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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), Rupi Bergamin and Steven Spidell
Alternates:

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

Tuesday, May 21, 2019, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

1.	Call to Order - Vice-Chair of the Board	
2.	Approval of Agenda	
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12. Adjournment



To: Chair and Members
Committee of the Whole

DATE: 21 May 2019

RE: Notice of Motion Re: English Program

Trustee Campbell has given notice that he intends to move as follows at the Committee of the Whole meeting of 21 May 2019:

- A. THAT staff prepare a report for Board discussion in early Fall 2019 comparing the current and projected student enrolment numbers of the elementary English Core French programs with the elementary Early and Middle French Immersion programs, including:**
 - i. Enrolment for special education (non-gifted), English language learners (ELL), and SES, all disaggregated by grade, division, and program colocation nature; and
 - ii. Contribution rates to high school pathways, disaggregated by program colocation nature.

- B. THAT this report additionally identify:**
 - i. Any key operational, financial, pedagogical, community-impacting, or other strategic advantages and/or disadvantages related to its findings; and
 - ii. Any major programming, accommodations, policy, resourcing, and/or other strategic changes which might be expected to significantly and reliably address any concerns identified.

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

Michèle Giroux
Executive Officer
Corporate Services

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



PARENT INVOLVEMENT COMMITTEE

Wednesday, April 17, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Members: Mostafizur Khan, Carm Janneteau, John Marshall, Gita Nurlaila, Diana Mills, Susan Ingram (Community Representative), Martyn Reid (OCASC Member), Amber Labelle (OCASC, Alternate)

Non-Voting Members: Wendy Hough (Trustee)

Staff and Guests: Donna Blackburn (Trustee), Lynn Scott (Trustee), Ian Morris (SEAC), Brett Reynolds (Associate Director), Michele Giroux (Executive Officer), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Board Committee Coordinator), Louanne Desbiens (Big Brothers Big Sisters)

1. Call to Order

Chair Khan called the meeting to order at 6:13 p.m.

2. Approval of Agenda

Moved by Diana Mills,

THAT the agenda be approved.

Carried

3. Review of PIC 20 February 2019 Report

Moved by Amber Labelle,

THAT the Report from the 20 February 2019 PIC meeting be received.

Carried

4. Chair's Report

Chair Khan advised that on 15 April 2019, he attended a professional development workshop for committee chairs on parliamentary procedure. The workshop was developed and led by Dr. Atul Kapur, who is a Certified Parliamentarian and Professional Registered Parliamentarian.

Chair Khan noted that the next speaker series will be presented in conjunction with the Autism Information Night on 23 April 2019. The event will be held at Sir

Robert Borden High School from 6 to 9 p.m. and will feature keynote speaker Dr. Jonathan Weiss who will address mental health and well-being in regards to students with Autism Spectrum Disorder.

Chair Khan noted that the next PIC meeting will be held on 8 May 2019. He encouraged members to provide him with discussion items. He noted that the Parent Conference may be discussed and that members should begin to consider topics that parents would find valuable. He added that he would again invite the Minister of Education and local City of Ottawa councillors to attend as special guests.

In response to a query from Mr. Reid regarding funding for the Parent Conference, Executive Officer Giroux noted that the District has historically received funding for the conference through the Ministry's PRO Grant. The District has not received confirmation on the status of the PRO Grant funding. The Ministry will be releasing its Grants for Student Needs (GSNs) and subsequent information in the EFIS papers. She anticipated that staff would be in a better position to confirm the funding at the presentation of the Board Budget. She added that should the funding not be provided by the Ministry, the Board would have to source the funding from within the operating budget but it would have to be discussed during the budget process.

Executive Officer Giroux advised that the 8 May 2019 PIC agenda includes a discussion item related to the conference.

5. Director's Report

Field Trips

Associate Director Reynolds advised that there has been no change to the District's policy and procedure concerning field trips. However, principals and teachers have received additional professional development concerning risk and safety. He noted that trips might have risks and school-related consequences with staff supervisory time and student absences. He indicated that teachers and principals now carefully review field trips with a mind to selecting only those with a high educational value providing an opportunity for curriculum-based learning not available in the classroom. Teachers and principals evaluate the risks to ensure all of the safety issues are considered. Equity of access is also a consideration as many of the overnight field trips are expensive and may not be available to all. Field trips are happening, but principals are trying to guide staff to select those that are more in line with the intention of the procedure. The District aims to ensure that field trips that do run involve quality education, minimize risk and disruption and provide equity of access for all.

Mr. Reid expressed the view that a District statement within the School Council Newsletter to clarify the District's policy and procedure would be of value.

In response to a query from Mr. Reid regarding the difference between school sanctioned and unsanctioned events, Associate Director Reynolds encouraged

parent council members to discuss policy and procedure concerns with their Superintendent.

Autism Awareness Month

Associate Director Reynolds noted that April is Autism Awareness month and the District began its programming on 2 April 2019. The Learning Support Services Autism team prepared kits with resources that were distributed to all schools to promote and raise awareness of Autism.

Budget and Staff

Associate Director Reynolds noted the District has approved the Academic Staffing budget. Changes were made based on the input from the Ministry. For the most part, staffing will remain the same despite the Ministry announcement of changes to the class size ratio at the secondary level. The formula within the local collective agreement with the teachers' union dictates the class size maximums and the District is required to respect those agreements for the 2019-2020 school year. The changes will come into effect over time.

Associate Director Reynolds advised that the District is still waiting for further details regarding the regular budget. The Board will begin discussions on the 2019-2020 budget on 29 May 2019. Parents are welcome to attend all of the Committee of the Whole Budget meetings and special meetings where delegations will be heard.

Trustee Scott advised that Ottawa is in a favourable situation as the District expects enrolment growth which may help to offset losses the District might have otherwise incurred.

Strategic Plan

Executive Officer Giroux advised that the Board and senior staff have been working on the draft strategic plan. The draft plan will be introduced to the Board at the 7 May 2019 Committee of the Whole meeting and will be shared with the community. May and June will be dedicated to collecting feedback. Parents and school councils will be made aware of the opportunity for consultation in the School Council Newsletter and other District communication channels. The Board will approve the Strategic Plan at the 26 June 2019 Board meeting.

Identity Based Data Collection

Executive Officer Giroux noted that in preparation for the collection of identity based data, the District will be undertaking several focus group sessions to better understand the lived experience of students and how the data would help to address the issues. Executive Officer Giroux noted that the District will meet with key community partners who can assist the District with communication, outreach, and organization. The District has approached the Ottawa Local Immigration Partnership (OLIP) and COWIE to assist in the coordination of the

meetings. Staff anticipate the small researched based focus groups will occur in early May.

Executive Officer Giroux advised that the data collection will begin in November of 2019 and that an awareness campaign will promote and advise the community in the fall. The team is currently working with superintendents and principals on system readiness. Incorporating the data into the regular work is a critical element of the project. Reports such as the Annual Student Achievement Report (ASAR) and suspension data will change with the inclusion of the identity based data.

In response to a query from Ms. Nurlaila, Executive Officer Giroux noted that the intention is to gather the lived experiences, identify systemic barriers, and identify strategies to identify and overcome those barriers. The District has access to index based data which identifies neighbourhoods of need. The identity based data collection would allow for the collection of more specific information.

Executive Officer Giroux noted that the survey would be completed by the parents of elementary student and by the students themselves for those in grades 7 through 12. The provincial standard has identified target groups, but the District has taken a broader approach to include Indigenous students, students who experience anti-Black racism, students who experience Islamophobia, students who are Jewish. The District has expanded that to include LGBTQ++ students, students with disabilities, and students who reside in poverty.

In response to a query from Trustee Hough, Executive Officer Giroux advised that staff are looking at the work of other school boards who are further along with their data collection to better understand the collection of the socio-economic status element and best practice. She noted that this would be a good question for focus group session and community partners.

Executive Officer Giroux advised that the school climate survey for students will launch 23 April 2019 and will be open for four weeks.

6. Action Items

6.a Report 19-043, Confirmation of Community Representatives to the Parent Involvement Committee (PIC)

Your committee had before it Report 19-043, seeking to confirm the appointment of two community representatives to the Parent Involvement Committee.

Moved By Carm Janneteau,

THAT the following persons, representing their respective associations, be appointed to the PIC for the term identified:

Carolyn Hunter, Community Representative, Ottawa Network for Education, 2-year term;

Melissa McGuirk McNeil, Alternate, Ottawa Network for Education, 2-year term; and

Mante Molepo Community Representative, Parents for Diversity 1-year term.

CARRIED

Ms. Labelle suggested that future campaigns for community representatives indicate that the organization and/or association may appoint both a member and an alternate.

7. Presentation and Discussion

7.a Report 19-048, Parent Survey for District Communication Tools

Your committee had before it Report 19-048, to provide input on the communication tools the District is using with parents, specifically school websites, the parent portal, and the OCDSB app.

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

- The survey will be distributed to parents through the School Council Newsletter;
- The May 2019 "Keeping You Connected" will also provide details and a link to the survey. Many schools use the School Council Newsletter content in their own Parent Council and Principal newsletters;
- Interested parents may access the survey from an icon on the school and District website;
- The District will not be sending a letter home to all parents;
- Janneteau suggested an additional question be added that could capture input on the knowledge of the website, i.e. "Do you know if there is a website?" or "Have you ever used the website?"; and
- In response to a query from Mr. Marshall regarding social media, Executive Officer Giroux advised that the District's social media channels focus primarily on Facebook and Twitter. The District does have a LinkedIn account and at the outset of the Strategic Planning process created an Instagram account to help engage secondary students. Mr. Marshall advised that the District consider a Reddit account to engage a younger audience.

7.b Ministry Consultation (Class Sizes and Hiring Practices)

Details on the Ministry consultation on class sizes and hiring practices were provided for information.

Executive Officer Giroux sought input from the PIC on how best to make parents aware of the consultation. She indicated that the School Council Newsletter has contained links to the consultation and that a link is available on the District website. The information has also been shared on the District's social media channels.

Associate Director Reynolds reminded the members that the Ministry owns the consultation.

Ms. Mills shared several questions and concerns regarding the consultation. Associate Director Reynolds encouraged Ms. Mills and others to direct those questions to the Ministry as a response to the consultation.

Ms. Mills expressed the view that more information on each of the consultation focus areas would be beneficial to parents and could aid them in their response.

Executive Officer Giroux suggested quick links, titled "Current Ministry Consultations" could be added to all school websites. Staff could investigate the creation of a template with the details and deadlines, active links, the top three noteworthy facts related to the consultation, links to the related board policies and procedures and information on how to contact local Members of Provincial Parliament.

Ms. Labelle agreed with the proposed template and suggested that it also include a link to the Board of Trustee response, should there be one, to ensure parents have a frame of reference.

Ms. Labelle expressed the view that the Ministry consultations are inaccessible and most parents are unequipped to answer and respond to the difficult questions related to complex issues.

The District cannot provide the translation services required to make the consultations accessible.

