Erica Braunovan
Trustee, Zone 10

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

Sue Baker
Acting Manager of
Board Services

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Student Senate

Prasith Wijeweera
Student Trustee

Ganaaboute Gagné
Student Trustee

Lyra Evans
Trustee Zone 9

Keith Penny
Trustee Zone 8

Jennifer Jennekens
Trustee Zone 7

Mark Fisher
Trustee Zone 11

Sandra Schwartz
Trustee Zone 12

Chris Ellis
Trustee Zone 6

Rob Campbell
Trustee Zone 5

Wendy Hough
Trustee Zone 4

Donna Blackburn
Trustee Zone 3

Christine Boothby
Trustee, Zone 2

Lynn Scott
Trustee Zone 1

OCASC

SEAC

COMMITTEE OF THE WHOLE AGENDA

Tuesday, 17 September 2019

COW In Camera - 6:30 p.m.

COW Public- 7:30 p.m.

Boardroom
Administration Building
133 Greenbank Road
Ottawa, Ontario

OCEOC

ETFO

OSSTF

Delegations

OSSTF

OCSSAN

ACE

For further information on this agenda or how the Committee of the Whole meeting works, please contact Nicole Guthrie, Senior Board Coordinator, at 596-8211 ext. 8643 or nicole.guthrie@ocdsb.ca

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Sue Baker, Senior Board Coordinator at 596-8211, ext. 8641 or susan.baker@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:
  - o   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
  - o   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 Sue Baker 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 Sue Baker, Senior Board Coordinator at
(613) 596-8211, ext. 8363, or susan.baker@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

Building Brighter Futures Together at the Ottawa-CarletonDistrict School Board

Ottawa-Carleton District School Board

COMMITTEE OF THE WHOLE
PUBLIC AGENDA

Tuesday, September 17, 2019, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

COMMITTEE OF THE WHOLE
Report No. 19-077

17 September 2019

Chapman Mills Public School Area – Intermediate & Secondary School Attendance Boundary Redirection – Consultation Plan Approval

Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211 ext. 8881

PURPOSE:

1. To obtain Board approval of a consultation process and timeline to review the accommodation pressures at John McCrae Secondary School (SS) and at Cedarview Middle School (MS) by considering an attendance boundary redirection in the Chapman Mills neighbourhood, (west of Woodroffe Avenue) area of South Nepean (Chapman Mills Public School boundary area). (see map attached as Appendix A.)

CONTEXT:

2. Prior to the opening of Chapman Mills Public School (PS) in 2013, there was a debate about how best to set the boundary of this school and the schools to which it would feed for grade 7-12.

   Geographically, this school would be most closely affiliated with Longfields Davidson Heights Secondary School (LDHSS), but at the time, the growth in the South Urban Community (SUC) meant that LDHSS was already significantly over its pupil capacity. The decision was made to direct students in the Chapman Mills PS catchment to Cedarview MS and John McCrae SS and boundaries were amended to reflect this decision.

   Development in the SUC remains a challenge for the District. The last District Needs Analysis (DNA) identified an urgent need for another grade 7-12 school in the Riverside South area of the SUC. At that time, staff made note of the ongoing pressures at John McCrae SS. In an effort to address some of these pressures, renovations were carried out at John McCrae SS in 2014 increasing the capacity of the school from 807 pupil places to the current 996 pupil places.

3. <u>Accommodation Overview</u>

John McCrae SS is a small grade 9-12 secondary school on a constrained site in the old Barrhaven area. In 2014, the capacity of the school was increased to 996 pupil places. The site, which has a maximum portable capacity of 18 portables, will have 15 portables allocated for instructional use for the 2019-2020 school year, up from 12 in the 2018-2019 school year.

With an enrolment of 1301 students as of October 2018, the status quo projections indicate that there could be an enrolment approaching 1800 students by 2023 which far exceeds the sustainable capacity of the school and site.

Cedarview MS (grade 7-8) is the sole elementary feeder school for John McCrae SS and its enrolment of 694 pupils as of October 2018 is expected to increase significantly over the next few years. Accordingly, there is a need to alleviate pressures at Cedarview MS. The school is currently fed by the following five elementary JK-6 feeder schools: Barrhaven PS; Chapman Mills PS; Half Moon Bay PS; Jockvale Elementary School (ES) and Mary Honeywell ES.

LDHSS opened in 2009 as a grade 7-12 facility with a capacity of 1353 pupil places. An addition to the school was completed in 2015 which increased the capacity to 2057 pupil places.

There are currently 10 portables in use on the LDHSS site. While the school is currently experiencing peak enrolment levels with 2196 students in the 2018-2019 school year, enrolment is now expected to decrease slightly over the next few years as its three elementary feeder schools stabilize. The school is currently fed by the following three JK-6 feeder schools: Adrienne Clarkson ES; Berrigan ES; and Farley Mowat PS.

In order to alleviate growing enrolment pressures at both Cedarview MS and at John McCrae SS, an attendance boundary redirection is proposed which involves the re-assignment of the Chapman Mills PS attendance area from both Cedarview MS (grade 7-8) and John McCrae SS (grade 9-12) to LDHSS (grade 7-12).

It should be noted the Middle French Immersion (MFI) program students residing in the Chapman Mills area attending Adrienne Clarkson ES for grade 4-6 MFI have already been directed to LDHSS for grade 7-8. Currently, these students have the option to remain at LDHSS for grade 9-12.

KEY CONSIDERATIONS:

4. Typically, the OCDSB engages in consultation with a range of options to be considered. In this case; staff proposes a boundary redirection that is necessary to manage enrolment pressures at both Cedarview MS and John McCrae SS. Other options have not been considered.

    Staff anticipates that moving the High Performance Athlete (HPA) program, located at John McCrae SS to alleviate enrolment pressure will be raised during the consultation phase. Currently, the HPA program at John McCrae SS has 180 students enrolled with only 50 of the students in the program from the John McCrae SS boundary. Therefore, moving the HPA program is not a measure that negates the need to look at a larger boundary redirection. Moving the program would only represent a reduction of 130 students over a four-year period.

