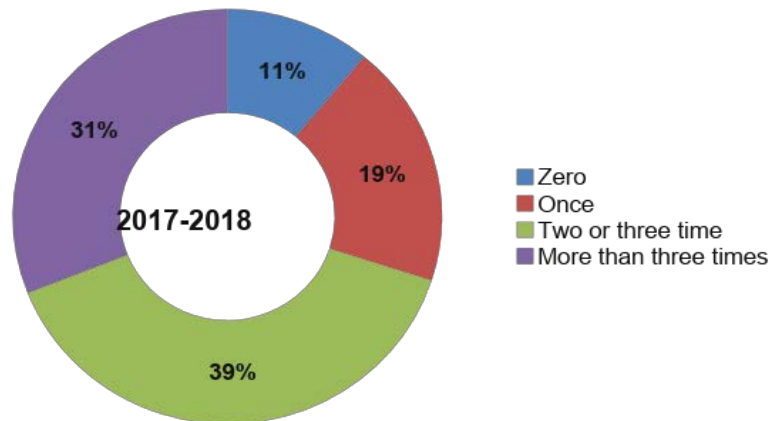


Participation in a formal setting does not appeal to all parents; for many parents, involvement in education happens at home and in the community supporting a child's learning and development. The Our School survey asks a subset of questions aimed at measuring this type of engagement, for which the average score was 6.4 out of 10. As was seen for the other types of involvement, this is down from the previous administration for which the average score was 6.5.

Source: : OCDSB 2018, Parent Survey Report
OCDSB Measuring Progress on Engagement Report No. 16-114

Parent Engagement

Frequency Parents Talked with Teacher



Parents were asked how many times they talked with their child's teacher. 39% of parents reported talking two or three time in 2017-2018, compared with 34% in 2015-2016. Parents reporting that they did not talk with the teacher remained the same for 2015-2016 and 2017-2018 at 11% respectively.

Source: OCDSB 2018, Parent Survey Report
OCDSB Measuring Progress on Engagement Report No. 16-114

Our Staff



Comparative Full-Time Equivalency (FTE) Staffing

OPERATIONS / DEPARTMENTS	2014-2015 Approved FTE	2015-2016 Approved FTE	2016-2017 Approved FTE	2017-2018 Approved FTE	2018-2019 Approved FTE
Instructional Day School	163.50	164.00	164.00	159.00	164.25
Elementary Principals / Vice-Principals Elementary Teachers	2,577.95	2,571.14	2,518.12	2,565.49	2,668.97
Elementary Office Administrators & Assistants Elementary Library Technicians	195.00	195.00	190.50	182.00	193.50
Educational Support Positions funded by Local Priorities (Allocated to Schools 18/19) Elementary Principal - Full-Day Kindergarten	57.20	57.20	57.70	53.80	55.90
Early Childhood Educators - Full-Day Kindergarten	0.00	0.00	0.00	12.00	0.00
Administration & Support-Regular Instruction / Learning Support Services	0.50	0.00	0.00	0.00	0.00
Executive Director - OCDSB Foundation (Transition to 100% cost recovery) Equity	372.00	372.00	357.00	389.20	389.20
/ Diversity Coordinator	9.00	9.00	7.00	6.00	6.00
	1.00	1.50	0.50	0.00	0.00
	1.00	1.00	1.00	1.00	1.00
Total Elementary Schools	3,377.15	3,370.84	3,295.82	3,368.49	3,478.82
Secondary Principals / Vice-Principals	76.67	76.67	74.83	74.00	73.50
Secondary Teachers	1,455.18	1,460.84	1,460.00	1,486.99	1,541.50
Secondary Office Administrators, Assistant Administrators & Assistants	109.50	109.50	105.25	103.75	107.75
Secondary Technicians	35.00	35.00	32.00	31.00	33.50
Secondary Assistant Chef, Kitchen Helpers & Technological Studies Technician	6.00	6.00	6.00	5.00	5.50
Total Secondary Schools	1,682.35	1,688.01	1,678.08	1,700.74	1,761.75
Total Elementary & Secondary Schools	5,059.50	5,058.85	4,973.90	5,069.23	5,240.57
Associate Director, Safe Schools and Urban Priorities	2.00	2.00	2.00	2.00	2.00
Associate Director & Administrative Assistant Safe Schools - Secondary Principal	1.00	0.00	0.00	0.00	1.00
Safe Schools - Secondary Teachers Safe Schools - Student Counsellor	3.00	3.00	3.00	3.00	4.00
Safe Schools - Itinerant Educational Assistants Safe Schools - Psychologists &	1.00	1.00	1.00	1.00	1.00
Social Workers Urban Priorities - Psychologists & Social Workers Urban Priorities	21.00	21.00	21.00	21.00	21.00
- Student Counsellor	2.00	2.00	2.00	2.00	2.00
	2.80	2.80	2.80	2.80	2.80
	1.00	1.00	1.00	1.00	1.00
Total Associate Director, Safe Schools and Urban Priorities	33.80	32.80	32.80	32.80	34.80
Total Other School Support Programs	16.00	16.00	18.67	16.67	18.67
Total Associate Director, Safe Schools, Urban Priorities & School Support Programs	49.80	48.80	51.47	49.47	53.47
Total Instruction (As noted above)	5,109.30	5,107.65	5,025.37	5,118.70	5,294.04