Mr. Reid expressed the view that the consultation appears designed to prevent parents from responding. He anticipated a low response rate of those truly invested and will capture outlier remarks.

Executive Officer Giroux noted that the idea of a template model could be a sustainable framework that would be available for additional consultations as they arise.

7.c Rowan's Law (Concussion Safety), 2018 Regulatory Registry Consultation

Information from the Ministry regarding Rowan's Law (Concussion Safety), 2018 Regulatory Registry Consultation was provided for information.

The deadline for submissions is 18 April 2019. Associate Director Reynolds noted that community sport may be more impacted by the results of the consultation than the District. He noted that after the consultation, the Ministry would provide the District with a Provincial Policy Memorandum (PPM) and the District will revise its policy and procedure accordingly.

8. Member Information

8.a OCASC Report

Mr. Reid advised that 21 March 2019 meeting of OCASC was informative owing to presentations from Manager Sandra Lloyd and Bill Tyers from the District's Risk Management department as well as Natalie Markoff from the Parents' Lifelines of Eastern Ontario (PLEO).

Mr. Reid noted that Bill Tyers provided OCASC parents with a comprehensive overview of school council liability, event planning, risk and hosting sanctioned and non-sanctioned events. Mr. Reid expressed the view that the presentation from Manager Lloyd and Mr. Tyers helped most reaffirm that their councils are on the right track in terms of risk and liability. Ms. Mills suggested that a session on risk be made available again at the 2019 Parent Conference.

Executive Officer Giroux noted the District often works with PLEO and that their work would be an interesting topic for the speaker series.

Mr. Reid advised that the 18 April 2019 OCASC meeting will feature a demonstration from MyLifeOnline and a discussion about social media and online safety.

Executive Officer Giroux encouraged OCASC to provide staff with input on the types of information required by school councils to add to the School Council Information section of the School Council Newsletter.

Ms. Labelle indicated that she would provide PIC with an update on the OCASC initiative of an online knowledge library of best practices and resources at the 8 May 2019 PIC meeting.

Mr. Reid noted that OCASC meetings are open to all and encouraged PIC members to attend.

9. New Business

Executive Officer Giroux advised that the following items may be discussed at the 8 May 2019 PIC meeting: Parent Conference Planning, Speaker Series Planning, the Draft Strategic Plan; and presentations from the new community representatives.

Ms. Janneteau requested that the survey results from the 2018 Parent Conference be provided to aid in the planning discussion.

10. Adjournment

The meeting adjourned at 7:50 p.m.

Mostafizur Khan, Chair, Parent Involvement Committee



ADVISORY COMMITTEE ON EQUITY

April 25, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

- Members:** Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Jane Fjeld (Youth Services Bureau), Raigelee Alorut (Tungasuvvingat Inuit)
- Non-Voting Members:** Dorothy Baker (Superintendent of Curriculum Services), Rob Campbell (Trustee), Jacqueline Lawrence (Equity and Diversity Coordinator)
- Staff and Guests:** Donna Blackburn (Trustee), Lynn Scott (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Special Education Advisory Committee), Sue Cowin (Special Education Advisory Committee), David Wildman (Elementary Teacher's Federation of Ontario), Riaz Mostaghim (Spiritual Care in Secondary Schools), Jean Goulet (Spiritual Care in Secondary Schools), Johanna Jackson Kelly (Instructional Coach), Richard Fransham (Community Representative), Emhardt James (Community Representative), June Girvan (J'Nikira Dinqinesh Education Centre), Camille Williams-Taylor (Director of Education), David Sutton (OCDSB), Amanda Rock (Board/Committee Coordinator)

1. Welcome

Chair Hayles called the meeting to order at 6:12 p.m. Diversity and Equity Coordinator Lawrence acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

Superintendent Baker noted the OCDSB's mission statement as "Educating for Success - Inspiring Learning and Building Citizenship."

2. Approval of the Agenda

Moved by Jane Fjeld,

THAT the agenda be approved.

Carried

3. Community Voice (delegations)

3.1 June Girvan, J'Nikira Dinginesh Education Centre

Ms. June Girvan delegated under item 7.1.

4. Review of Advisory Committee on Equity Report

4.1 28 March 2019

Moved by Harvey Brown,

THAT the ACE report of 28 March 2019 be received.

Carried

4.2 Review of Long Range Agenda

The long range agenda was provided for information.

In response to a query from Trustee Ellis, Equity and Diversity Coordinator Lawrence advised that ACE is preparing for next year's annual report.

4.3 Motion/Action Tracking Report, Business Arising

The Motion/Action Tracking Report was provided for information.

5. Action/Discussion/Information Items

5.1 ACE Membership Update

Equity and Diversity Coordinator Lawrence advised that the current ACE members met on 16 April 2019 to discuss the steps necessary to finalize the recruitment process for ACE members.

Ms. Lawrence noted that the following was considered:

- The importance of maintaining corporate memory;
- Whether ACE is an accountability or advocacy body; and
- The committee's influence on the community, commitments made, and the structure of its meetings.

Equity and Diversity Coordinator Lawrence advised that the new slogan for ACE will be "Together we can make a difference". She noted that the Communications team will draft the branding for ACE's slogan.

During the ensuing discussion, the following concerns were noted:

- The importance of ACE members having clarity with regard to what members should be contributing to the committee;
- Engaging millennials and younger professionals to be ACE representatives; and

- Other communication tools may be needed to reach the younger community.

In response to a query from Trustee Campbell, Equity and Diversity Coordinator Lawrence noted that highlighting ACE's accomplishments will be a part of the recruitment process. The draft procedure focuses on the recruitment of new members. She submitted that there is a lack of understanding of the goals and function of the committee. She also noted ACE would like to ensure recruitment of parents who have children enrolled in the District with the hope that there is flexibility to include other family members to act as the parent/guardian.

Equity and Diversity Coordinator Lawrence advised that seven of the eleven members have been selected to represent the following groups:

- Cree;
- First Nations, Métis, and Inuit;
- Racialized groups;
- Disability groups; and
- LGBTQ+.

Equity and Diversity Coordinator Lawrence noted that the membership is still looking for immigrant and newcomer members.

In response to a query, Equity and Diversity Coordinator Lawrence advised that the following are the functions of ACE that align with the OCDSB's goals:

- Provide strategic policy and program advice and/or recommendations on matters of diversity which support equitable education access and outcomes, student learning and well-being, and the development of citizenship;
- Advise the Board of Trustees on the review, development, implementation, and monitoring of all policies and its equity strategy and programs;
- Advise the Board of Trustees on the identification and elimination of systemic barriers to providing bias-aware education, including power dynamics, discrimination and marginalization that may impact the lived experience of members of the school community;
- Liaise with community stakeholders by actively engaging parents and community partners to help create and sustain a safe and inclusive learning environment; and,
- Advise the Board on potential budget implications that may help or hinder its commitment to foster equitable and inclusive education.

Further discussion ensued and the following points were noted:

- The ability to participate in ACE meetings through teleconference call will be shared more vigilantly;
- The meeting's venue may need to include more community spaces as opposed to the OCDSB administration building;
- Increased communication is needed to inform the community that they are welcome to participate in the meetings;
- Indigenous and Black community groups have requested that ACE separate their specific identities;
- ACE anticipates that all eleven members will be recruited by September 2019; and
- ACE has one more meeting for the 2018-2019 school year on May 2019.

Harvey Brown noted that it is crucial that ACE receive feedback from educators with regard to the classroom experience.

Chair Hayles stressed that she would like to receive feedback on classroom stress and hiring processes from teachers without senior management present at a meeting.

The following information was provided in response:

- There are other mechanisms for teachers to provide feedback;
- Teachers are often represented by their federations;
- ACE is a space where everyone who speaks will be respected; and
- It is important for ACE to maintain a core structure.

Elementary Teachers' Federation of Ontario (ETFO) representative David Wildman informed the committee that ETFO has a diverse membership and it is difficult for the bargaining unit to get fulsome information. Teachers are often reluctant to voice their experiences and opinions for fear of the information being shared with their employer. He also noted it is difficult to schedule a meeting with many teachers at the same time as they have other commitments.

5.2 Equity Resources (D.Baker, ext.8573)

Superintendent Baker circulated resources to ACE members and shared a PowerPoint presentation.

She suggested that ACE reflect on the following:

- The role ACE can play in providing input and feedback on some of the OCDSB resources;
- Streamlining the format of the resources; and

- The role ACE can play in a cyclical review of resources.

Superintendent Baker advised that Curriculum Services has drafted a series of one-page documents for educators to reference that include the following:

- Link to Ministry resources and to the OCDSB policies and procedures;
- Professional resources;
- Lesson plans and resources to embed in an educator's regular curricular day;
- Video links; and
- Upcoming community events.

Chair Hayles expressed concern that parents have difficulty accessing resources and noted that it is important that they are able to interact with these resources. Staff advised that there is an e-newsletter that is circulated every Friday and ACE members may be added to the distribution list. The e-newsletter contains outreach information and upcoming events during that particular week and month at the OCDSB. The equity pages on the District's website are also being revamped in the near future by Diversity and Equity Coordinator Lawrence and Instructional Coach Rice.

During the ensuing discussion, the following points were noted:

- ACE may want to consider information they need to make a meaningful contribution to the 2020-2021 budget;
- Linking the budget's funding for equity initiatives to the five pillars of the current strategic plan may be an agenda item to consider for future meetings; and
- Budget presentations from staff need to be purposeful and in the context of the direct impact on equity and ACE.

Chair Hayles noted that the following question would be addressed at the ACE meeting of 23 May 2019:

In what ways does the budget impact equity initiatives in the District?

Trustee Campbell encouraged ACE to schedule a priority-setting session. Equity and Diversity Coordinator Lawrence responded by stating that strategic planning is discussed at ACE.

6. Department Update

Superintendent Baker advised that a memo to trustees on identity-based data collection will be distributed in the near future and will include the following:

- Three key phases of the identity-based data collection;
- The first two phases are qualitative and will be completed by the end of the 2018-2019 school year; and
- The third phase is quantitative data collection slated to start in November 2019.

Superintendent Baker advised that the data collection is to gain a better understanding of the lived experiences of students who have been historically marginalized. She noted that this will inform the District's practice and identify priorities. She shared the logo with ACE and the following feedback was noted:

- The colours brown and black could be included in the logo;
- The logo could have people in a circle formation;
- The font of the logo should not have shadowing to accommodate people with disabilities; and
- The logo could be translated into different languages.

In response to a query, Director Williams-Taylor advised that the community feedback sessions will be in May and June and be open to individuals who want to participate and who are not associated with an organization. Community members' shared lived experiences will be valued by the District. She highlighted that feedback on how the data should be used will be a part of those discussions.

In response to a query, Superintendent Baker advised that senior staff are aware of the community's questions and will be looking for feedback to finalize the identity-based data collection process.