5. The Proposed Plan
    In advance of the proposed consultative approach, staff has formulated a focused plan to address the pressures at John McCrae SS and at Cedarview MS as follows:

    Redirect the Chapman Mills PS (grade JK-6) attendance boundary area from Cedarview MS *(grade 7-8)* and John McCrae SS (grade 9-12) to LDHSS for grade 7-12 on a phased basis. The redirection of area students would be undertaken in a phased manner commencing with grades 7 and 9 for September 2020, followed by grades 7-8-9-10 for September 2021 until the full phase is completed for grades 7-12 by 2023.

    This approach serves to alleviate enrolment pressures at both Cedarview MS and at John McCrae SS. The redirection does impose enrolment pressures at LDHSS but the larger secondary school facility is better suited to accommodate these enrolment levels.

    Chapman Mills Public School area MFI students are already directed to LDHSS. The proposed Chapman Mills PS attendance boundary redirection would quite likely remain unchanged given the probable future alignment of attendance boundaries associated with a new grade 7-12 Riverside South secondary school.

6. Formal Pupil Accommodation Review Not Required
    A formal Pupil Accommodation Review (PAR) under Board Policy P.118.PLG, Pupil Accommodation Reviews, is not required for the proposed plan.

    The policy states that a PAR is not required when the Board is planning the relocation of grades or programs in which the enrolment constitutes less than 50% of the school's enrolment. The calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation that is to be carried out over a number of years. (Note that under the proposed plan, only graduating students are being redirected).

RESOURCE IMPLICATIONS:

7. The cost of conducting the review will be managed within existing departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

8. An Information flyer and web link to this report will be sent to affected schools and their respective communities when this report becomes public, in advance of the Board's Committee of the Whole meeting on 17 September 2019.

   Once a decision has been made to proceed with the review as an exemption from a PAR, notice in accordance with the policy will be provided to the City of Ottawa, coterminous school boards, the Ministry of Education, and community partners that have expressed an interest.

   Given the focused scope of the proposed attendance boundary redirection, an information meeting with affected principals and school council representatives is proposed to be held in October 2019, prior to a larger public meeting. Affected schools include Chapman Mills PS, Cedarview MS, John McCrae SS and LDH SS.

   A public consultation meeting, to be held within the community, is planned for November 2019. Final Board decisions regarding the review are scheduled to take place in December 2019. The timeline and consultation plan are attached as Appendix B & C to the report.

   Appendix D provides current and projected enrolments for those schools which are to be included in the process.

STRATEGIC LINKS:

9. Conducting a review of pupil accommodation in this part of the District in order to provide students with improved access to learning environments serves to optimize the use of District resources which is consistent with broader stewardship objectives of the 2019-2023 Strategic Plan.

RECOMMENDATION:

   A. THAT Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this review.

   B. THAT the Board approve the timeline and consultation plan attached as Appendix B and C to Report 19-077 in order to consult with local school communities and the public.

Michael Carson
Chief Financial Officer
(ext. 8881)

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

APPENDICES

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

General Location Map
Barrhaven Area Schools

APPENDIX A
to Report 19-077

Legend

Conseil des écoles catholiques du Centre-Est (FC)

Conseil des écoles publiques de l'Est de l'Ontario (FP)

Ottawa Catholic School Board (CS)

Ottawa-Carleton District School Board

○ Elementary

□ Secondary

Chapman Mills P.S. Boundary Area

Cedarview M.S.

Mary Honeywell E.S.

St. Elizabeth Ann Seton (CS)

Barrhaven Sud 2019 (FP)

Barrhaven P.S.

Jockvale E.S.

John McCrae S.S.

St. Patrick (CS)

Pierre-Elliott-Trudeau (FC)

Half Moon Bay P.S.

St. Joseph (CS)

Chapman Mills P.S.

Pierre-Savard (FC)

Jean-Robert-Gauthier (FC)

St. Emily (CS)

Longfields-Davidson Heights S.S.

Berrigan E.S.

St. Mother Teresa (CS)

Michaëlle-Jean (FP)

St. Luke (CS)

Monsignor Paul Baxter (CS)

Adrienne Clarkson E.S.

St. Andrew (CS)

Farley Mowat P.S.

St. Benedict (CS)

Sainte-Kateri (FC)

St. Cecilia (CS)

September 2019

**Ottawa-Carleton
DISTRICT SCHOOL BOARD**

Chapman Mills Public School Area – Intermediate and Secondary School - Attendance Boundary Redirection
TIMELINE

Activity	Date
Notice of Intention to Commence Study and Approve Study	
➢ Committee of the Whole Meeting	17 September 2019
➢ Board Approval of Study Consultation Plan and Timeline	24 September 2019
Consultative Stage	
➢ Information Meeting with Affected Principals and School Council Representatives	October 2019
➢ Information to the Community	October 2019
➢ Public Consultation Meeting	November 2019
Recommendation and Decision Making Stage	
➢ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report	December 2019
➢ Regular Board Meeting – Final Decisions	December 2019
Communication and Implementation Stage	
➢ Communication of Board Approved Decision	January 2020
➢ Implementation of Board Approved Decision	September 2020

CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

DATE:	September 2019
PROJECT: (Project name, Letter of Transmittal, etc.)	**Chapman Mills PS Area – Intermediate and Secondary School Attendance Boundary Redirection– Approval of Study Timeline and Consultation Plan.**
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca

WHAT?

1. WHAT IS THE PURPOSE OF THE CONSULTATION?
    (Describe project scope, nature of consultation, decision to be made, and any relevant information)

The scope of the consultation includes 2 elementary and 2 high schools; Chapman Mills Public School & Cedarview Middle School. Secondary Schols include John McCrae Secondary School and Longfields – Davidson Heights Secondary School.

The consultation process will serve to implement recommendations to reduce growing enrolment pressures at both Cedarview Middle School and at John McCrae Secondary School. .

WHY?

2. WHY ARE YOU CONSULTING?   (Check all that apply)
__√_   To seek advice, informed opinion or input for consideration prior to decision-making?
__√_   To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?
____   To share information and awareness about a subject/recommendation/decision that has been made?
____   Other?   (Please explain)

3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

The consultation will seek to recommend a plan to reduce accommodation pressures at boith Cedarview Middle School and at John McCrae Secondary School.