Comparative Full-Time Equivalency (FTE) Staffing

OPERATIONS / DEPARTMENTS	2014-2015 Approved FTE	2015- 2016 Approved FTE	2016- 2017 Approved FTE	2017-2018 Approved FTE	2018- 2019 Approved FTE
Learning Support Services / Special Education	2.00	2.00	2.00	2.00	2.00
Superintendent of Learning Support Services & Administrative	463.33	464.10	447.38	454.36	449.16
Assistant Elementary Teachers	118.82	116.82	116.00	121.17	133.84
Secondary Teacher s	71.60	71.10	72.10	72.60	82.30
Professional Student Services Personnel (Includes Regular	0.00	0.00	0.00	1.50	1.50
Instruction) PSSP positions funded by Local Priorities	0.50	0.50	0.50	0.50	1.00
Orientation Mobility Instructor Educational Assistants	652.00	649.00	644.00	672.00	699.00
Elementary Principal / Secondary Vice-Principal Administration &	2.00	2.00	2.00	2.00	2.00
Support	7.00	7.00	7.00	7.00	7.00
OCDC / Phoenix House - Secondary Teachers	2.50	0.00	0.00	0.00	0.00
Total Learning Support Services	1,319.75	1,312.52	1,290.98	1,333.13	1,377.80
Finance Department	1.00	1.00	1.00	1.00	1.00
Chief Financial Officer & Administrative Assistant Budget Services	5.00	5.00	5.00	5.00	5.00
Financial Reporting / School Support / Enterprise Resource	19.50	19.50	18.50	18.50	22.50
Planning Payroll	13.00	13.00	13.00	14.00	14.00
Supply Chain Management / Risk Management Mail & Courier	11.50	11.50	11.50	11.50	11.50
Document Reproduction	1.00	1.00	1.00	1.00	1.00
	5.00	5.00	5.00	5.00	5.00
Total Finance Department	56.00	56.00	55.00	56.00	60.00
Planning and Facilities	1.00	1.00	1.00	1.00	1.00
Superintendent of Facilities & Administrative Assistant Custodial	732.12	711.12	712.12	696.12	711.12
Services, Trades & Maintenance	0.00	0.00	0.00	13.00	0.00
Position funded by Local Priorities (Effective 2018-2019 included	49.00	49.00	47.00	47.00	47.00
with Custodial, Trades & Mtce) Facilities Management, Design &	12.00	12.00	11.00	11.00	11.00
Construction	6.00	6.00	6.00	6.00	6.00
Physical Planning	4.00	4.00	4.00	4.00	4.00
Facilities & Planning Office, Real Estate & Community Use					
Admissions & Enrolment					
Total Planning and Facilities	804.12	783.12	781.12	778.12	780.12

Comparative Full-Time Equivalency (FTE) Staffing

OPERATIONS / DEPARTMENTS	2014-2015 Approved FTE	2015- 2016 Approved FTE	2016- 2017 Approved FTE	2017-2018 Approved FTE	2018- 2019 Approved FTE
Curriculum Services	2.00	2.00	2.00	2.00	2.00
Superintendent of Curriculum Services & Administrative Assistant	2.00	2.00	2.00	3.00	3.00
Elementary Principals / Vice-Principals	2.00	2.00	2.00	2.00	2.00
Secondary Principals / Vice-Principals	2.00	2.00	2.00	2.00	2.00
Elementary Teachers	33.43	25.00	22.00	21.00	22.00
Secondary Teachers (Includes 2.0 FTE Teachers - Student Success- Winning Attitudes) Administration & Support	14.00	14.00	13.00	13.00	13.00
	5.00	5.00	5.00	5.00	5.00
Total Curriculum Services	58.43	50.00	46.00	46.00	47.00
Family Reception Centre	1.00	1.00	1.00	0.00	0.00
Elementary Teacher	1.00	1.00	1.00	1.00	0.00
Secondary Teacher	1.00	1.00	1.00	1.00	0.00
Administration & Support	4.00	4.00	4.00	4.00	4.00
Total Family Reception Centre	6.00	6.00	6.00	5.00	4.00
Research, Evaluation and Analytics Division	1.00	1.00	1.00	0.00	0.00
Secondary Teacher	9.50	9.00	8.00	0.00	0.00
Administration & Support	1.00	1.00	1.00	0.00	0.00
Total Research, Evaluation and Analytics Division (Transferred to Corporate Services in 2017-2018)	10.50	10.00	9.00	0.00	0.00
Office of the Director	3.00	3.00	3.00	3.00	3.00
Director's Office	14.00	14.00	11.00	10.50	12.00
Superintendents & Administrative Assistants	1.00	1.00	1.00	1.00	1.00
Legal Advisor	1.00	1.00	1.00	1.00	1.00
Total Office of the Director	18.00	18.00	15.00	14.50	16.00
Corporate Services	3.00	3.00	3.00	3.00	3.00
Executive Officer, Administrative Assistant & Analyst	7.00	7.00	6.00	6.00	6.00
Board Services	10.00	10.00	9.00	9.00	10.00
Communications	5.00	5.00	6.00	6.00	6.00
Corporate Records	0.00	0.00	0.00	8.00	8.00
Research, Evaluation and Analytics Division (Included in Curriculum Services prior to 2017-2018) Trustees	12.00	12.00	12.00	12.00	12.00
Total Corporate Services	37.00	37.00	36.00	44.00	45.00