In response to a query, Director Williams-Taylor advised that the District will have answers to the community's questions in Fall 2019. This will allow time for the community to process the information before the quantitative data collection begins in November 2019. She noted that the District wants the community to be fully informed. The process is not intended to be anonymous but information will be kept confidential. She added that the District is currently having discussions with other school boards and the Ministry to analyze the valuable lessons learned from previous identity-based collection initiatives.

Equity and Diversity Coordinator Lawrence advised that the Black Youth Forum was held on 25 March 2019. Approximately 200 black students and educators attended the event which was planned by students for students. This event was intended to share students' lived experiences. The following were areas of focus at the forum:

- Black excellence;
- Mental health and self-care; and
- Systemic racism.

Equity and Diversity Coordinator Lawrence highlighted the following:

- Students conducted research to develop the sessions;
- Students created an open-space experiential dialogue; and
- "Dear Educator" letters were written and shared by students.

Equity and Diversity Coordinator Lawrence shared that the Black Youth Forum will be an annual event. She highlighted that since the Black Youth Forum, four students from the District were chosen to attend the Black Child and Youth Studies Conference in Toronto. The students were well-received and are invited to other events to share their "Dear Educator" letters.

Superintendent Baker advised that the District is awaiting technical documents that will be shared with ACE when they become available.

Staff and trustees shared their recent professional development (PD) experiences.

Diversity and Equity Coordinator Lawrence noted that she attended two equity conferences. She highlighted that Robin DiAngelo and Tina Lopez were in attendance and reflected that race needs to be addressed when an organization is spearheading equity initiatives.

Trustee Blackburn noted that she attended the OSSTF equity session and there were many staff members in attendance.

Trustee Scott advised that she attended the American Education Research Conference in Toronto noting that a number of sessions focused on equity. Student voices that were quoted in the research are similar to what was heard by the District's students at the Black Youth Forum. She expressed confidence that there is hope for the OCDSB to move in a positive direction and noted there is still a lot to be learned.

In response to a query, Superintendent Baker shared that information from conferences is forwarded to senior staff who forward it to their principals for information to be permeated throughout the system.

7. Committee Reports

7.1 Committee of the Whole

Harvey Brown recalled the motion from ACE that was presented to the Committee of the Whole on 16 April 2019 motion.

Moved by Jane Fjeld,

* THAT the Board explore funding to support mental health through an equity lens especially for students who self identify as First Nations, Inuit and Métis and for male students of African descent.

The motion was amended at the Committee of the Whole 16 April 2019 meeting:

Moved by Trustee Ellis,

A. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, with initial focus on students who self-identify as First Nations, Métis, Inuit and for male students of African descent.

B. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self identify as First Nations, Métis, Inuit and for male students of African descent.

June Girvan noted that her concern was raised when the female students at the Black Students Forum vocalized their concern for their male peers' mental health. She noted that the full dialogue can be referenced in the 28 March 2019 ACE meeting minutes.

Ms. Girvan clarified that her intent for presenting the motion was based on her observations and what she felt was needed based on those observations. She noted that the OCDSB adopted the Declaration of the International Decade of People of African Descent on 18 May 2019 and that the motion is complex in nature. She requested that the motion be deferred to a later date.

Trustee Ellis advised that the motion has been referred back to staff for further discussion and will be presented to the Board in September 2019. He suggested that ACE may want to provide clarity to staff with regard to the motion's intent and actions that need to be taken. He queried whether Ms. Girvan's intent was about awareness rather than funding to support mental health. Diversity and Equity Coordinator Lawrence advised that she will be working with the mental health lead to support students' access to mental health through an equity lens.

Trustee Scott noted that that the OCDSB mental health strategy will need to be reviewed in the near future.

Director Williams-Taylor advised that staff plan to re-frame the OCDSB mental health strategy through Learning Support Services (LSS). She noted the following:

- The role of identity informs and is implicated in the mental health experience;
- There needs to be an understanding of the roles and responsibilities that the school system plays in contributing to positive mental health for its students; and
- The District may need to improve the conditions for positive mental health of Black and Indigenous students.

Jane Fjeld added that the District may want to consider their role to include early identification for and referrals of at-risk students. She expressed the view that the District can make a positive impact by playing this role.

Ms. Girvan emphasized that she trusts staff will honour the adoption of the Declaration of the International Decade of People of African Descent.

David Sutton queried whether the District will address the issue of environmental conditions as the cause of mental health issues or whether a student simply needs emotional support. Chair Hayles noted this item as a topic of discussion for the ACE meeting of 23 May 2019.

8. New Business

Mr. Sutton advised that there was a Black youth presentation at Gloucester High School on 25 April 2019.

Raiglee Alorut advised that she attended an Inuit elders conference in Ottawa. The conference shared values of the Inuit people and how they lived prior to colonization.

David Wildman shared that OSSTF presented the movie "14 and Muslim" at one of their professional development events. Diversity and Equity Coordinator Lawrence noted that she is working to have that movie available to the OCDSB in the fall. She also highlighted that the Date for Diversity event will take place from 6:00-9:00 p.m. on 14 May 2019 at Canterbury High School.

9. Adjournment

The meeting adjourned at 8:42 p.m.

Elaine Hayles, Chair, Advisory Committee on Equity



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 19-062

21 MAY 2019

Student Suspension Report for 2017-2018 School Year

Key Contact: Brett Reynolds, Associate Director, 613-596-8211 ext. 8252

PURPOSE:

1. To provide to Committee of the Whole student suspension data and analysis from the 2017-2018 school year, including information on how principals determine if suspension is appropriate, and measures being taken proactively to reduce instances which may result in suspension.

CONTEXT:

2. Board Policy P.020.SCO, Student Suspensions, requires that a summary report of student suspensions be submitted annually to the Board. This report provides an overview of student suspensions for the period of 5 September 2017 to 28 June 2018. The report is provided to help identify emerging trends in unacceptable or unsafe behaviour. It is important to note that while the information presented describes the general trends in suspensions over time, conclusions cannot be drawn as to what specifically is contributing to these trends.

KEY CONSIDERATIONS:

3. A positive school climate helps to promote an environment in which students, parents/guardians, staff and community members feel safe, welcome and respected. Creating this positive learning environment requires the efforts of everyone involved to help promote healthy relationships and encourage appropriate student behaviour. Prevention and early intervention strategies are utilized throughout the OCDSB in an effort to promote an inclusive, safe, and caring environment to foster student learning.

Some examples of these strategies include:

- Collaborative problem solving;
- Continuing to build teacher capacity to engage students in learning through differentiated instruction;
- Evidence-based bullying, violence and harm reduction programs (i.e., WalkAway, Ignore, Talk it out, Seek help (WITS); Look and listen, Explore points of view, Act, Did it work? and Seek help (LEADS); and, Fourth R);
- Itinerant Educational Assistant (IEA) Support;
- Link crew and transition programming;
- Reality Check;
- Restorative practices training;
- Rideauwood Addiction and Counselling services;
- Safe and accepting school teams and school bullying prevention and intervention plans;
- Systemic use of multi-disciplinary teams in schools; and
- Tiered supports for behaviour intervention (see Appendix B for more details).

During the 2017-2018 school year, in response to needs identified by staff and the community, training for principals and vice-principals in promoting positive student behaviour was identified as a priority. Principal and vice-principal participated in three half-day sessions of professional learning activities. Topics addressed during these training sessions included progressive discipline, student suspension and expulsion, building attachment, strategies to promote self-regulation, understanding Behaviour Management Systems (BMS) principles, implementing Applied Behaviour Analysis (ABA) strategies with students who have Autism Spectrum Disorder (ASD), and collaborative problem solving. This work has continued into the 2018-2019 school year.

While the focus remains on the use of prevention and early intervention strategies to promote a positive learning environment, there are occasions in which student behaviour is considered to be unacceptable or unsafe. In these circumstances schools use a progressive discipline approach in an effort to promote positive student behaviour and help students to learn from their choices. A range of options are considered that take into account both the situation and individual circumstances. This allows the school to determine the most appropriate course of action. Discipline is to be both corrective and supportive. In some circumstances, a principal may determine that a suspension or expulsion is warranted. Before making this determination, a principal is required to consider the severity of the behaviour, its impact on school climate, whether some alternative to suspension may suffice, and the behaviour and discipline history of the student. Principals are also required to consider mitigating and other factors before imposing or determining the length of a suspension. These factors include such things as the age of the student, their ability to understand the consequences of their behaviour, and what impact a suspension may have upon their achievement.

4. The Analysis of 2017-2018 Student Suspension Data (attached as Appendix A) provides the following information pertaining to student suspensions:
 - a. Number of Suspensions and Suspension Rate by Enrolment :
 The District has seen a rise in the suspension rate relative to increases in enrolment. This is largely in the elementary panel and is consistent with reports of increasing dysregulated pupil behaviour in the younger grades. Inappropriate behaviour can be understood as a student's way of communicating a need or responding to something in the environment. The data showing boys continue to be suspended at significantly higher rates than girls across all grades may reflect that boys are more apt to communicate their dysregulation through physical modes.
 - b. Suspension Analysis by Identified Groups:
 Beginning in the 2019-2020 school year, the District will begin the process of collecting identify-based data. It is anticipated that this data will be incorporated into future reports on student suspension once it is available. This year's report introduces the concept of a disproportionality index which gives an indication of over/under representation of specific groups of students in a particular program/outcome, where larger index values indicate higher levels of disproportionality. Use of this index has helped to identify that students who reside in lower income neighbourhoods, particularly those who also belong to any other group or combinations of groups, are particularly overrepresented in the suspension data.
 - c. Suspensions by Student Exceptionality,
 The five-year trend indicates that students identified with a behaviour exceptionality are suspended at the highest rate, while students identified as gifted are suspended at the lowest rate of any identified group, a rate even lower than that of students not identified with special education needs.
 - d. Suspension Data by Infraction Location and Nature:
 Most incidents which lead to suspension occur in the classroom, on the school grounds or in the hallways. Of the possible reasons for imposing a suspension, conduct injurious to the physical or mental well-being of others is the most common.
 - e. Suspension Frequency and Duration:
 The majority of students who receive a suspension are suspended for one school day. In most cases the students have no further suspensions, suggesting that the behaviour has improved and that suspensions can be an effective corrective intervention for many students.

In some cases, a principal may "refuse to admit to the school or classroom, a person whose presence would in the principal's judgment to be detrimental to the physical or mental well-being of the pupils" (i.e., exclusion under section 265(m) of the *Education Act*). Student exclusions are not disciplinary and should

not be confused with suspension and expulsion, and as such, are not included in this report.

RESOURCE IMPLICATIONS:

5. There are no resource implications attached to this discussion report.

COMMUNICATION/CONSULTATION:

6. No consultation was required in preparing this report. The information contained in this report will be shared with principals.

STRATEGIC LINKS:

7. The monitoring and reporting on student suspensions contributes to the strategic priority of *Well-being: A culture which supports and respects the well-being of every individual in a safe and caring learning and working environment.*

GUIDING QUESTIONS:

8. How can this information be used to inform and support the work and priorities of the District?

Brett Reynolds
Associate Director

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

APPENDICES

Appendix A - Analysis of 2017-2018 Student Suspension Data

Analysis of 2017-2018 Student Suspension Data

Overview

The Ministry of Education collects suspension data for all publicly funded school districts in Ontario through the 30 June OnSIS submission. Suspension rates are calculated based on the total number of students who received at least one suspension between 5 September and 28 June, as a percentage of the enrolment as of October 31.