The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.

OCDSB Form 644: Consultation Plan (April 2009)

CONSULTATION PLAN
(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

WHO?

4.   WHO WILL BE CONSULTED? (Key stakeholders)   (Check all that apply)

OCDSB Community	**Internal to OCDSB**	**External / Other (please identify)**
_____ Students	_√_ Trustees	_____ Agencies/associations _____
_√_ Parents/guardians	_√_ Superintendents	_√_ Community groups _____
_√_ School council(s)	_√_ Principals and/or Vice-principals	_√_ General Public _____
_____ Ottawa Carleton Assembly of School Councils	_____ Managers	_____ Other governments _____
_____ Advisory committees (Specify below)	_____ District staff	_____ Other _____
_____ Special Education Advisory Committee, etc	_____ Federations	
____ Other _____	_____ Other _____	

Please describe or expand on who will be consulted and any partners in the consultation:

5.   HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?
In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

Yes all stakeholders in concert with the requirements of the Pupil Accommodation Review Policy

HOW?

6.   HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS?   (Check all that apply)

_√_ Media advertisement (print and/or radio)	_√_ School newsletter
_√_ Letter distribution	_√_ Website (schools and/or OCDSB sites)
_√_ School council(s)	_____ Other
_____ Ottawa Carleton Assembly of School Councils	

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

7.   HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

____ Focus groups	_____ Ottawa Carleton Assembly of School Councils
____ Interviews	_√_ Public meetings
_√_ Mail-out or email circulation	_____ Survey / questionnaire
____ Open houses / workshops / cafes	_√_ Web-based notice / Web-based comments
_√_ School council(s)	_____ Other

Please describe:

CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

**Appendix C
to Report 19-077**

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

WHEN?	
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)[1]:	
i.e. **Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation**	

TARGETTED DATE FOR FINAL DECISION:	**December 2019**	
PROJECTED DATE(S)	**ACTIVITY/MILESTONE**	**NOTES****
	SEE ATTACHED APPENDIX B - TIMELINES	

**In filling out this chart, please note:

- **the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session;**
- any constraints such as necessary deadlines, availability of stakeholders; and
- the timelines for communicating the outcome/related decisions reached to those consulted.

---

[1] Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required.
Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

OCDSB Form 644: Consultation Plan (April 2009)

HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

__√__ Email circulation   ___√___ School / principal communications / newsletter
__√__ Letter distribution   ___√___ Website (schools and/or OCDSB sites)
_____ Letter of Transmittal to committee/Board _____ Media reports
                                         _____ Other

Please describe:

OTHER

10.   ESTIMATED COSTS FOR THE CONSULTATION*   (i.e. advertising, facilities, translation, materials):

Consultation costs will be managed within existing departmental budgets.

 * Note that the consulting body bears responsibility for the costs of the consultation.

11.   EVALUATION:
   Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

OCDSB Form 644: Consultation Plan (April 2009)

DRAFT

Chapman Mills Public School Area-Intermediate and Secondary School Attendance Boundary Redirection
Current & Status Quo Projected Enrolments
October 31, 2018 Enrolments

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
Chapman Mills PS	700	KGTN	71	85														156	102.1%
		ENG			21	27	33	42	33	49								205	
		EFI			73	71	66	54	43	47								354	
		Total	**71**	**85**	**94**	**98**	**99**	**96**	**76**	**96**								**715**	
Cedarview MS	711	ENG									183	194					5	382	97.6%
		EFI									155	132						287	
		G.ENG									12	13						25	
		Total									**350**	**339**					**5**	**694**	
John McCrae SS	996	**Total**											**347**	**337**	**315**	**302**		**1301**	130.6%
LDH SS	2057	ENG									153	162					6	**321**	106.8%
		EFI									132	136						**268**	
		MFI									44	48						**92**	
													346	361	404	392	12	**1515**	
		Total									**329**	**346**	**346**	**361**	**404**	**392**	**18**	**2196**	

Notes:
Utilization (UF%) = Total Enrolment/Capacity
Programs: KGTN = Kindergarten, ENG = Regular English with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

Status Quo Projected 2019 Enrolments

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
Chapman Mills PS	700	KGTN	77	75														152	102.4%
		ENG			20	29	30	28	45	41								193	
		EFI			70	72	69	66	53	42								372	
		Total	**77**	**75**	**90**	**101**	**99**	**94**	**98**	**83**								**717**	
Cedarview MS	711	ENG									210	196					5	411	113.8%
		EFI									202	152						354	
		MFI									19							19	
		G.ENG									12	13						25	
		Total									**443**	**361**					**5**	**809**	
John McCrae SS	996	**Total**											**350**	**360**	**342**	**328**		**1380**	138.6%
LDH SS	2057	ENG									151	165					6	**322**	105.0%
		EFI									148	132						**280**	
		MFI									27	44						**71**	
													322	359	375	418	12	**1486**	
		Total									**326**	**341**	**322**	**359**	**375**	**418**	**18**	**2159**	

Notes:
Utilization (UF%) = Total Enrolment/Capacity
Programs: KGTN = Kindergarten, ENG = Regular English with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

Status Quo Projected 2020 Enrolments

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
Chapman Mills PS	700	KGTN	80	80														160	104.9%
		ENG			19	28	32	25	31	53								188	
		EFI			60	69	70	69	65	53								386	
		Total	80	80	79	97	102	94	96	106								734	
Cedarview MS	711	ENG									212	223					5	440	123.5%
		EFI									175	199						374	
		MFI									20	19						39	
		G.ENG									12	13						25	
		Total									419	454					5	878	
John McCrae SS	996	Total											357	375	366	356		1454	146.0%
LDH SS	2057	ENG									160	165					6	331	101.3%
		EFI									137	146						283	
		MFI									30	26						56	
													317	332	367	386	12	1414	
		Total									327	337	317	332	367	386	18	2084	

Notes:
Utilization (UF%) = Total Enrolment/Capacity
Programs: KGTN = Kindergarten, ENG = Regular English with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