Comparative Full-Time Equivalency (FTE) Staffing

OPERATIONS / DEPARTMENTS	2014-2015 Approved FTE	2015-2016 Approved FTE	2016-2017 Approved FTE	2017-2018 Approved FTE	2018-2019 Approved FTE
Human Resources	2.00	2.00	2.00	2.00	2.00
Superintendent of Human Resources & Administrative Assistant Recruitment,	37.00	37.00	36.00	38.50	40.50
Operations, Wellness & Disability Management Staff Development	1.00	1.00	1.00	2.00	2.00
Labour Relations	5.50	5.50	5.50	5.00	5.00
Occupational Health & Safety (Includes .50 FTE Elementary Teacher)	5.00	5.00	5.00	5.50	5.50
Elementary Staffing Resource Teacher	1.00	1.00	1.00	1.00	1.00
Secondary Staffing Resource Teacher	0.67	0.67	0.67	0.67	0.67
Total Human Resources	52.17	52.17	51.17	54.67	56.67
Continuing Education	1.00	1.00	1.00	1.00	1.00
Secondary Principal Secondary Teacher	1.00	1.00	1.00	1.00	1.00
Administration & Support	17.00	17.00	13.00	13.00	13.00
Total Continuing Education	19.00	19.00	15.00	15.00	15.00
Business and Learning Technologies	1.00	1.00	1.00	1.00	1.00
Elementary Vice-Principal Elementary Teachers Secondary Teacher	6.00	4.00	4.00	4.00	3.00
Administration & Support	1.00	1.00	1.00	1.00	1.00
	87.00	87.00	85.00	90.00	87.00
Total Business and Learning Technologies	95.00	93.00	91.00	96.00	92.00
Other Departmental Expenses					
Total Staff on Loan	68.17	68.32	76.42	72.65	66.85
Early Childhood Educators	138.29	182.35	182.35	190.35	204.43
Early Learning Assistants	29.50	33.68	33.68	37.17	33.72
Early Learning Coaches	0.00	0.00	0.00	0.00	0.00
Administration & Support	11.50	11.00	11.00	10.75	10.75
Total Extended Day Program	179.29	227.03	227.03	238.27	248.90
Early Childhood Educators / Administration & Support	9.10	25.00	25.00	22.25	22.25
Program Coordinators	4.00	4.00	4.00	2.00	2.00
Program Assistants	3.00	4.00	4.00	3.00	3.00
Cooks/Housekeepers	3.00	4.00	4.00	4.00	4.00
Total Infant, Toddler and Preschool Childcare Program	19.10	37.00	37.00	31.25	31.25
Total Other Departmental Expenses	266.56	332.35	340.45	342.17	347.00
Grand Total FTE	7,851.83	7,876.81	7,762.09	7,903.29	8,134.63
Reconciliation (Staff not included in Comparative Staffing)	(12.00)	(12.00)	(12.00)	(12.00)	(12.00)
Trustees Staff on Loan	(68.17)	(68.32)	(76.42)	(72.65)	(66.85)
Total FTE	7,771.66	7,796.49	7,673.67	7,818.64	8,055.78

Our Staff- Absences

Average Sick Leave Usage (2013-14 to 2017-18)

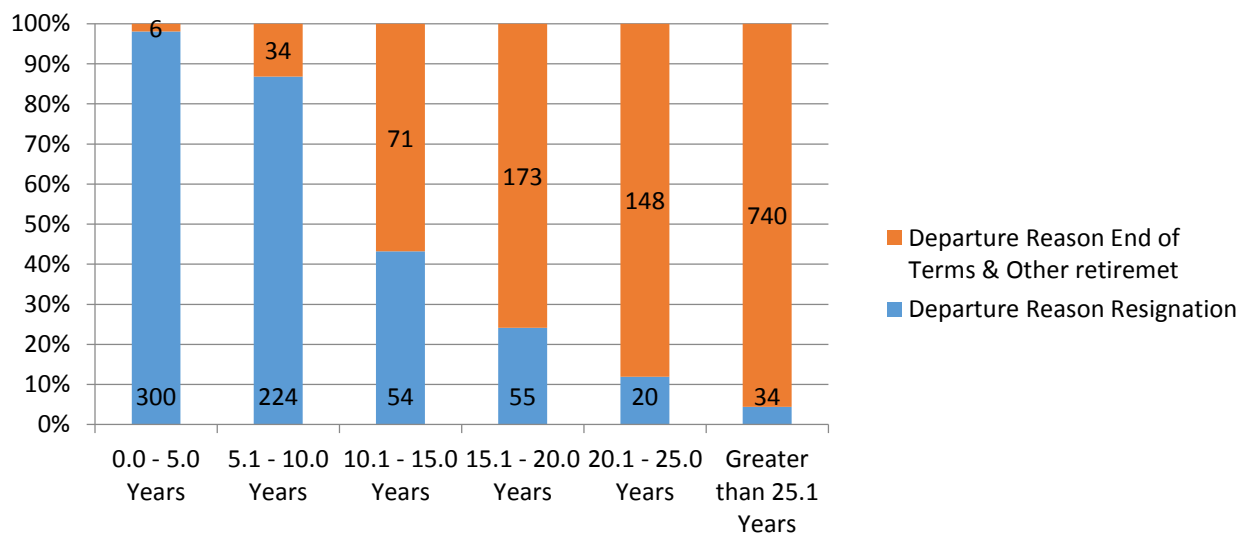
Years	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Elementary Teachers	8.44	9.22	10.23	11.12	12.03
Secondary Teachers	7.50	8.27	8.79	8.37	9.86
Educational Assistants	12.20	12.40	13.91	15.76	16.10
Early Childhood Educators	8.45	10.42	11.48	14.41	15.65
Custodians/Maintenance	12.75	11.11	14.63	14.48	17.45
Others	6.20	6.80	6.63	14.52	14.58
All Employees	8.61	9.16	10.16	10.87	12.00

SBCI Absence Study Report 2013-2014 to 2017-18



Our Staff – Length of Service

Length of Service at time of Retirement or Resignation, End of Term & Other 2015-2019