Table 1 provides a five-year historical overview of enrolment and suspension data, disaggregated for the elementary and secondary panels, using extracts from Trillium. For the 2017-2018 school year, the student suspension rate for the OCDSB is estimated at 3.27% (n=2,406); provincial data is not yet available, but historically OCDSB suspension rates have been lower than those for the province.

A total of 3,753 suspensions were issued in 2017-2018 – 2,310 at the elementary level, and 1,443 at the secondary level – which represents an overall increase of 12.4% from the previous year. The overall suspension rate, based on a student population of 73,571 was 5.1% (compared to 4.6% in 2016-2017). Over a five-year period, it is worth noting that student suspensions at the elementary level have continued to increase at a higher rate than elementary enrolment, while there has been a decrease in the overall suspension rate at secondary.

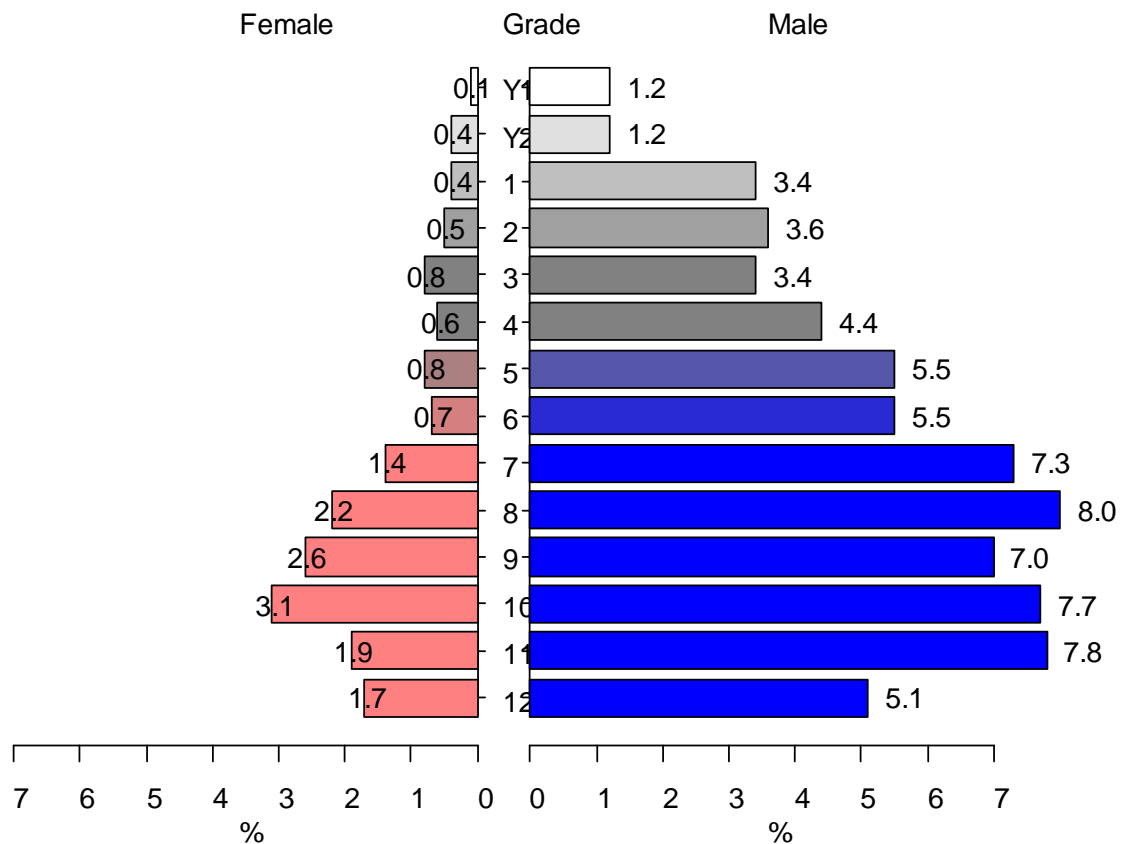
Table 1: Historical Overview of Enrolment and Suspension Data

Student Enrolment	2014	2015	2016	2017	2018
<i>Elementary</i>	48,126	48,176	47,685	48,702	49,106
<i>Secondary</i>	24,252	23,978	23,886	23,790	24,465
Total	72,378	72,154	71,571	72,492	73,571
Number of Suspensions Issued					
<i>Elementary</i>	1,597	1,613	1,635	1,943	2,310
<i>Secondary</i>	1,686	1,573	1,315	1,397	1,443
Total	3,283	3,186	2,950	3,340	3,753
Number of Students Suspended					
<i>Elementary</i>	944	936	942	1,086	1,308
<i>Secondary</i>	1,025	983	880	937	1,098
Total	1,969	1,919	1,822	2,023	2,406

Suspension Rates by Grade and Gender

Figure 1 shows suspension rates by gender. At every grade level, suspension rates are higher for males than they are for females, with ratios ranging from lowest in grade 10 to highest in Year 1 Kindergarten. The trend that student suspension rates are highest for boys in grades 7 through 11, and for girls in grades 8 through 10 has remained consistent over the last few years.

Figure 1: Student Suspension Rates by Gender and Grade (2017-2018)



Identified Groups of Students

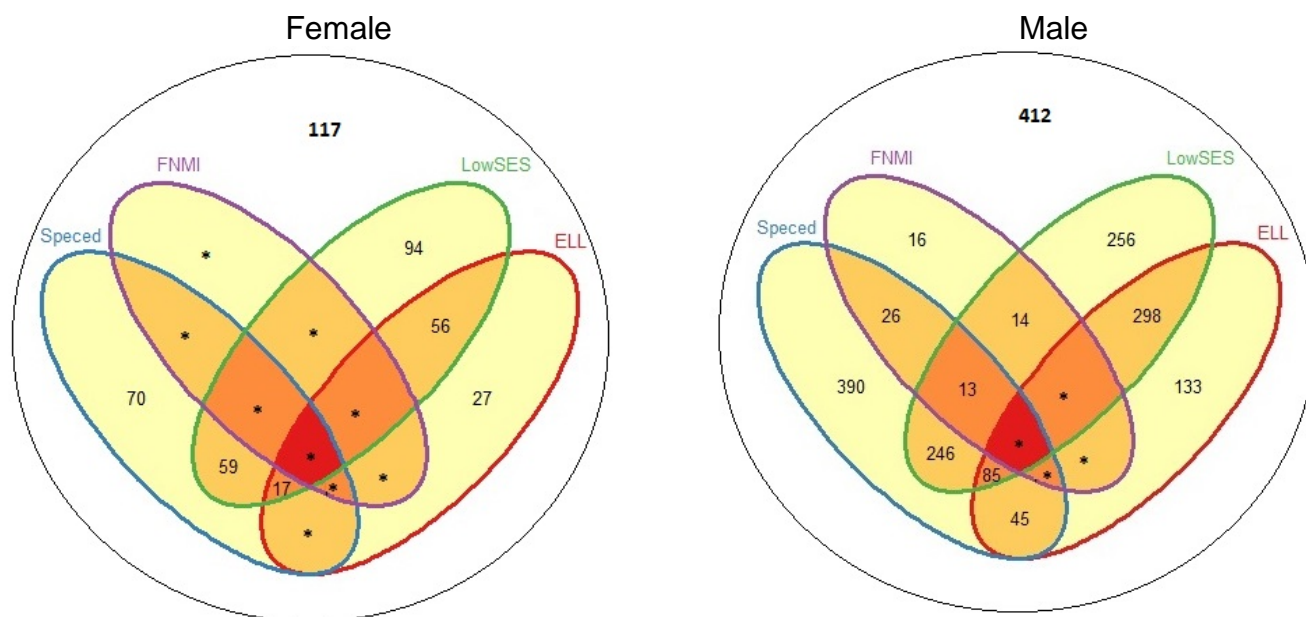
The number of students who received at least one suspension during the 2017-2018 school year, and the total number of suspensions issued, were disaggregated for the groups of students that are currently tracked in the OCDSB (Table 2).

Table 2: Suspension Summary (2017-2018)

	Enrolment (N = 73,571)	Students Suspended (N = 2,406)	Suspensions Issued (N = 3,753)
Female	36,028	466	655
Male	37,543	1,940	3,098
ELL	11,976	672	970
Spec. Ed.	13,259	968	1,795
FNMI	1,468	98	182
Low SES	19,563	1,156	1,950

Figure 2 shows the overlap (in numbers) across each of the identified groups for females and males. Students who fall within one or more identified group are displayed within the coloured portion of the ellipses; darker shading represents a greater number of groups to which the student belongs. For example, sections with the darkest shading in each ellipse indicate that students have self-identified as Indigenous, reside in a lower income neighbourhood, and have been recorded as both an ELL and as having a special education need in Trillium. While approximately one-quarter of our students live in lower income neighbourhoods, these students account for nearly half of all students suspended.

Figure 2: Number of Students Suspended by Identified Group (2017-2018)



*indicates fewer than 10 students (for females, these areas sum to 26, for males they sum to 6).

Table 3 organizes suspension data into 32 distinct groups; inclusion in a specified group is indicated by the shaded boxes. A disproportionality index has also been calculated in order to better understand the over/underrepresentation of certain groups of students in suspension data relative to the student population; larger index values reflect greater disproportionality. Analysis of this information suggests that for both males and females the greatest disproportionality occurs for students who are English language learners, have special education needs, and who reside in lower income neighbourhoods (5.4 and 1.8, respectively; affecting approximately 100 students overall). Disproportionality rates are also high for students who have special education needs and who reside in lower income neighbourhoods (4.8 and 1.8, respectively; affecting approx. 300 students).