Status Quo Projected 2021 Enrolments

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
Chapman Mills PS	700	KGTN	68	83														151	101.7%
		ENG			20	24	31	27	28	39								169	
		EFI			64	58	68	69	68	65								392	
		Total	68	83	84	82	99	96	96	104								712	
Cedarview MS	711	ENG									224	225					5	454	124.6%
		EFI									200	172						372	
		MFI									15	20						35	
		G.ENG									12	13						25	
		Total									451	430					5	886	
John McCrae SS	996	Total											432	382	380	380		1574	158.0%
LDH SS	2057	ENG									145	174					6	325	98.9%
		EFI									148	135						283	
		MFI									27	29						56	
													314	327	339	378	12	1370	
		Total									320	338	314	327	339	378	18	2034	

Notes:
Utilization (UF%) = Total Enrolment/Capacity
Programs: KGTN = Kindergarten, ENG = Regular English with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

Status Quo Projected 2022 Enrolments

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
Chapman Mills PS	700	KGTN	75	71														146	99.9%
		ENG			22	25	27	26	30	36								166	
		EFI			65	62	57	67	68	68								387	
		Total	**75**	**71**	**87**	**87**	**84**	**93**	**98**	**104**								**699**	
Cedarview MS	711	ENG									235	237					5	477	136.3%
		EFI									233	197						430	
		MFI									22	15						37	
		G.ENG									12	13						25	
		Total									**502**	**462**					**5**	**969**	
John McCrae SS	996	**Total**											413	462	388	396		1659	166.6%
LDH SS	2057	ENG									135	159					6	**300**	96.0%
		EFI									147	147						**294**	
		MFI									22	25						**47**	
													315	324	334	349	12	**1334**	
		Total									**304**	**331**	**315**	**324**	**334**	**349**	**18**	**1975**	

Notes:
Utilization (UF%) = Total Enrolment/Capacity
Programs: KGTN = Kindergarten, ENG = Regular English with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

Status Quo Projected 2023 Enrolments

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
Chapman Mills PS	700	KGTN	75	78														153	98.0%
		ENG			20	27	28	22	29	38								164	
		EFI			55	63	61	56	66	68								369	
		Total	**75**	**78**	**75**	**90**	**89**	**78**	**95**	**106**								**686**	
Cedarview MS	711	ENG									201	248					5	454	144.2%
		EFI									276	230						506	
		MFI									18	22						40	
		G.ENG									12	13						25	
		Total									**507**	**513**					**5**	**1025**	
John McCrae SS	996	**Total**											439	442	470	404		1755	176.2%
LDH SS	2057	ENG									139	149					6	**294**	96.0%
		EFI									170	146						**316**	
		MFI									24	20						**44**	
													308	325	331	344	12	**1320**	
		Total									**333**	**315**	**308**	**325**	**331**	**344**	**18**	**1974**	

Notes:
Utilization (UF%) = Total Enrolment/Capacity
Programs: KGTN = Kindergarten, ENG = Regular English with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

Status Quo Projected 2024 Enrolments

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
Chapman Mills PS	700	KGTN	75	78														153	95.9%
		ENG			22	25	30	23	25	37								162	
		EFI			60	53	62	60	55	66								356	
		Total	75	78	82	78	92	83	80	103								671	
Cedarview MS	711	ENG									205	214					5	424	148.5%
		EFI									298	273						571	
		MFI									18	18						36	
		G.ENG									12	13						25	
		Total									533	518					5	1056	
John McCrae SS	996	Total											481	470	449	488		1888	189.6%
LDH SS	2057	ENG									115	153					6	274	94.8%
		EFI									166	169						335	
		MFI									22	23						45	
													293	318	332	341	12	1296	
		Total									303	345	293	318	332	341	18	1950	

Notes:
Utilization (UF%) = Total Enrolment/Capacity
Programs: KGTN = Kindergarten, ENG = Regular English with Core French, EFI = Early French Immersion, MFI = Middle French Immersion, SE = Special Education

Committee of the Whole **17 September 2019**
Report No. 19-086

Supervisory Officer–Selection Process and Committee

Key Contact: Camille Williams-Taylor, Director of Education and
Secretary of the Board 613-596-8211 ext. 8219

PURPOSE:

1. To seek approval to initiate the selection process for a supervisory officer position as provided for in the Ottawa-Carleton District School Board's (OCDSB) Policy P.087.HR, Selection of Supervisory Officers.

CONTEXT:

2. Frank Wiley, Superintendent of Instruction, has submitted notice of his intention to retire from the Board after a long and distinguished career in public education. Superintendent Wiley's last day of work is scheduled for 20 September 2019. Interim arrangements have been made for a retired superintendent to return to assume responsibility for the schools in the west superintendency, and other portfolios, pending a replacement being identified.

    The 2019-2020 approved budget provides for a senior staff complement of thirteen, including the Director of Education. There is no active eligibility list in place at this time from which to fill the anticipated vacancy. In order to fill the upcoming vacancy, it will be necessary to run a selection process for an academic supervisory officer, as set out in Policy P.087.HR, Selection of Supervisory Officers (attached as Appendix A).

    In addition to finding a suitable candidate to fill the vacancy arising from Frank Wiley's retirement, the competition will provide an opportunity to consider creating a confidential eligibility list of suitable candidates from which future appointments can be made in the event new vacancies arise over the next year.

KEY CONSIDERATIONS:

3. Selection Committee
    In accordance with Policy P.087.HR, the Board is required to establish a selection committee to oversee the selection process and bring forward recommendations to the Board. The selection committee is made up as follows:

    > a) *Three members of the Board;*
    >   a. *the Chair or designate; and*
    >   b. *two other trustees selected by the Board.*
    > b) *Three members of senior staff;*
    >   a. *the Director of Education; and*
    >   b. *two others selected by the Director of Education.*

    The members of the selection committee will be responsible for overseeing and participating in the selection process including: reviewing applications and developing a shortlist of candidates to proceed to the next phase; approving written assessments, interview questions and case study; participating in interviews; reviewing information obtained from references; and developing a final recommendation to be made to the Board.