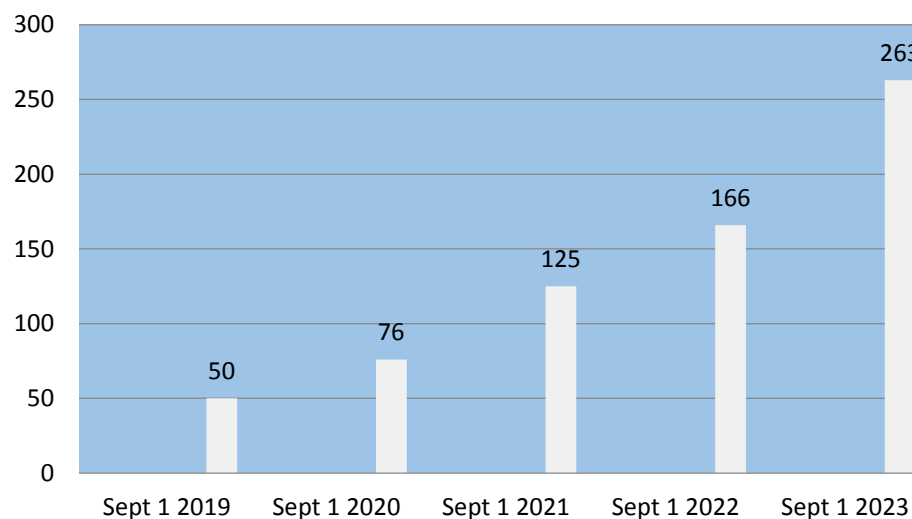
Length of Service

- In total, 1859 employees will leave the employ of the OCDSB between September 2014 and August 2019 either by retirement, resignation, end of term or other.
- Between 2014-2019, out of the employees with between 0 and 5 years, 300 resigned while only 6 retired. Conversely, employees with greater than 25 years of service left the organization primarily due to retirement; 740 retired while only 34 resigned or left for other reasons.



Our Staff- Projected Retirement

**Projected retirement at 35+ Yrs. of
service for 2019-2023**

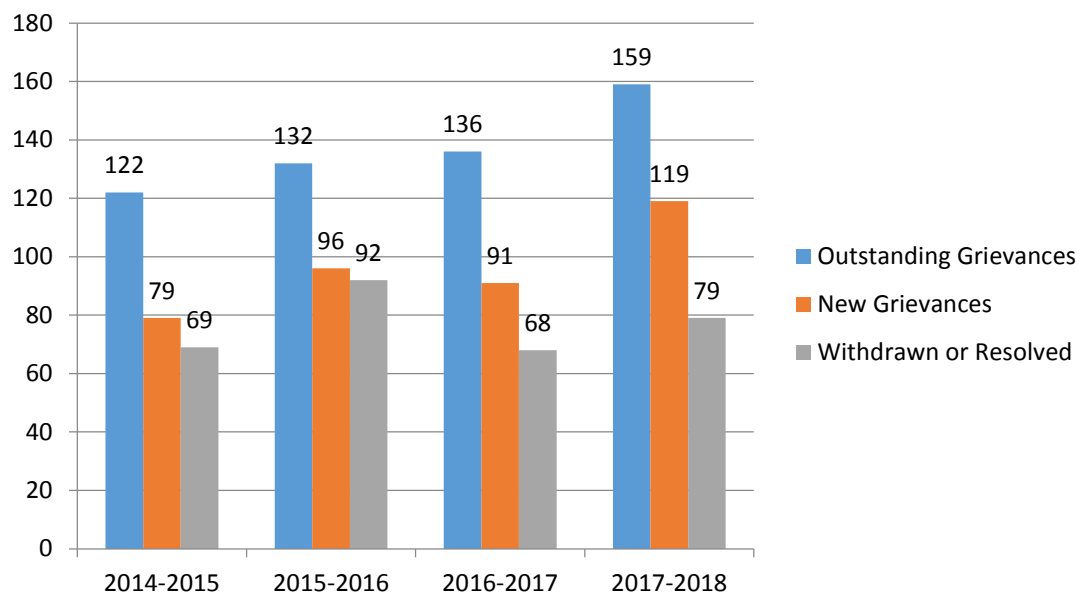


Notes:

The OCDSB projects a progressive increase in retirement for persons over 35 years of service, over the next 4 years .

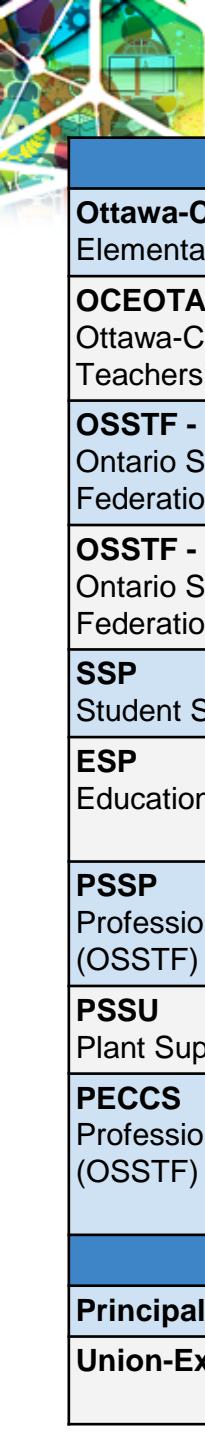
Our Staff – Grievances

Total Number of Grievances – New, Outstanding and Resolved from 2014-2018



Grievance Facts

- The total number of outstanding grievances increased by 30% over the period 2014-2018
- The number of new grievances have been steadily increasing over the period with a slight decrease in the 2016-2017 period
- The total number of grievances that were withdrawn or resolved peaked during the 2015-2016 period