Table 3: Disproportionality Index by Identified Groups

	ELL	SpecEd	FNMI	LowSES	Enrollment (N=37,543)	Suspended (N=1,940)	Index*			ELL	SpecEd	FNMI	LowSES	Enrollment (N=36,028)	Suspended (N=466)	Index*
MALE					18,255(48.6)	412(21.2)	0.7							20,072 (55.7)	117 (25.1)	0.2
				X	5,156 (13.7)	256 (13.2)	1.5					X		5,453 (15.1)	94 (20.2)	0.5
			X		285 (0.8)	16 (0.8)	1.7					X		338 (0.9)	*	*
			X	X	156 (0.4)	14 (0.7)	2.7					X	X	198 (0.5)	*	*
		X			5,463 (14.6)	390 (20.1)	2.2				X			3,229 (9)	70 (15)	0.7
		X		X	1,575 (4.2)	246 (12.7)	4.8				X		X	1,020 (2.8)	59 (12.7)	1.8
		X	X		158 (0.4)	26 (1.3)	5.0				X	X		87 (0.2)	*	*
		X	X	X	92 (0.2)	13 (0.7)	4.3				X	X	X	58(0.2)	*	*
	X				2,764 (7.4)	133 (6.9)	1.5			X				2,531 (7)	27 (5.8)	0.3
	X			X	2,598 (6.9)	298 (15.4)	3.5			X			X	2,444(6.8)	56 (12)	0.7
	X		X		10 (0.03)					X		X		16 (0.04)		
	X		X	X	23 (0.1)	*	*			X		X	X	13 (0.04)		
	X	X			511 (1.4)	45 (2.3)	2.7			X	X			272 (0.8)	*	*
	X	X		X	479 (1.3)	85 (4.4)	5.4			X	X		X	281 (0.8)	17 (3.6)	1.8
	X	X	X		10 (0.03)					X	X	X		*	*	*
	X	X	X	X	*	*	*			X	X	X	X	*	*	*
FEMALE					18,255(48.6)	412(21.2)	0.7							20,072 (55.7)	117 (25.1)	0.2
				X	5,156 (13.7)	256 (13.2)	1.5					X		5,453 (15.1)	94 (20.2)	0.5
			X		285 (0.8)	16 (0.8)	1.7					X		338 (0.9)	*	*
			X	X	156 (0.4)	14 (0.7)	2.7					X	X	198 (0.5)	*	*
		X			5,463 (14.6)	390 (20.1)	2.2				X			3,229 (9)	70 (15)	0.7
		X		X	1,575 (4.2)	246 (12.7)	4.8				X		X	1,020 (2.8)	59 (12.7)	1.8
		X	X		158 (0.4)	26 (1.3)	5.0				X	X		87 (0.2)	*	*
		X	X	X	92 (0.2)	13 (0.7)	4.3				X	X	X	58(0.2)	*	*
	X				2,764 (7.4)	133 (6.9)	1.5			X				2,531 (7)	27 (5.8)	0.3
	X			X	2,598 (6.9)	298 (15.4)	3.5			X			X	2,444(6.8)	56 (12)	0.7
	X		X		10 (0.03)					X		X		16 (0.04)		
	X		X	X	23 (0.1)	*	*			X		X	X	13 (0.04)		
	X	X			511 (1.4)	45 (2.3)	2.7			X	X			272 (0.8)	*	*
	X	X		X	479 (1.3)	85 (4.4)	5.4			X	X		X	281 (0.8)	17 (3.6)	1.8
	X	X	X		10 (0.03)					X	X	X		*	*	*
	X	X	X	X	*	*	*			X	X	X	X	*	*	*

* < 10; grey shaded areas= no data

Figure 3 provides a historical overview of student suspension rates by exceptionality (Table 4 provides additional details). Students with a behavioural exceptionality continue to engage in behaviours that are more likely to result in suspension at a significantly higher rate compared to students identified with any other exceptionality. Suspension rates for students identified with a behavioural exceptionality increased in 2017-2018 after seeing declines for the past few years. A decline in student suspension rates for students identified with a mild intellectual disability have been observed this past year, while higher rates of suspension were observed for students with a language impairment and students receiving special education support who have not been formally identified with an exceptionality (i.e., IEP-only). With the exception of students identified as Gifted, students identified with special education needs continue to engage in behaviours that are more likely to result in suspension compared to students without special education needs.

Figure 3: Historical Overview of Student Suspension Rates for Students with Special Education Needs by Exceptionality and Those Without

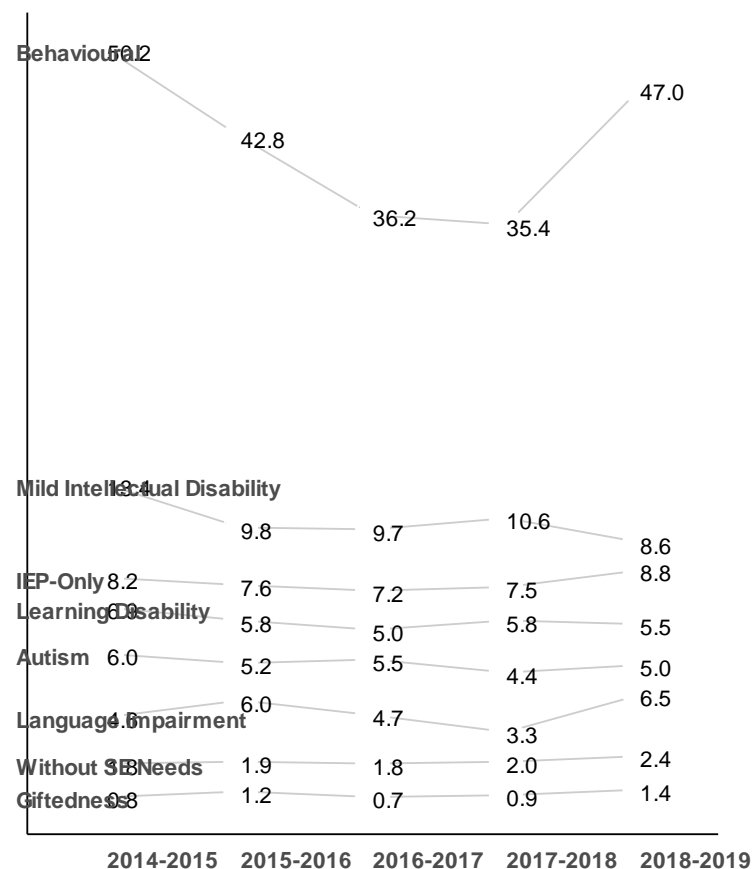


Table 4: 5-Year History of Student Suspensions for Students with Special Education Needs by Exceptionality and by Panel

Exceptionality	Total	2014	2015	2016	2017	2018
<i>Autism</i>	# identified # suspended # suspensions	716 43 83	776 40 89	782 43 86	745 33 56	837 42 75
<i>Behavioural</i>	# identified # suspended # suspensions	201 101 304	187 80 256	177 64 161	158 56 168	149 70 185
<i>Blind and Low Vision</i>	# identified # suspended # suspensions	23 * *	22 * *	20 * *	14 * *	17 * *
<i>Deaf and Hard-of Hearing</i>	# identified # suspended # suspensions	105 * *	99 * *	95 * *	97 * 14	94 * *
<i>Developmental Disability</i>	# identified # suspended # suspensions	379 * *	358 * *	354 * *	317 * 10	347 * *
<i>Giftedness</i>	# identified # suspended # suspensions	2,338 18 21	2,215 27 45	2,099 14 28	1,612 15 23	1,736 24 35
<i>Language Impairment</i>	# identified # suspended # suspensions	325 15 24	332 20 38	318 15 19	276 * *	293 19 28
<i>Learning Disability</i>	# identified # suspended # suspensions	2,488 172 289	2,195 127 226	1,987 100 182	1,615 93 152	1,550 85 140
<i>Mild Intellectual Disability</i>	# identified # suspended # suspensions	449 60 102	451 44 83	414 40 77	359 38 92	396 34 74
<i>Multiple Exceptionalities</i>	# identified # suspended # suspensions	26 * *	26 * *	33 * *	28 * *	28 * *
<i>Physical Disability</i>	# identified # suspended # suspensions	90 * *	91 * *	78 * *	76 * *	77 * *
<i>IEP-Only</i>	# identified # suspended # suspensions	5,436 444 811	5,874 444 794	6,569 475 824	7,188 539 989	7,729 680 1,241
Total	# identified # suspended # suspensions	1,2578 869 1,656	12,626 798 1,551	12,926 763 1,397	12,488 801 1,518	13,259 968 1,795

Nature of Suspension

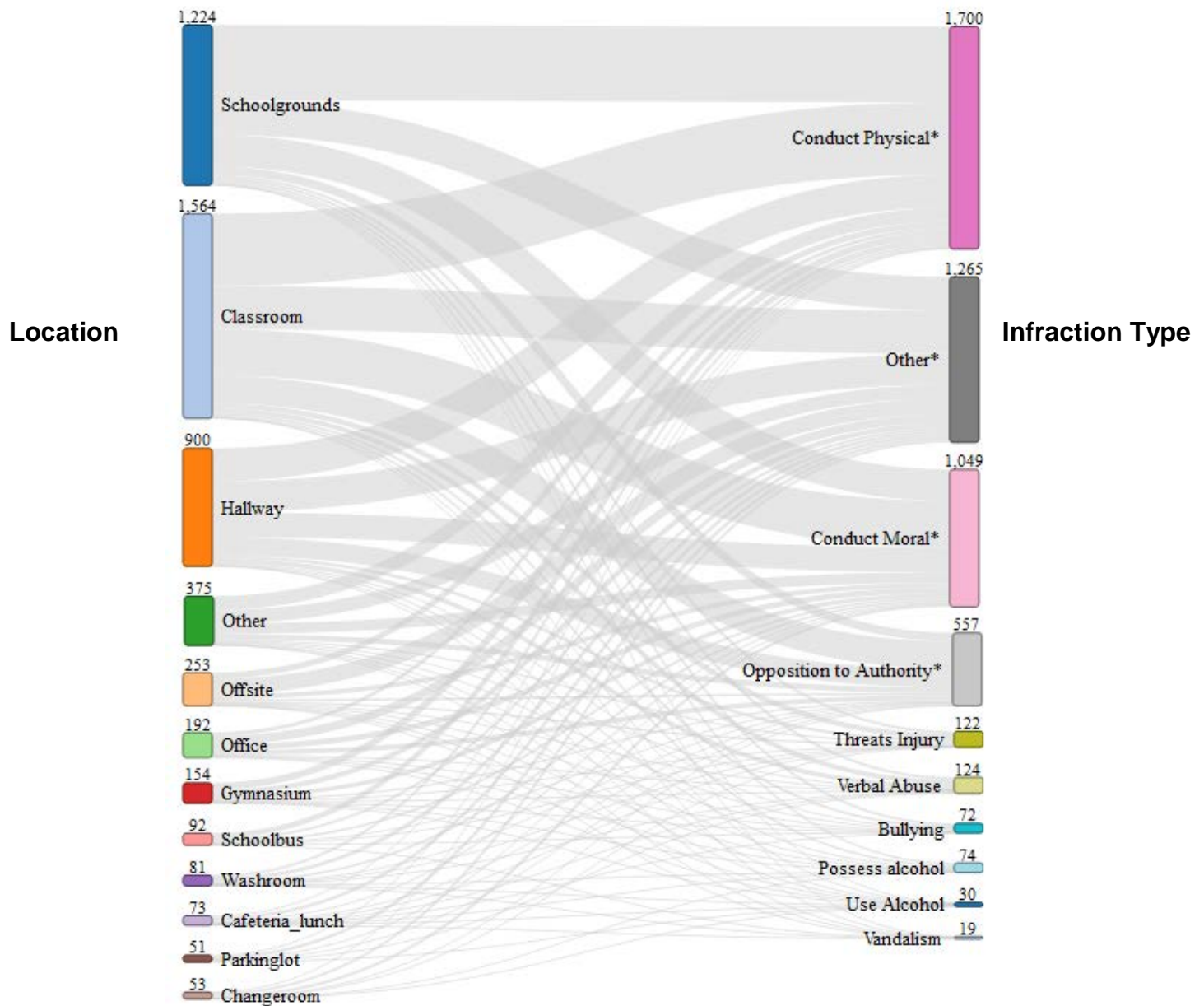
Figure 4 shows the locations in which infractions occurred and the reasons for the suspension (i.e., infraction type¹). It is important to note that a single suspension can include more than

¹ There are 26 codes established and used by the OCDSB that map onto the Ministry-recognized "other" category. In addition to the Ministry-recognized codes, Figure 4 includes OCDSB-established codes that account for at least 10% of the infraction types.

one type of infraction. Consistent with previous years, incidents that resulted in a suspension were most likely to occur:

- in the classroom, on the school grounds, or in a hallway; and
- for a reason coded as “other” by the Ministry – most notably conduct that is physically harmful to another person or to the moral tone of the school, and persistent opposition to authority.