    If the recommendation to proceed with a selection process is approved, the Board will need to appoint two trustees to join the Chair as part of the selection process at the Board meeting of 24 September 2019.

4. Selection Process and Criteria
    Based on a review of timelines and process, staff anticipates the process to be completed in time for final decisions to be made at the November 2019 Board meeting. (attached as Appendix B – Timelines)

    In order to meet this timeline, recruitment, including the job posting, will need to begin as soon as possible. On that basis, staff is seeking approval to proceed with a job posting that would be circulated and posted to attract a broad pool of candidates, both internal and external, for consideration by the selection committee.

RESOURCE IMPLICATIONS:

5. There will be some costs associated with the selection process, for example, recruitment costs for posting the ad, meeting room expenses and fees associated with engaging a third party to complete a thorough reference check of finalist candidates. These costs will be covered from within approved budgets.

COMMUNICATIONS/CONSULTATION:

6. Consultation is not required for this process.

STRATEGIC LINKS:

7. The retention of the current complement of senior staff is essential to the successful achievement of the District's goals and objectives; each member of the senior team plays an integral role in leading one or more District initiatives in support of the strategic plan.

RECOMMENDATION:

THAT the Board authorizes staff to proceed with initiating the supervisory officer selection process, including a job posting, as outlined in Report 19-086, effective immediately.

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

Appendix A – Policy P.087.HR, Selection of Supervisory Officers
Appendix B – Timelines for SO Selection Process – Fall 2019

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.087.HR

TITLE: SELECTION OF SUPERVISORY OFFICERS

Date issued: 18 February 2005
Last Revised: 25 November 2014
Authorization: Board 25 November 2014

1.0   OBJECTIVE

To demonstrate the Board's commitment to providing exemplary leadership for the Ottawa-Carleton District School Board through the selection of supervisory officers.

2.0   DEFINITIONS

In this policy,

2.1   **Board** refers to the Board of Trustees of the Ottawa Carleton District School Board.

2.2   *District* refers to the Ottawa Carleton District School Board.

3.0   POLICY

3.1   The Board is committed to providing the District with vibrant and meaningful leadership and demonstrates this commitment through the selection of supervisory officers who have the skills, knowledge and values to create and promote a high performance organization and optimum conditions for student success.

3.2   The selection of supervisory officers shall be fair, equitable, and transparent, and shall incorporate clearly identified supervisory officer selection criteria that demonstrate proven leadership qualities, a commitment to excellence in public education, and a commitment to fulfilling the mission, goals, objectives and policies of the Board.

3.3   The Board shall establish an ad hoc Selection Committee whose mandate shall be to recommend the selection of supervisory officers. Membership shall include:
a)   three members of the Board:
    i.   The Chair or designate; and
    ii.   Two other trustees selected by the Board.

b)   and three members of senior staff:
      i.   The Director of Education; and
      ii.   Two others selected by the Director of Education.

3.4   Finalist candidates shall be required to provide professional references who can speak to their professional competencies, skills and personal attributes. References should be drawn from a variety of sources which might include supervisors, subordinates, peers, trustees, parents, and community members, as appropriate.

3.5   The Selection Committee will be responsible for submitting recommendations on appointments to supervisory officer positions to the Board for approval.

4.0   SPECIFIC DIRECTIVES

4.1   The Director of Education shall issue such procedures as may be necessary to implement this policy.

5.0   REFERENCE DOCUMENTS

The Education Act, 1998, PART XI s. 283 (2), 278, 279, 284, 285, 286
Ontario Regulation 309, PART I Qualifications of Supervisory Officers
Municipal Freedom of Information and Protection of Privacy Act
Ontario Human Rights Code
Board Policy P.006.HR: Delegation of Authority – Human Resources
Board Procedure PR.641.HR: Selection of Supervisory Officers
Ottawa-Carleton District School Board Mission Statement

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

SUPERVISORY OFFICER (ACADEMIC)
FALL 2019 SELECTION PROCESS
TIMELINES

DATE	ACTION	RESPONSIBILITY
13 October 2019 5:00 pm	**Application Deadline** • Portfolios must be received in Human Resources by 5:00 pm.	
21 October 2019 9:30 am to 11:30 am Director's Meeting Room	**Review and Confirm Process** • Information provided to Selection Committee (Oct 16 Backup) • Selection Committee reviews and confirms process **Portfolio Reviews** • Shortlisting of candidates • Candidates notified • Information on next steps sent to short-listed candidates **Finalize written exercise**	**SO Selection Committee Human Resources** **SO Selection Committee Human Resources** **Director, Assoc. Director, HR**
Week of 26 October 2019	**Written Exercise** • Short-listed candidates complete written exercise **Finalize Case Study and Interview Questions**	**Human Resources** **Director, Assoc. Director, HR**
Week of November 4 2019	**Interviews and Case Study**	**SO Selection Committee**
November 6 – 12 November	**Reference Checks** **Second Interviews if Required**	**Boyden Consulting**
Week of 18 November 2019	**Selection Committee Decision** • Prepare report for Board	**SO Selection Committee**
26 November 2019	**Board Approval** • Candidate(s) submitted to Board of Trustees for approval	**Board of Trustees**
November 27 – December 5, 2019	**Notification to Candidates** • Conditional verbal offer(s) • Ministry approval letter • Written offer/employment agreement provided • Unsuccessful candidates notified **Public Announcement(s)**	**Director, Assoc. Director**
*To Be Determined	**Candidate Debriefs** *efforts will be made to ensure debriefs take place before January 31, 2020	**Director, Assoc. Director**

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, June 12, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members:	Christine Boothby (Trustee), Rob Campbell (Trustee), Mark Wylie (Down Syndrome Association), Andrea Nelson (Learning Disabilities Association of Ottawa-Carleton, Alternate), Donna Owen (Ottawa-Carleton Assembly of School Councils), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Lisa Paterick (VIEWS for the Visually Impaired)
Staff and Guests:	Lynn Scott (Trustee), Donna Blackburn (Trustee), Erica Braunovan (Trustee), Brett Reynolds (Associate Director of Education), Peter Symmonds (Superintendent of Learning Support Services), Colin Anderson (System Principal Safe Schools), Stacey Kay (Manager of Learning Support Services), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Amy Hannah (System Principal of Learning Support Services), Christine Kessler (System Principal of Learning Support Services), Nicole Guthrie (Board/Committee Coordinator)

1. Call to Order

    Chair Kirwan called the meeting to order at 7:04 p.m

2. Approval of the Agenda

    Moved by Christine Boothby,

    That the agenda be approved.