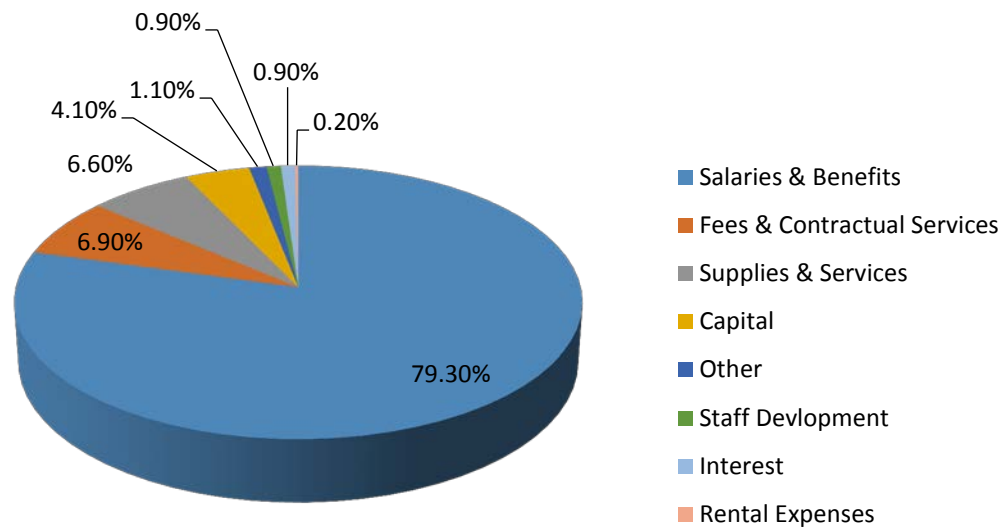
Our Staff- Bargaining Units



Bargaining Units	Description
Ottawa-Carleton ETFO Elementary Teachers' Federation of Ontario	Elementary school contract teachers.
OCEOTA Ottawa-Carleton Elementary Occasional Teachers' Association	Elementary school occasional teachers, including those in long-term occasional (LTO) assignments.
OSSTF - Contract Teachers Ontario Secondary School Teachers' Federation	Secondary school contract teachers.
OSSTF - Occasional Teachers Ontario Secondary School Teachers' Federation	Secondary school occasional teachers, including those in long-term occasional (LTO) assignments.
SSP Student Support Professionals (OSSTF)	Educational Assistants in day, evening and summer school programs, and Early Childhood Educators in the core and extended day programs.
ESP Educational Support Professionals (OSSTF)	Employees engaged in office, clerical and technical services in schools and central departments (eg. Finance, Payroll, HR, Communications, Business and Learning Technology).
PSSP Professional Student Services Personnel (OSSTF)	Professional staff employed in Learning Support Services including Psychological Associates, Psychologists, Social Workers and Speech-Language Pathologists.
PSSU Plant Support Staff Unit (OSSTF)	Employees engaged in custodial services, maintenance and plant operations, cafeteria services and food preparation services.
PECCS Professional Educators and Child Care Staff (OSSTF)	Instructors, Instructor/Assessors and Instructor Assistants in the English as a Second Language (ESL) program, Language Instruction for Newcomers to Canada (LINC) program, Literacy and Basic Skills (LBS) program, Support Instructors and Program Facilitators.
Non-Union Groups	Description
Principals and Vice-Principals	Principals and vice-principals in schools and central departments.
Union-Exempt Employees	Director, superintendents, managers, supervisors and non-union employees in central departments (eg. Human Resources).

Our Budget

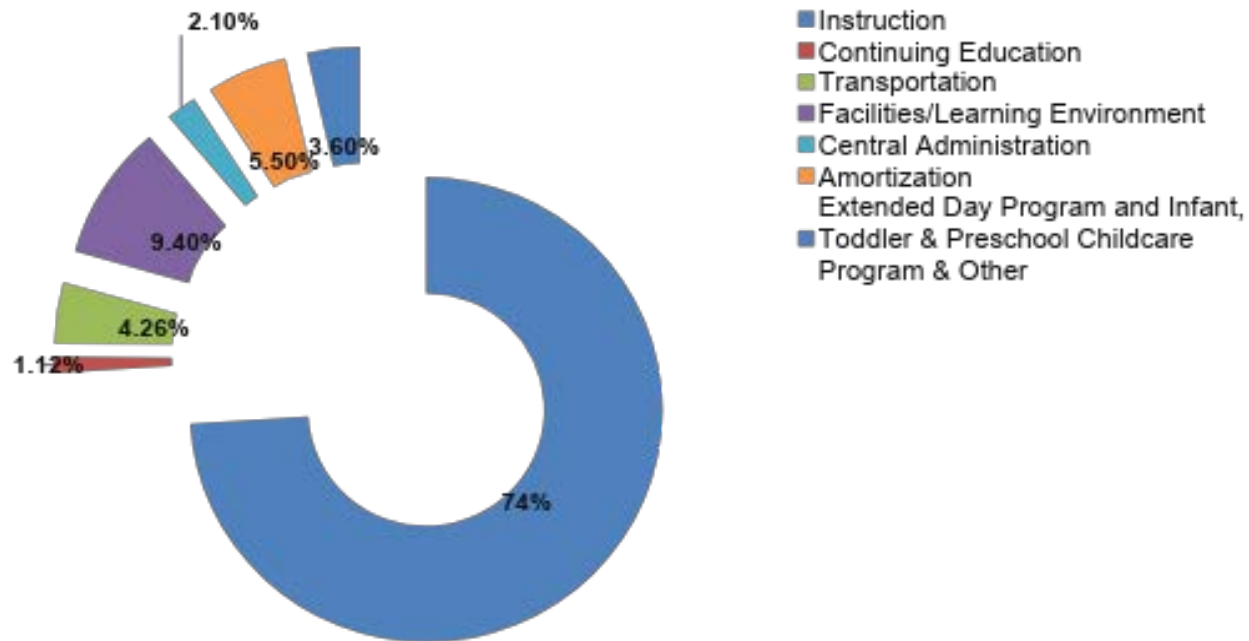
Budget - Expenditures



Source: OCDSB Approved 2018-2019 Approved Budget June 2018
<https://www.ocdsb.ca/common/pages/DisplayFile.aspx?itemId=14140037>