Figure 4: Location in Which Infraction Occurred by Infraction Type, 2017-2018

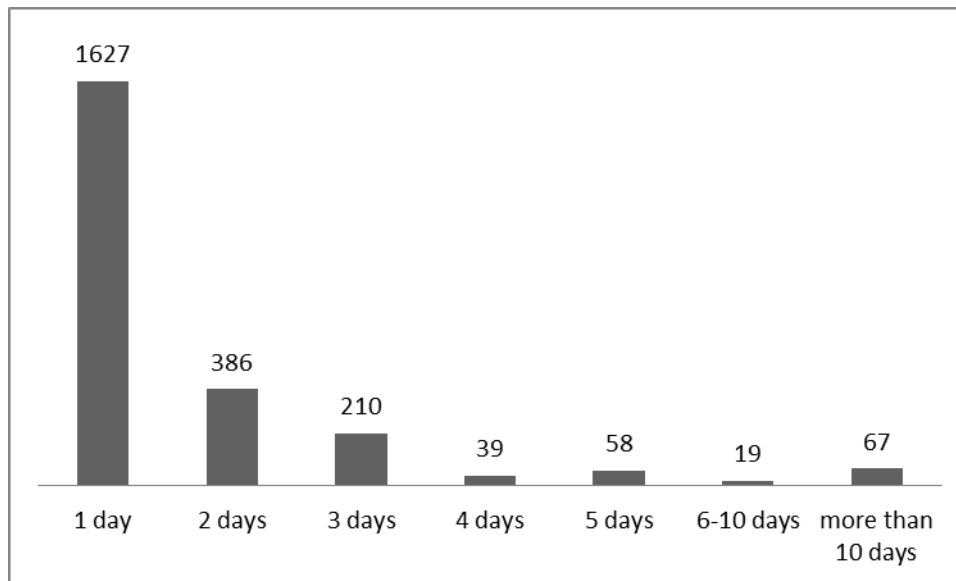


* OCDSB-established infraction codes that the Ministry of Education would also include with “Other”.

Frequency and Duration of Suspensions

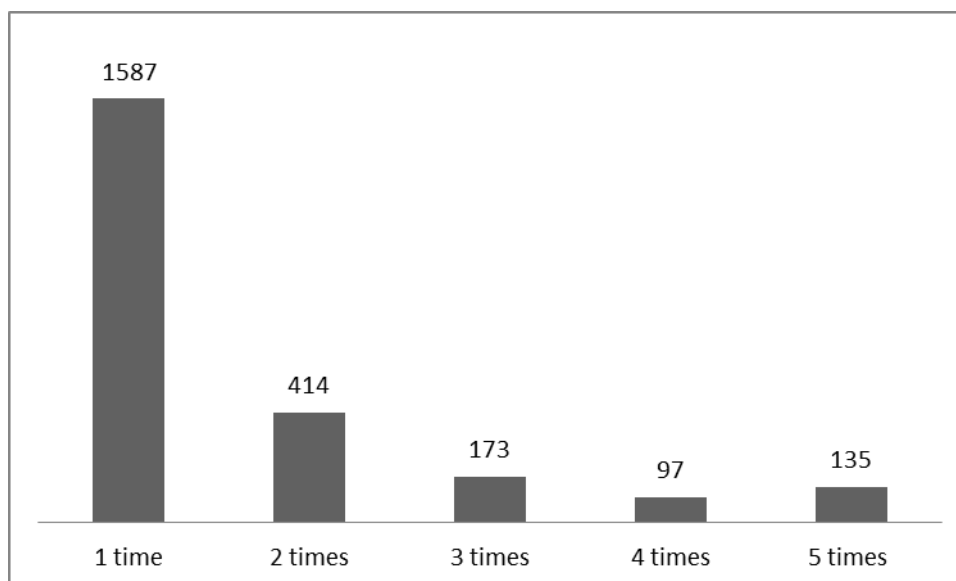
Approximately two-thirds of students suspended (1,627 of 2,406) received a one-day suspension during the 2017-2018 school year (Figure 5); a rate that has been consistent for the past few years.

Figure 5: Duration of Student Suspensions



Approximately two-thirds of students suspended in 2017-2018 (1,587 of 2,406) were suspended only once over the course of the year (Figure 6); this is also consistent with the past few years.

Figure 6: Frequency of Students Suspended Multiple Times



Appendix A to Report 19-062Summary and Next Steps

The analysis of student suspension data for 2017-2018 shows an increase in the number of students receiving a suspension and in the number of suspensions issued overall. General trends continue to show that:

- male students are more likely to engage in behaviours leading to suspension
- students who are identified with special education needs (particularly those with a behavioural exceptionality) and who reside in lower income neighbourhoods are the most disproportionately represented in the data;
- incidents that result in a suspension typically occur in the classroom, on the school grounds, or in the hallway and for reasons associated with conduct that is injurious to the physical or mental well-being of others in the school, conduct that is injurious to the moral tone of the school, and persistent opposition to authority;
- the majority of students suspended in 2017-2018 were suspended only once, and most suspensions lasted for a single day.

The District needs to continue working to better understand the potential reasons for suspensions being issued at disproportionate rates for some groups of students. As the province and District move towards the collection of identify-based data, there may be greater opportunity to consider the intersectionality of these identities in relation to a range of outcomes in order to identify and remove systemic barriers that may be contributing to the practice. Continued monitoring of trends in student suspension data on an annual basis is important in providing programs, supports, and services to students and staff to help promote a safe and welcoming learning environment.



COMMITTEE OF THE WHOLE (PUBLIC)

Report No. 19-059

21 May 2019

Supporting Indigenous Learners at the OCDSB

Key Contact: Dorothy Baker, Superintendent of Curriculum Services, ext.8573
Jody Alexander, Indigenous Education Vice-Principal, ext.8179

PURPOSE:

1. This report will provide an update to Trustees with respect to Indigenous Education within the OCDSB for the 2017-2018 school year.

CONTEXT:

2. The OCDSB's vision and work in supporting Indigenous Education is grounded in the Ministry's vision and the Calls to Action from the Truth and Reconciliation Commission. The District's commitment to engaging with and supporting Indigenous students' achievement and well-being is focused on prioritizing their emotional, physical, social, and intellectual development by taking actions in these three key areas:
 - i. building relationships of trust within the Indigenous community to work together to improve student achievement and well-being;
 - ii. establishing a process so that more students and their families feel comfortable in the self-identification process, providing the capacity to measure progress in closing the achievement gaps; and,
 - iii. providing learning opportunities for all students and staff to build knowledge, appreciation and a deeper understanding for Indigenous traditions, cultures, perspectives, and roles in Canadian history.

The Ottawa-Carleton District School Board had 1480 (ONSIS March, 2018) self-identified Indigenous students in the 2017-2018 school year. This number has slightly increased from the 2016-2017 school year and the District has continued making efforts to ensure that the number of self-identified students better reflects the demographics of the community.

In 2007 the Ministry released the Ontario First Nation, Métis and Inuit Policy Framework. In 2014, the Ministry of Education released the Implementation Plan for that document, confirming the Ministry's three primary goals:

- Improve student well-being and achievement for Indigenous students;
- Close achievement gaps between Indigenous and non-Indigenous students; and
- Increase public confidence.

Annually, the OCDSB develops a Board Action Plan (attached as Appendix A) and submits it to the Ministry. The following strategies are woven throughout the work of the OCDSB's Indigenous Educational Learning Team to support the Ministry's three primary goals:

- Using Data to Support Student Achievement;
- Supporting Students;
- Supporting Educators; and,
- Engagement and Awareness Building

KEY CONSIDERATIONS:

3. Improving Student Well-Being and Achievement for Indigenous Students

The Indigenous Education Learning Team is working with students and educators with a goal of supporting movement along a learning continuum that begins by building awareness, leads to engaged learning, and ultimately to embedding Indigenous pedagogy as part of practice. This team is also working closely with educators to ensure that Indigenous students see themselves and have a voice in their community schools.

In the 2017-2018 school year, the Indigenous Student Success and Re-Engagement Coordinator (ISSRC) supported 30 schools (K-12), worked directly with 353 students, facilitated 60 student circles, held 77 parent/guardian meetings, and met with 191 school staff. Additionally, the ISSRC provided intensive and ongoing support to students and staff at Gloucester High school to assist in the transition of students from Rideau High School and with Ottawa Technical Secondary School which has one of the highest representation of self identified Indigenous students in our District. This role has made a difference with students and staff by building relationships and fostering a culture of trust that is evident in the increasing number of students and educators who seek to engage with the ISSRC and who seek support from the ISSRC to further their learning as a school community. During the 2017-2018 school year, the ISSRC made referrals to several community agencies and established a waiting list as he was unable to keep up with the increasing demand. This reality reinforced our need to explore options to increase staffing in order to provide greater support for students and educators.

In 2017-2018 the Indigenous Education Learning Team expanded to include an Indigenous Itinerant Teacher (IIT) serving students and educators K-8. The IIT embedded professional learning in classes with educators to develop, model,

co-plan, and co-teach programming designed to build awareness and confidence. This work made a difference in building staff confidence and capacity while developing student awareness and allowing Indigenous students to see themselves reflected in their learning. Although very closely engaged at the beginning, the IIT was able to step back and serve more as a resource as teachers took on a greater role in developing and implementing programming. Over the year, additional teachers in schools reached out to the IIT to further their learning and embed Indigenous perspectives in their classes. The difference for students was observed when they shifted from a place of receiving information to a place of requesting additional learning; asking to learn more about Indigenous issues (such as water issues, access to health care, etc.) and asking to further engage in matters around social justice. The difference for Indigenous students was observed when they expressed validation and pride in seeing themselves and their cultures reflected in their learning. Learnings from this experience reinforced the need to engage with more schools.