Chair Kirwan noted that item 6.4, Section J, should be removed and that item 6.5, Special Education Plan 2019 and Special Education Report 2019, will follow item 6.1.

Moved by Christine Boothby,

That the agenda be approved, as amended.

Carried

3.   Delegations

There were no delegations.

4.   Member Update

There was no member update.

5.   Review of Special Education Advisory Committee Report

5.1   15 May 2019

Moved by Jim Harris,

That the SEAC report dated 15 May 2019 be received.

Ms. Houlden recommended the following change to her comment and query on page 2 of the agenda package. "Teachers at Crystal Bay Centre for Special Education and Clifford Bowey Public School are responsible not only for providing quality instruction, but also for the management of each student's complex care including, therapies, personal care, coordinating with nursing and physical therapists and occupational therapists, working with families, and managing transitions. The needs of the students at these locations are becoming more complex and, therefore, consideration must be given for classes for multiple exceptionalities, which, under the Education Act mandates a class size of six."

Trustee Boothby requested that the following sentence be added to the second paragraph under "Storefront" on page 10 of the agenda package:

"One important aspect of Storefront is a location outside the more traditional high school locations like OTSS, to promote more adult post-secondary environment, responsibilities and independence."

Moved by Jim Harris,

That the SEAC report dated 15 May 2019 be received, as amended.

Carried

5.2   Review of Long Range Agenda

The long range agenda was provided for information.

Reporting and ratios of students in the classroom at both Clifford Bowey Public School and Crystal Bay Centre for Special Education will be added to the long range agenda for discussion in the fall of 2019.

5.3   Motion/Action Tracking Report, Business Arising

The motion action tracking report was provided for information.

6.   Action/Discussion/Information Items

6.1   Report 19-062, Student Suspension Report for 2017-2018 School Year

Associate Director Reynolds with the aid of a Powerpoint presentation guided the committee through Report 19-062, Student Suspension Report for 2017-2018 School Year.

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

- A suspension may be issued, resulting in the student's removal from the school. Principals may utilize in-school sanctions to permit the students safe return to school after the suspension period but there is no in-school suspension;

- Exclusions are not included in the report as there are currently no mechanisms to record the data. Suspensions are a form of discipline and exclusions are not disciplinary. Exclusions may be applied to students to whom discipline is inappropriate;

- Reporting protocol and coding, implemented in 2017 to attempt to capture exclusions, has unfortunately been inconsistent and applied incorrectly, which has impacted the reliability of the data. The District aims to have accurate data on student exclusions by the end of 2019-2020;

- Ms. Owen expressed concern over the lack of a definitive policy and procedure despite several requests from SEAC over the last number of years. Associate Director Reynolds responded that the procedure is currently in draft form and he anticipates it will be complete by the end of the 2019-2020 school year. He added that parents are informed of exclusions with a letter outlining the reasons for the exclusion and the remedies and advising them of the right to appeal;

- Trustee Campbell advised that he has served a notice of motion regarding student exclusions;

- Chair Kirwan advised that the Ontario Ombudsman's Office had provided strong guidance for school boards on exclusions and

expressed concern that the District has not acted on the recommendation;

- A person whose presence in the school would be detrimental to the physical or mental well-being of pupils may be excluded;

- Chair Kirwan remarked that a report on the frequency of exclusions and the application of District resources to support students is critical to the understanding of the issue and preventing and reducing the number of exclusions;

- The average length of an exclusion is typically four days. Some may extend to several weeks as appropriate;

- Associate Director Reynolds encouraged the members to direct parent concerns regarding exclusions to Superintendents;

- If a parent refuses to remove a child from the school, the only authority that a principal has to deny the child access to school is suspension or exclusion;

- Ms. Gardner commented that the safety of staff is also important. She noted that in order for the student to remain in the school a principal must evaluate whether or not the school has the additional resources necessary to keep the student, other students and staff safe;

- Ms. Dlouhy commented that the principal makes a decision on a case by case basis. She noted that the decision to contact the parent is usually made after all strategies have been exhausted. She concurred with Associate Director Reynolds on the challenge of establishing a procedure due to the variety of factors when dealing with exclusions; and

- Trustee Campbell noted the importance of accurate exclusion and suspension data to ensure staff can provide the necessary resources. The data will help inform strategy and practice.

6.2   Report 19-064, Special Education Plan 2019 and Special Education Report 2019

Your committee had before it Report 19-064, Special Education Plan 2019 and Special Education Report, seeking the approval of the plan. Chair Kirwan noted that over the course of the 2018-2019 school year, SEAC has reviewed and provided input into all of the standards that comprise the plan.

Moved by Mark Wylie,

A. THAT the 2018-2019 Special Education Plan, attached as Appendix A to Report No. 19-064, be approved; and

B. THAT the 2019 Special Education Report, attached as Appendix B to Report No.19-064, be approved.

During a discussion of the report, the following points were noted:

- Many of the recommendations made by SEAC have been incorporated but opportunities exist to build on the work. Staff will continue to work on simplifying the language for parents and increase opportunities for parents and community members to provide input;

- The Special Education Plan is intended to be an online document and the plan will be available on the District's website;

- Ms. Owen requested that the contact email for OCASC be revised to seac@ocasc.ca; and

- In response to a query from Ms. Owen regarding the reference to an invitation to the community inviting feedback, Staff noted that the Special Education Report page on the District website encourages comments, suggestions or feedback be sent to System Principal Hannah. SEAC reviews each of the sections of the Special Education Plan over the course of the year. SEAC meetings are open to the public and parents and community members are welcome to provide input through delegation.