Budget - Expenditure

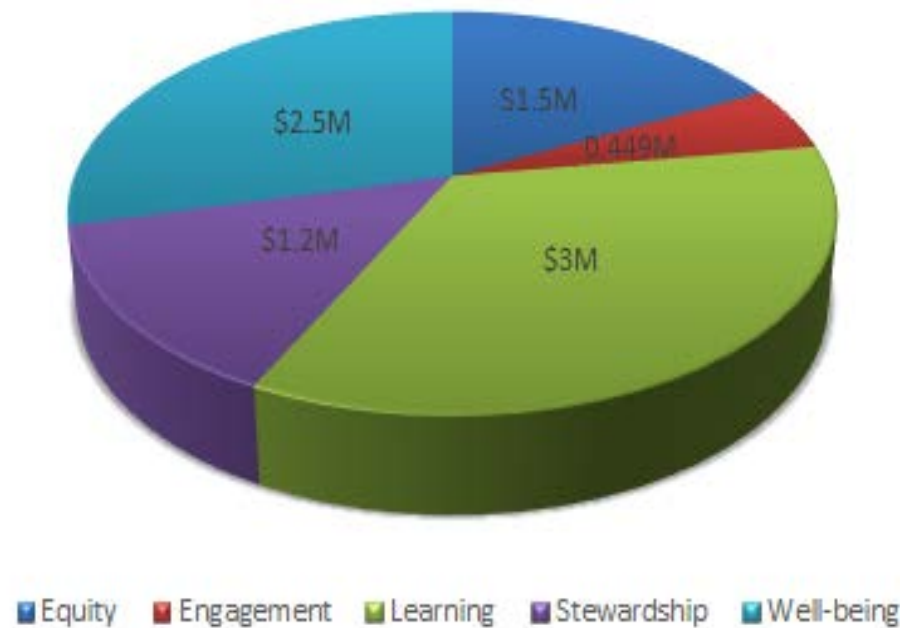
Expenditures by Envelope, 2018-2019



Source: OCDSB Approved 2018-2019 Approved Budget June 2018
<https://www.ocdsb.ca/common/pages/DisplayFile.aspx?itemId=14140037>

Budget 2018-2019: Strategic Investments

Strategic Business Investment by Priorities





Budget Highlights 2018-2019

The OCDSB staff recommended budget included the following investments:

1. Additional funding to support students with special needs, including 25 FTE Educational Assistants.
2. Funding for 20.0 FTE guidance positions for grade 7 and 8 students.
3. Additional funding for 9.7 FTE professional staff, including social workers, psychologists, and speech language pathologists.
4. Investing in front-line supports to schools including additional office personnel and facility staff.
5. Investing \$600,000 in classroom technology.
6. Investing \$260,000 in elementary and secondary athletics.
7. Investing \$180,000 to enhance communications with families.
8. Increasing operating budgets for supplies, services and technology investments.

Source: OCDSB 2018-2019 Approved Budget



Budget- Planning Department Work Plan 2018-2019 School Year

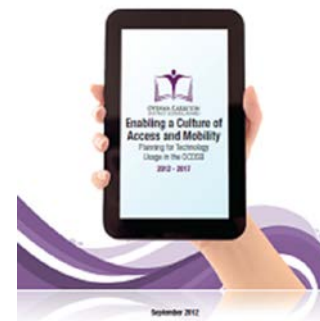
- Purchase of 20 New Portable classrooms- the District's inventory of surplus portables is running low and needs to be replenished.
- Future School Site Acquisition 'New Fernbank ES'- the opening of a new elementary school in the Fernbank portion of Stittsville is the Board's top capital priority- staff will be seeking authorization to purchase a site.
- Disposition of Surplus Properties- five Board approved surplus properties to be bought through legislated disposition process.
- New Fernbank ES Boundary, Program, and Grade Structure Study- complete in advance of receipt of capital from the Ministry- not a formal PAR under PARG (less than 50%)- consultation study during the 2018-2019 school year.

*Source: OCDSB 2018 Senior Staff Planning Session: Planning Department Update
Note: Not all work plans for 2018 are mentioned above.*

Our Technology

Our Technology

Technology for Business and Learning	
Number of employees	93
Number of Core Software Applications	70
Number of user accounts	100,000
Total data stored including data backups	371 Terabytes