4. Closing the Gap

The work facilitated by the Indigenous Education Learning Team in supporting Indigenous students' achievement and well-being is foundational to seeing changes in data; specifically in the narrowing of learning gaps. Provincial and District data continues to show a gap in measurement indicators in achievement for students who self identify as Indigenous. In 2017/2018, achievement gaps for students who self identified as Indigenous narrowed in 7 of the 10 EQAO Assessments. A three year trend analysis showed that the largest gaps appear in primary reading, writing, and mathematics and in junior mathematics. This data is detailed in Appendix B. The Indigenous Education Learning Team piloted several initiatives in 2017-2018 to respond to these gaps.

In 2017-2018 our Indigenous Instructional Coach worked with students and educators at the junior level to focus on mathematical learning through beading. While building mathematical skills, this experience provided an opportunity to bring greater awareness to students and educators about Indigenous ways of knowing, while also building cultural competency through discussions on how to welcome and work with Knowledge Keepers in our school communities. The instructional coach facilitated connections between community partners and educators to develop and facilitate beading experiences. The community partners led the beading instruction while the instructional coach and teachers focused on, highlighted and reinforced mathematical concepts such as multiplicative thinking, algebraic reasoning, and patterning. This work made a difference for Indigenous students who expressed greater confidence in their mathematical ability. They took pride in their culture by seeing elements of their culture as a central part of their learning and in taking on leadership roles, working directly with and supporting their peers' learning. All students expressed a greater awareness of the application of mathematical thinking in different and authentic settings.

Successful transitions can be the first step in setting students up to be successful in their learning. To support this priority, the instructional coach facilitated community connections to develop a collaborative inquiry with community partners and educators focused on supporting increased Inuit cultural understanding and transitions for Inuit students at the primary level. Through this inquiry, best practices were developed and resources were identified to support greater awareness of Inuit cultures and perspectives that were used to create a more smooth transition for Inuit students. Through this experience, further embedded professional learning was identified as a need by the participants in the collaborative inquiry to ensure that this learning could be shared with other educators seeking to support transitions for Inuit children.

5. Increasing Public Confidence: Engaging with Indigenous Students, Parents, and Community Partners

Prior to 2017-2018 and through the relationships developed by the members of the Indigenous Education Learning Team, Indigenous parents/guardians and community partners had shared a desire to increase Indigenous voices, content, and perspectives while further embedding an accurate portrayal of history in their children's learning experiences. Additionally, students reinforced that they would like to celebrate who they are, know that someone is listening to them, and see themselves reflected through better Indigenous content and more Indigenous perspectives. These voices informed several priorities for the work: the development of Indigenous Education Advisory Council (IEAC), embedding Indigenous perspectives in specific curricular areas, and further engaging with student voice to promote student leadership.

The policy and framework to establish the Indigenous Education Advisory Council (IEAC) were developed alongside Indigenous students, families and community partners to ensure the creation of an advisory group designed and structured to respect and honour Indigenous voices and ways of knowing. The policy was approved in June 2018 (P.140.GOV) for implementation in 2018-2019. Initial priorities for this group included engaging with partners, students, families and educators to be part of this advisory group, and establishing relationships that support capacity building in listening and engaging in meaningful communication and shared learning.

The OCDSB has partnered with Indigenous Elders, Knowledge Keepers and community partners to create rich, relevant learning opportunities through the development of the English - Understanding Contemporary First Nations, Métis and Inuit Voices (NBE3U/C/E) course. Nine secondary schools requested to be part of this planning to offer the NBE course as the compulsory grade 11 English course for the 2018-2019 school year. Participating schools benefited from the knowledge shared with the OCDSB by Indigenous partners both at the planning stages and at the implementation phase through continued Indigenous cultural competency learning, diving deeper into the revised Indigenous Studies curriculum, developing a compilation of resources, and the introduction of a

virtual learning environment. Teachers have expressed an increased confidence in co-learning alongside their students and an increased comfort in reaching out to community partners to support learning for all students.

The Indigenous Education Learning Team has sought out the voices of Indigenous students to better understand how to support the students' learning journey and build their confidence in their own voices. The Indigenous Youth Symposium in March 2018 provided the opportunity for attendees to listen to Indigenous student voices and learn that they want and need to:

- have opportunities to get together;
- have opportunities to lead;
- have opportunities to celebrate who they are;
- have the opportunity to share their stories;
- know someone is listening to them;
- know that there will be action on their concerns;
- know that they are not alone;
- have more and better Indigenous content in their learning;
- stop being called on as experts in Indigenous Education;
- stop feeling unsafe in school; and
- learn from Elders and Knowledge Keepers.

These learnings were shared with educators through professional learning opportunities and applied to the planning for our work in supporting Indigenous student well-being and achievement and in efforts to close learning gaps. The learnings were also used as the foundation for the enhancement and/or creation of various experiences and student led initiatives including the Indigenous Leadership Camp, the Gloucester High School Pow Wow, Mamawii Together, and the OCDSB Date with Diversity. Indigenous students led learning at the OCDSB Rainbow Youth Forum and provided insight to teachers around the importance of seeing themselves in the curriculum; sharing their stories and experiences. This learning reinforced the need to further empower Indigenous students as leaders and difference makers in the OCDSB.

6. Learning and Next Steps

Each experience and initiative resulted in enhanced awareness, capacity building, and movement into greater engagement of Indigenous pedagogy and Indigenous ways of knowing. Progress is being made, and those achievements support the refinement of our goals moving forward. Each experience serves to build our understandings and guide our next steps in further supporting professional learning for staff while valuing and empowering Indigenous students.

In order to continue movement along the learning continuum - from awareness, to engagement, to embedded Indigenous pedagogy, the Indigenous Education Learning Team has continued to engage in and support learning during the 2018-2019 school year that supports the Ministry's three primary goals.

Initiatives to ensure that difference is being made in each of these areas has been built into the 2018-2019 Board Action Plan and includes:

- Improved Well-being and Achievement in Indigenous Students
 - Establish a monthly Indigenous Youth group;
 - Create an additional Indigenous student support position;
 - Continue to embed professional learning to build awareness and move into greater engagement in learning;
 - Continue and expand Indigenous student leadership opportunities; and
 - Support the implementation of the NBE course.
- Closing Learning Gaps for Indigenous Students
 - Further extend InStem learning opportunities;
 - Support the partnership with Wabano and Inuuqatigiit-Centre for Inuit Children, Youth and Families (formerly known as the Ottawa Inuit Children's Centre) to provide cultural support; and
 - Continue engaging in the Collaborative Inquiry on transitions at the primary level.
- Build Public Confidence
 - Formalize the IEAC;
 - Continue the development of community partnerships with educators;
 - Build relationships between educators and Knowledge Keepers; and
 - Formalize the Land Acknowledgement across the District.

RESOURCE IMPLICATIONS:

7. Funding for Indigenous education at the OCDSB and across Ontario stems from the First Nations, Métis and Inuit Supplement Grant, which has three allocations: (i) Native Language; (ii) Native Studies; and (iii) Per-Pupil Amount. The OCDSB qualifies for both the Native Studies and Per-Pupil allocations, but does not currently offer Native Language programming and as such does not receive funds through allocation. Funding is used to offer Native Studies courses in secondary schools, provide resources for schools, support community partnerships (e.g., Urban Aboriginal High School, Inuuqatigiit-Centre for Inuit Children, Youth and Families, Wabano Centre for Aboriginal Health, etc.), provide for one system vice principal position and one instructional coach position, and any other opportunities for students and staff development. For 2017-2018, the grant totals \$1,405,909.

Since 2010, there have been many changes to the funding formula for First Nations, Métis and Inuit Education. The Ministry of Education has made it a priority for Indigenous students and their families to self-identify as First Nations, Métis or Inuit in order to allocate funds to support students. Appendix C provides

pertinent financial reporting data for Indigenous Education at OCDSB in the 2017-2018 school year.

COMMUNICATION/CONSULTATION ISSUES:

8. Building trusting relationships and developing awareness of Indigenous learnings and ways of knowing serve as the catalyst to increasing the achievement and well-being of the Indigenous students in the OCDSB. This belief serves as the driving force of the Indigenous Education Learning Team. The OCDSB now has an advisory body in the IEAC to hear the voices of Indigenous students, families and community partners. The IEAC along with the voices from Indigenous students, families and community partners will continue to guide the development of strategies and initiatives designed to support and work towards achieving improved well-being and achievement, and equitable outcomes for Indigenous students.

STRATEGIC LINKS:

9. The work presented reports the measurement of progress being made in support of the OCDSB Indigenous population, and can be used to monitor advancement on the equity objective in the 2015-2019 Strategic Plan. This objective is to reduce barriers to learning to improve equity of access and opportunity for all students. There is evidence that, as a group, students who identify as Indigenous face barriers to learning and are at risk of lower levels of achievement than their peers.

GUIDING QUESTIONS:

The following questions are provided to support the discussion of this item by the Committee:

- How can we leverage the work that has been done so that more educators are empowered and engaged in Indigenous education?
- How can we best support the recommendations of the Truth and Reconciliation Commission with regard to education in our schools?
- How can we sustain meaningful relationships with community partners and Indigenous families so that we continue to build capacity for OCDSB staff, thus impacting all students?
- How can we continue to support our movement as a District, along our learning continuum from awareness, to engagement, to implementation?

Dorothy Baker

Camille Williams-Taylor

Superintendent of
Curriculum Services

Director of Education
Secretary of the Board

APPENDICES

[Appendix A Board Action Plan/Initiatives and Programming](#)

[Appendix B Performance Measures](#)

[Appendix C Financial Information](#)

Appendix A, 19-059
Supporting Indigenous Learners at the OCDSB
Board Action Plan, Initiatives and Programs

The Board Action Plan on Indigenous Education outlines how the District provides support for identified strategies and actions developed in four priority areas defined by the Ministry using data to:

- Support Student Achievement;
- Supporting Students;
- Supporting Educators; and
- Engagement and Awareness Building.

The 2017-2018 plan provided opportunities for participation in a variety of activities, such as professional development for teachers, student experiences and activities with Indigenous role models, artists, and knowledge keepers, and to engage parents and community members in Indigenous Education. In the 2017-2018 school year, funds in the amount of \$130,974 plus an additional Education Program Other (EPO) grant of \$198,570 were used to support the Board Action Plan on Indigenous Education. Below is a chart that outlines OCDSB Board Action Plan for 2017-2018.