Moved by Mark Wylie,

A. **THAT the 2018-2019 Special Education Plan, attached as Appendix A to Report No. 19-064, be approved, as amended; and**

B. **THAT the 2019 Special Education Report, attached as Appendix B to Report No.19-064, be approved.**

Carried

6.3 Memo 19-072, Draft Mental Health Strategy

Your committee had before it Memo 19-072, presenting the Draft Mental Health Strategy.

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

- The examples provided in the draft do not represent an exhaustive list of those specific populations the plan aims to support. The draft mental health plan aims to be inclusive;

- Trustee Campbell queried the training of staff on identifying for referral as opposed to diagnosis. Dr. Duschner noted that the plan provides for the training of staff in awareness to assist staff in recognizing signs and symptoms. Staff will be trained to observe major changes in behaviour and mood. Educators can then engage in conversations with the family based on the classroom observations. The observations can also be brought to the attention of the multi-disciplinary team who can further evaluate the need for further assessment and involved that psychology staff who are qualified to make a diagnosis should it be warranted;

- Superintendent Symmonds highlighted the reference to the document entitled "Supporting Minds" which provides accessible information for teachers to help raise awareness and competencies to recognize early signs. The Ontario College of Teachers has also issued a professional advisory on mental health;

- The District has received input from parents in the spring of last year and will be sharing the draft with community partners in the fall of 2019;

- The action plans referenced on page 45 will be available should the plan be approved. The action plan is the work plan of the department;

- Dr. Duschner noted that measuring the impact and success of the plan and the work in mental health is difficult. It is difficult to identify one specific strategy that is having an impact. The work must be evaluated in a broader context and through work with community partners and provincial counterparts to determine effective indicators and measures;

- Mr. Harris requested that SEAC continue to be apprised of work on the plan;

- Mr. Wylie expressed concern over the size and scope. He noted that the District must continue to focus on its role as educators and not diagnosticians. Dr Duschner noted that should the school boards be effective in the promotion of student achievement they must also address student well-being. Students cannot perform to their full potential unless they are feeling well. There is no expectation that educators become diagnosticians, but they can observe changes in students mood and behaviour;

- The provincial government focus is a general emphasis at the tier one, classroom level, mental health professional support in schools focussing on intervention at the tier 2 and 3 levels;

- Dr. Duschner noted that tracking data and the mechanism for recording issues within the system either through the Ontario School Record (OSR) is difficult. Some students have an Individual Education Plan (IEP), some have been identified with a specific exceptionality through the Identification, Placement, and Review Committee (IPRC) and some are not identified, making reporting challenging;

- Information regarding individual students may be communicated through conversations in the school among the teachers, with the family members and the multi-disciplinary team. A conversation with and consent form from parents is required in order to share information as there is still a stigma associated with mental health;

- The learning skills section of the student report card does allow for some reference to well being; and

- The mental health steering committee was established in June 2018 Further consultation on the plan with continue into the fall of 2019.

6.4   Integration and Support for Special Education Students

The committee worked in small, independent groups to formulate responses to three guiding questions with respect to the concept of inclusion. The responses (attached as Appendix A) will be used to continue the discussion at a SEAC meeting in the fall of 2019.

6.5   Report 19-063, Learning Disabilities Specialized Intervention Program (LD SIP) Program Monitoring Results

Your committee had before it Report 19-063, outlining the monitoring results for the Learning Disabilities Specialized Intervention Program (LD SIP).

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

- A non-standardized version of the Wechsler Individual Achievement Test, 3rd Edition (WIAT) was administered to all LD SIP students to help evaluate the academic outcomes of the students. The WIAT results indicated that students made academic gains and had made improvements against their performance on standardized tests of age-matched peers;

- Integration is challenging for LD SIP students, as evidenced by input from the parents and the students themselves;

- The integration is important to ensure that students are able to face challenges and build important resilience skills to foster independence;

- The WIAT post-test was the modified unstandardized version. The modification enabled the students to use assistive technology in the written expression portion which deviates from the standard test administration protocol;

- The LD SIP is a one year program with an option for a second year. Most students remain in the program for two years and the District has no immediate plans to change the program length. The goal is to prepare students for the pathway of their choosing at the secondary level;

- Referrals for 2019-2020 have increased the number of program classes;

- LSS will be providing professional development (PD) for teachers receiving students during the integration part of the day to help ease LD SIP students' transition to the regular classroom. This will help build system wide capacity to help support all LD students in the regular classroom;

- Ms. Nelson queried the decision to begin the LD SIP program in grade five when evidence supports early interventions. Manager Kay noted the the decision was suggested during the LD Review and the District has made investments in early interventions at the primary/junior level through the implementation of the Empower Reading program, the Leveled Literacy Intervention (LLI) program as well as tier 3 support for students struggling with decoding. Many of those supports can be effectively delivered in the regular classroom. By grade five, based on the opinions of psychological staff, those who have not responded to intensive interventions in earlier grades may access the supports within the LD SIP;

- In response to a query from Ms. Nelson regarding LD SIP students missing out on elements within the regular classroom, System Principal Kessler advised that the LD SIP model has been changed to promoted balance within the student's to ensure they do not fall behind when they return to the regular classroom. Principals of schools with LD SIP carefully consider schedules and timetabling with LD SIP in mind to avoid student's from missing out. Students would never miss an entire subject area;

- LD SIP serves the most severe LD students. Most students with LD can be served in the regular classroom. LD SIP is designed for students that despite early interventions are still lacking academic skills and require a different service delivery model to address the challenges and to develop compensatory strategies;

- LD SIP enables the District to reach more students than the previous model with an empowered approach and relies on meta-cognition;

- The social-emotional component of the program is an important element of the LD SIP and has a significant impact on learners;

- Mr. Wylie commended the LSS team on the report and the programs ability to measure a benefit;

- Ms. Glance advised that having worked in the program she has witnessed the increase in confidence and self-esteem of the LD SIP students as they work on building integration skills;

- Ms. Owen requested that the comments from Dr. Maggie Memon be shared with all SEAC members;

- Ms. Houlden commented on the difficulty some students of small, congregated classes face when they transition to high school. She noted that the integration element of the LD SIP is essential to prepare students for secondary education and that the students transitioning from the LD SIP are ahead of their peers; and

- LSS will be monitoring the LD SIP students longitudinally as they leave the program and progress through the secondary level. LSS will use the WIAT, the results of the Ontario Secondary School Literacy Test (OSSLT), credit attainment and other measures to assess student success.