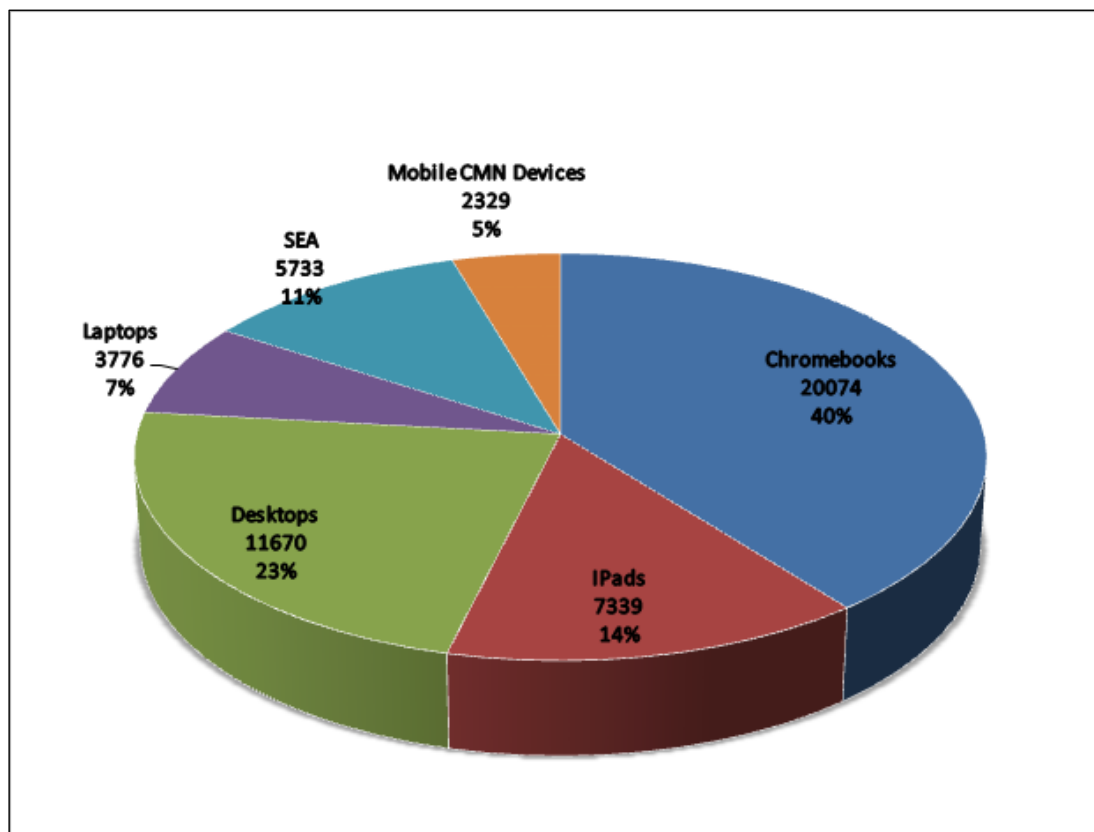


2017-2018 Statistics, Monday to Friday Daily Averages	
District shared internet connection	6 Gigabits/sec
Data throughput over the internet	11 Terabytes/day
Devices using the cabled network	18,000/day
Devices using the wifi	67,000/day

Source: OCDSB, Business & Learning Technologies



Our Technology: Devices



Source: OCDSB, Business & Learning Technologies

Device Facts: Chromebooks are primarily used by students. Most Desktops are used by Administrative Staff. Mobile CMN includes cell phones and SONIMs used for in school communications



Our Technology

District Educational Priorities

- Move towards more mobile equipment in the schools and equitable access for all students.
- Technology is a tool that supports and accelerates students learning

Information Technology Initiatives (E.g. Chromebooks, 1:1 devices, STEAM, etc.)

- 4:1 ratio of students to mobile devices in every school
- Robotics and Coding opportunities for students
- A projector in every classroom
- A device for each teacher

District Project Goals and Objectives

- Upgrade wireless infrastructure
- Enhance communication and engagement through the staff and parent portal
- To improve workflow and processes through effective use of digital tools.

Source: OCDSB, Business & Learning Technologies

Our Technology

Key Technology Expenditures

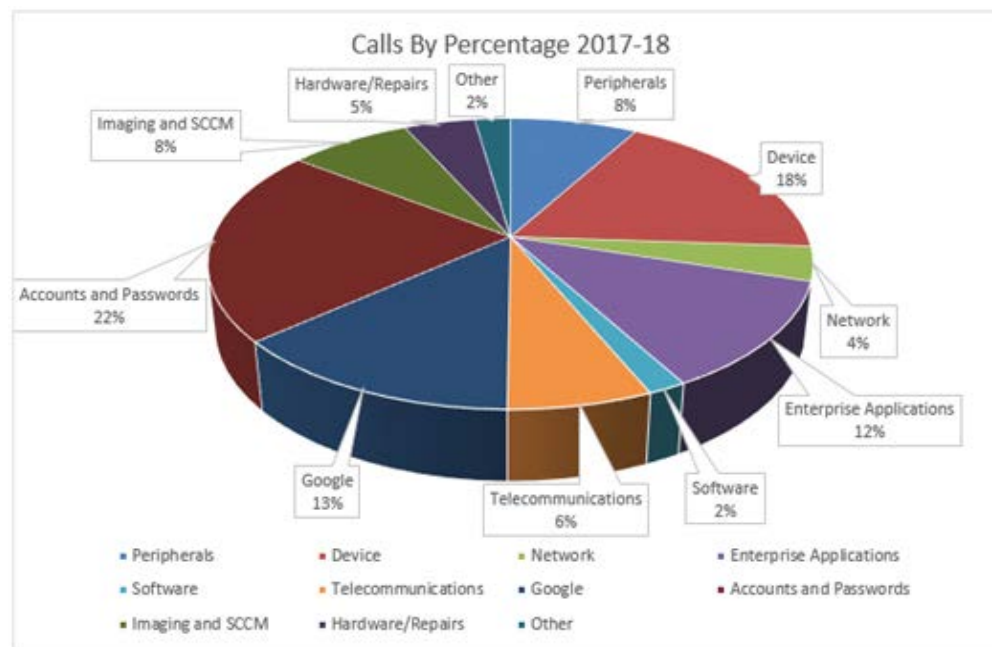
- Internet Costs - \$212,000.00/yr
- Hardware and Network maintenance - \$3.6 million
- Budget for Classroom Technology - \$13.2 million over 5 years 2017-2022
- Software Costs - \$2.3 million



Source: OCDSB, Business & Learning Technologies



Our Technology- Help Desk



Source: OCDSB, Business & Learning Technologies

Help Desk Facts

The majority of calls to the Help Desk were for Accounts and Passwords (22%), followed by Google (13%) and Enterprise Applications (12%).



Our Technology-5 Year Plan

In 2017 the District embarked on a 5 Year Technology Distribution Plan to ensure a baseline of technology in all schools.

Year	Student Mobile Devices	Teacher Devices	Media Laptops	Specialty Computers	Loaner Libraries
2018/19	1975	1742	50	150	150
2019/20	2095	1465	100	150	150
2020/21	2950	0	200	900	150
2021/22	2951	0	200	900	150

Source: OCDSB, Business & Learning Technologies

Technology- IBM Recommendations for 2018-2019 Director's Work Plan

In winter 2018, OCDSB engaged IBM in an organization and optimization review. As part of the process for gathering feedback from the IBM report and from B & LT staff, a Thought Exchange™ was initiated, Staff had the opportunity to provide feedback on the recommendations.

KEY RECOMMENDATIONS

- Internet Traffic Shaping
- Culture of Security
- Human Resources
- New Student Information System
- Enhanced Portal Development for Parents, Students and Staff
- Printing
- Development of a 3 Year B & LT Strategic Plan
- Develop a Consistent Approach to Change Management Across the District
- Using Technology to Engage Staff in Professional Learning

Source: OCDSB Senior Staff Planning Session, Aug 24, 2018

Note: All of these Key Recommendations connect to the OCDSB Strategic Plan Link: Stewardship, Engagement, Learning, Equity, and Well-being in some capacity.