Board Action Plan on Indigenous Education 2017-2018
Guiding principles - a) listen to community partners b) support students c) build trust d) respond to the TRC, specifically Calls to Action 10, 12, 62, and 63.
Using Data to Support Student Achievement - 27% of funds
<ul style="list-style-type: none"> • InSTEM program - Gloucester students participated in incorporating Indigenous knowledge and content in Science, Technology, Engineering, and Mathematics - 15 student enrolled; 10 credits attained • Mathematics & Beading Inquiry - Queen Mary, Gloucester, and Katimavik students participated in an inquiry to uncover connections between loom beading and mathematics (multiplicative, algebraic thinking and reasoning) - 3 teachers, 3 community members, # of students • Indigenous Youth Symposium - held one day event to invite Indigenous youth and a friend to participate in learning, celebration of culture and to gather student voice - 140 students, 9 high schools • Indigenous Education Advisory Council - facilitated two Indigenous parent/guardian and community partners consultation forums • Wabano Cultural Liaison Worker - provided cultural support and workshops for students • Indigenous Collaborative Inquiry - teachers at R. E. Wilson and the Ottawa Inuit Children's Center worked together to include Inuit resources and perspectives in the classroom - 6 teachers, 3 OICC employees • APSIP - 25 students attended the Aboriginal Post-Secondary Information Program

Supporting Students - 25% of funds

- **City of Ottawa Cultural Expo** - *Indigenous students from Gloucester and Ottawa Technical Secondary School attended a one day event hosted by the City of Ottawa that celebrated cultural traditions and ways of knowing*
- **Indigenize: Music Tour** - *high school students enjoyed performances and speaking presentations by various Indigenous musicians working towards Truth and Reconciliation* - 11 high schools
- **Student Leadership Program** - *Spring - leadership with Indigenous content and perspectives for Indigenous students* - 27 students
- **Mamawii Together** - *One day learning opportunity for OCDSB students to learn more about their role in Truth and Reconciliation* - 150 students from 9 schools, 12 teachers
- **Indigenous Voices** - *paired schools with traditional knowledge keepers and community presenters to create deeper relationships and understanding* - 8 schools
- **Arts Workshops** - *2 day workshops in schools with Indigenous artists* - 10 schools
- **Native Studies support** - *funds for resources to supplement Native Studies courses*

Supporting Educators - 39% of funds

- **Itinerant Teacher Professional Development session** - *teachers were given the opportunity to share lesson plans, reflect on learning and speak to their commitments moving forward* - 15 teachers
- **Seeing the Light Inuit Conference** - *teachers attended one day conference presented by the Ottawa Inuit Children's Center* - 10 teachers
- **Wabano cultural workshops** - *teachers attended one day conference presented by the Wabano Health and Wellness Center* - 5 teachers
- **Ontario Federation of Indigenous Friendship Centres workshop** - *teachers attended a one day professional development session with regard to cultural competency presented by the Ontario Friendship Centre* - 160 teachers
- **Provincial Indigenous Education Gathering** - *provincial learning session in the fall of 2018*

Engagement with Community - 9% of funds










- **Self Identification postcards** - *printing of sample postcards*
- **NBE support** - *printing of resources to supplement learning sessions*
- **Partnerships** - *various meetings with community partners and events within the City of Ottawa to strengthen relationships within the Indigenous Community*
- **Summer Solstice transportation** - *transportation provided to various schools to attend Education Day* - 13 schools
- **Inuit School Liaison Worker** - *workshops delivered by the Ottawa Inuit Children's Center's Bridging the Gap program; included school presentations to students and educators, family support as requested*
- **Ongoing** - *teacher support and coaching*

Appendix B, 19-059

Supporting Indigenous Learners at the OCDSB Performance Measures

The following table provides an overview of trends over time on the EQAO assessments for students who self-identified as Indigenous, as reported in the *2017-2018 Annual Student Achievement Report*. In 2017-2018, the percentage of students meeting or exceeding the provincial standard on the EQAO assessments ranged from 36% in junior (grade 6) mathematics to 83% on the OSSLT for first-time eligible students; performance tended to be highest in literacy as compared to numeracy.

Achievement gaps between students who self-identified as Indigenous and all students ranged from 1% on the OSSLT to 25% on the primary (grade 3) mathematics assessment. In most assessments, achievement gaps have narrowed for this group of students compared to the previous 3-year average gap. Areas in which gaps have widened include: primary mathematics, grade 9 applied mathematics, and the OSSLT for previously eligible students. Gap narrowing efforts have been greatest in the area of literacy.

	TRENDS IN EQAO	How large were our achievement gaps in 2017-2018?	What percentage of students achieved the provincial standard (level 3 or 4) in 2017-2018?	How do our 2017-2018 achievement gaps compare to the average achievement gaps for the previous 3 years?
FNMI	Grade 3 Reading	17% 	59%	▼5%
	Grade 3 Writing	18% 	53%	▼6%
	Grade 3 Mathematics	25% 	38%	▲1%
	Grade 6 Reading	3% 	80%	▼11%
	Grade 6 Writing	7% 	74%	▼7%
	Grade 6 Mathematics	15% 	36%	▼1%
	Grade 9 Academic	8% 	80%	▼3%
	Grade 9 Applied	0%	43%	▲5%
	FTE OSSLT	1% 	83%	▼6%
	PE OSSLT	16% 	37%	▲10%
TRENDS SUMMARY LEGEND				
▼ Narrowed achievement gap				
— No change				
▲ Widened achievement gap				

For the cohort of students starting grade 9 during the 2012-2013 school year, students who self-identified as Indigenous had a lower 5-year cohort graduation rate as compared to all students, as evidenced by a gap of 13%. This gap has remained unchanged compared to the previous three year average.

Appendix C, 19-059
Supporting Indigenous Learners at the OCDSB
Financial Expenditures

In Ontario school boards are funded separately for Indigenous Education. The majority of this funding is in the form of the Indigenous Supplemental Grant, which has three allocations:

- I. Native Language
- II. Native Studies
- III. Per-Pupil Amount

Indigenous Supplement Grant	
Native Studies	\$557,131
Per-Pupil Amount	Elementary \$452,126 Secondary \$205,850
Native Languages	0
Board Action Plan	\$130,974
Total	\$1,346,081

	Operating Budget		
	2017-2018		
Compensation	FTE	Budget	Actual
Indigenous - Vice Principal	1.00	\$125,446	\$123,431
Indigenous - Native Studies Sections - Teacher	3.67	\$388,917	\$388,917
Urban Aboriginal High School Teacher	2.00	\$211,944	\$211,944
Indigenous - Instructional Coach (K-12)	1.00	\$105,972	\$105,972

Indigenous - Itinerant Instructional Coach (K-8)	1.00	\$102,838	\$103,889
Native Studies - Inuit Center Teacher	1.00	\$102,838	\$103,889
Native Studies - Inuit Center - Early Childhood Educator	1.00	\$53,951	\$49,625
Subtotal		\$1,091,906	\$1,087,667
Supplies, Services and Release Time		\$247,955	\$217,032
Total Operating Expenses	10.67	\$1,339,861	\$1,304,699

**The budget shown for supplies, services and release time has been adjusted to equal actual funding provided by the Indigenous Education Supplemental Grant.*

School districts also receive funding through Education Programs Other (EPO). These funds are enveloped for specific initiatives and there is a Ministry reporting requirement attached to their use. The chart below outlines the allocations and expenditures for the 2017-2018 school year.

Education Programs Other (EPO)		
	Budget	Expenditures
Indigenous Learning Leadership Gathering	\$15,370	\$11,093
Support for Implementation of Revised Curriculum	\$68,200	\$11,355
Focused Collaborative Inquiry	\$15,000	\$10,516
Student Support Re-Engagement Coordinator	\$100,000	\$68,247
Total EPO	\$198,570	\$101,211
Total Operating + EPO	\$1,538,431	\$1,405,910

** In the 2017-2018 school year, the shortage of occasional teaching staff had a direct impact on the delivery of professional development. This resulted in an inability to spend funds.*

LONG RANGE AGENDA May 2019					
Committee of the Whole	Special Board	Committee of the Whole	Board	COW Budget	Statutory Committees
7 May	7 May	21 May	28 May	May 29	
Action		Action	Action	Action	SEAC - 15 May
Revisions to Policy P.073. GOV Board Member Code of Conduct	Revisions to Policy P. 073.GOV Board Member Code of Conduct	Notice of Motion: English Program	Approval of Board recommendation to the Ministry consultation (Hiring practices and Class size)	Presentation of 2019-2020 Staff Recommended Budget	OCDSB Guide to Supporting Gifted Students in the Regular Classroom Pilot and OCDSB Interest Academy Pilot (memo)
<i>Acquisition of a Student Information System</i>			Appointment of 2019-2020 OPSBA Representatives		Specialized Program Class locations (memo)
			Reports from COW		2019-2023 Strategic Plan (Draft)
					Empower Reading Update (memo)
					Role of the Early Childhood Educator (oral)
Discussion		Discussion	Discussion		PIC - 8 May
Strategic Plan (Draft)		Student Suspensions	Update on Amalgamation of Rideau HS and Gloucester HS		Parent Conference Planning
		Indigenous Education Report	Report from OPSBA Representatives (If required)		PIC Workplan 2019-2020
					Strategic Plan (Draft)
Reports from Statutory and Other Committees	Report from Other Committees	Reports from Statutory Committees	Monitoring Items:		Speaker Series Ideas
SEAC 10 April		PIC 17 April	Board Work Plan		Audit - 22 May
IEAC 18 April		ACE 25 April			<i>Legal Issues Being Defended by OSBIE</i>
Ad Hoc Code of Conduct 23 April					Student/Visitor Incidents Reported to OSBIE
Information Memos		Information Memos (continued):			<i>District Property and Liability Insurance Coverage</i>
Budget Questions and Answers		Student Trustee Election Results for 2019-2020			2018-2019 Updated Financial Forecast (as of February)
					<i>Self-Assessment of Audit Committee</i>
		Student Transfer Memo			External Audit Services Contract
Updated 6 May 2019					

LONG RANGE AGENDA June 2019

COW Budget & Special Board (if required)	Committee of the Whole	COW Budget & Special Board (if required)	COW Budget & Special Board (if required)	Committee of the Whole	Board Meeting (Monday)	Statutory Committees
3 June 2019	4 June 2019	10 June	17 June	18 June	24 June	
Action	Action	Action	Action	Action	Action	SEAC - 12 June
Approval of 2019-2020 Budget	Receipt of Advisory Committee Annual Reports: Arts, Equity,	Approval of 2019-2020 Budget	Approval of 2019-2020 Budget	Approval of Special Education Plan	Reports from COW	Approval of Special Education Plan
	Alternative Schools, PIC, EDP/Child Care, IEAC			OCDSB EDC By-law No. 01-2019 Amendment Adoption	Presentation to Student Trustees	Student Suspensions
				2019-2023 Strategic Plan		Section J
				New Fernbank ES Attendance Boundary and Opening Grade Structure		Integration Exercise
						LD SIP update
Discussion	Discussion	Discussion	Discussion	Discussion	Discussion	PIC
Delegations/ Debate Commences	Presentation on Student Bus Transportation	Delegations/ if required/ Debate continues	Debate continues, if required	LD SIP update	Student Trustees' Report	No Meeting
	2018-2019 Updated Financial Forecast (as of April)			Data Collection Update	Report from OPSBA Representatives (If required)	
	Reports from Statutory Committees			Reports from Statutory Committees	Monitoring Items:	Audit
	SEAC 15 May			Audit 22 May	Board Work Plan	No Meeting
	IEAC 16 May			ACE 23 May		
	PIC 8 May					
Information Memos			Information Memos (continued):			
2019-2020 Board Meeting Calendar						
Board Motion Tracking Update						
Updated 15 May 2019						