References

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LONG RANGE AGENDA

February 2019

Board/Senior Staff Retreat 08-09 February	Committee of the Whole 04 February	Committee of the Whole 19 February	Board 27 February	Statutory Committees
Action Items: <ul style="list-style-type: none"> 	Action Items: <ul style="list-style-type: none"> 	Action Items: <ul style="list-style-type: none"> • 2019-2020 School Year Calendar • Adoption of EDC By-Law 	Action Items: <ul style="list-style-type: none"> • Reports from COW 04 and 19 February 2019 	<p><u>Parent Involvement Committee</u> 20 February</p> <ul style="list-style-type: none"> • OCDSB Parent Portal • Memo 18-104 – School Climate Survey • PIC 2019 Workplan <p><u>Special Education Advisory Committee</u> 13 February</p> <ul style="list-style-type: none"> • Operational Review Proposed Plan • OAFCCD Presentation <p><u>Audit Committee</u> No scheduled meeting</p>
Discussion Items: <ul style="list-style-type: none"> • Development of 2019-2023 Strategic Plan • Strategic Plan Environmental Scan • Consultation Feedback 	Discussion Items: <ul style="list-style-type: none"> • Strategic Plan Environmental Scan • Strategic Plan: Consultation Summary • Identity-Based Data Collection 	Discussion Items: <ul style="list-style-type: none"> • School Boards' Cooperative Inc (SBCI) Data on Absenteeism • Board Member Code of Conduct P.073.GOV 	Discussion Items: <ul style="list-style-type: none"> • Report from OPSBA Representatives (if required) 	
	Reports from Statutory Committees <ul style="list-style-type: none"> • PIC, 09 January • SEAC, 16 January • IEAC, 17 January 	Reports from Statutory Committees <ul style="list-style-type: none"> • ACE, 24 January • Audit, 23 January 	Monitoring Items: <ul style="list-style-type: none"> • Board Work Plan 	

Weekly Information Memos: <ul style="list-style-type: none"> • October 2018 Elementary & Secondary Enrolment • 2019 Chair's and Community Awards Call for Nomination 	Weekly Information Memos Cont'd: <ul style="list-style-type: none"> •
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LONG RANGE AGENDA

March 2019

Committee of the Whole 05 March	Committee of the Whole 19 March	Board 26 March	Statutory Committees
Action Items: <ul style="list-style-type: none"> Operational Review for Identification, Placement and Assessment of Special Education Students 	Action Items: <ul style="list-style-type: none"> 2019-2020 School Year Calendar Elmdale Renewal Construction Project Funding Approval 	Action Items: <ul style="list-style-type: none"> Reports from COW 05 and 19 March 2019 	<p><u>Parent Involvement Committee</u> No Scheduled Meeting</p> <p><u>Special Education Advisory Committee</u> 06 March</p> <ul style="list-style-type: none"> Operational Review for Identification, Placement and Assessment of Special Education Students (TBC) Memo re: Pilot Project Interest Academy/Guide to Supporting Gifted Students in the Regular Classroom <p><u>Audit Committee</u> 27 March</p> <ul style="list-style-type: none"> Strategic Enterprise Risk Management Framework
Discussion Items: <ul style="list-style-type: none"> 2019-2020 Academic Staff Multi-Year Energy Management Plan 	Discussion Items: <ul style="list-style-type: none"> School Boards' Cooperative Inc (SBCI) Data on Absenteeism Board Member Code of Conduct P.073.GOV 	Discussion Items: <ul style="list-style-type: none"> Report from OPSBA Representatives (if required) 	
Reports from Statutory Committees <ul style="list-style-type: none"> SEAC, 13 February 	Reports from Statutory Committees <ul style="list-style-type: none"> PIC, 20 February IEAC, 21 February 	Monitoring Items: <ul style="list-style-type: none"> Board Work Plan 	

Weekly Information Memos: <ul style="list-style-type: none"> Play Structure & Playground Funding Allocation 2019 Call for OPSBA Policy Resolution 	Weekly Information Memos Cont'd: <ul style="list-style-type: none"> 2018 Statistical Report to Information and Privacy Commissioner Staffing Memo Pilot Project for Interest Academy/Guide to Supporting Gifted Students in the Regular Classroom
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LONG RANGE AGENDA**April 2019**

Committee of the Whole 02 April	Trustee PD Session 11 April 2019	Committee of the Whole 16 April	Board 23 April	Statutory Committees
Action Items: <ul style="list-style-type: none"> Base Rates for Third-Party Providers (tbc) Board Member Code of Conduct P.073.GOV 	Action Items: <ul style="list-style-type: none"> Strategic Plan 		Action Items: <ul style="list-style-type: none"> Reports from COW 02 and 16 April 	<u>Parent Involvement Committee</u> 17 April <ul style="list-style-type: none"> Strategic Plan PRO Grant Application Parent Conference Planning <u>Special Education Advisory Committee</u> 10 April <ul style="list-style-type: none"> SEAC and the Budget <u>Audit Committee</u> 25 April
Discussion Items: <ul style="list-style-type: none"> 	Discussion Items: <ul style="list-style-type: none"> 		Discussion Items: <ul style="list-style-type: none"> Report from OPSBA Representatives (if required) 	
Reports from Statutory Committees <ul style="list-style-type: none"> SEAC, 06 March 		Reports from Statutory Committees <ul style="list-style-type: none"> ACE, 28 March Audit, 27 March 	Monitoring Items: <ul style="list-style-type: none"> Board Work Plan 	

Weekly Information Memos:

- P/V/P Transfers
- Summer Work in School Buildings

Weekly Information Memos Cont'd:

- Grants for Student Needs
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