7. Department Update

    Superintendent Symmonds noted the following in his department update:

- The reduction of the itinerant behaviour teacher (IBT) will be offset with the addition of three social-emotional learning teachers;

- One board-certified behaviour analyst (BCBA)was approved by the Board in January 2019. Another two BCBAs were added as part of the 2019-2020 Budget;

- An applied behaviour analysis (ABA) coordinator will help provide support as the provinces shifts to an amended Ontario Autism Program;

- LSS plan to utilize the expertise of the BCBAs to determine the function of student behaviour and help reduce unwanted behaviour;

- LSS will trial the use of a communicative disorder assistant (CDA) to work in collaboration with speech language pathologists (SLP);

- 1.5 FTE psychologist and 0.5 FTE social worker will continue to support high needs areas;

- There has been no further direction from the Ministry regarding the changes to the Ontario Autism Program. A provincial panel has been struck to review the input from the Ministry consultation. LSS anticipates the enrollment of approximately 150 new ASD students between September and November 2019 as the extension funding terminates;

- The Children's Hospital of Eastern Ontario (CHEO) has established a point of contact with the District to help staff; and

- The BCBAs will be working with both students and staff.

8. Committee Reports

8.1 Advisory Committee on Equity

Ms. Nadon-Campbell advised that the 23 May 2019 meeting of the Advisory Committee on Equity featured a discussion on the mental health strategy and a a presentation of student voice.

8.3 Board

There was no report from the Board.

8.4 Committee of the Whole Budget

Ms. Owen noted that 2019-2020 Budget passed on 10 June 2019. She noted that the budget is status quo. Staff seek to maintain stability while determining how to address anticipated reductions in grants. The 2019-2020 Budget features investments in special education, health and safety, and student focused technology.

Ms. Owen noted that some of the positions funded by the Local Priorities Fund (LPF) have been maintained for 2019-2020 even though the funding has been eliminated.

The District has increased its spending in Special Education by 7% percent above what the Ministry funds and this will need to be addressed in subsequent budgets.

9. New Business

Trustee Boothby requested that the padlet exercise from the integration and support for special education students be shared with Trustee Lyra Evans, Ian Morris and Katie Ralph.

10. Adjournment

The meeting adjourned at 10:30 p.m.

_____

Rob Kirwan, Chair, Special Education Advisory Committee

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

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE (PUBLIC) **17 September 2019**
Report No. 19-081

Update on the Identity-based Data Collection Project

**Key Contact: Michèle Giroux, Executive Officer, Corporate Services,
613-596-8211 ext. 8310
Dorothy Baker, Superintendent of Instruction,**

PURPOSE:

1. To provide an update on the Identity-based Data Collection project, including the student and community focus group meetings and the proposed plan and timelines for data collection, analysis and reporting.

CONTEXT:

2. The OCDSB has a strong commitment to improving equity of access and opportunity for all students. In 2011, the OCDSB undertook a comprehensive student survey "snapshot" in time. Since then, our community has expressed strong interest in formalizing a process for the ongoing collection of identity based data as a tool to better understand and eliminate systemic barriers. With the introduction of the *Equity Action Plan* (2014), and the subsequent enactment of the *Ontario Anti-Racism Act* (2017), a framework for school districts to move forward with this work is now in place. The *Act*, which applies to all publicly-funded institutions, specifically acknowledges four groups that are most adversely impacted by racism, including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia. Standards for the collection of identity-based data by public sector institutions in Ontario are described in detail in the *Data Standards for the Identification and Monitoring of Systemic Racism* (see Appendix A for a summary of the standards).

3. In May 2018, the Ministry of Education released the *Ontario Education Equity Action Plan*, which outlines the provincial framework for identifying and eliminating discriminatory practices and systemic barriers and bias from Ontario schools and classrooms. The Equity Action Plan has four main areas:
      • School and Classroom Practices
      • Leadership, Governance and Human Resource Practices
      • Data Collection, Integration and Reporting
      • Organizational Culture Change

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

4.   Over the last two years, the OCDSB has been working with the Education Equity Secretariat and other districts to develop standards of practice for data collection by school boards in Ontario. In 2018-2019, the District applied for and received funding through the Secretariat to build capacity in preparation for the collection, analysis and use of identity-based data. The funding was in support of the first phase of the data collection project - undertaking focus groups with community partners, parents, and students to better understand lived experiences and how the collection of identity-based data might help to identify strategies to overcome barriers. The focus group sessions were held in the spring of 2019 and were very useful in informing our work. The second phase of the data collection project is the administration of a survey which will collect demographic and perceptual data for all students in the system. The survey will be undertaken in late November/early December 2019.

KEY CONSIDERATIONS:

Community Partners and Focus Group Sessions
5.   The insight of our community partners was a critical starting point for planning the Focus Group Sessions. In May 2019, the OCDSB invited participation from a range of community partner groups and agencies to discuss strategies for the structure, participation and feedback of the focus group sessions; 44 community members attended the two meetings. The input of our partners helped to develop the plans for focus groups with students and parents of students who have experienced racism, bias, or barriers, including anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities.

Focus Groups and Findings
6.   Based on the input from our community partners, separate focus groups were held for participants who identified from our Indigenous community and those from other equity seeking groups. Through May and June, two focus group sessions were held for students and three focus group sessions were held for parents. We were fortunate to have participation from approximately 60 students and 147 parents.

7.   The focus group discussions were very powerful. Participants shared their experiences about racism, bias, and gaps that exist in the system. Five themes emerged in the discussions:

- **The Importance of Identity** – participants discussed the complexity of identity; the sense of community that arises from identity; the risks of stereotyping associated with identity; and the very personal nature of the journey of how we define our identity;

- **Staff Awareness** – participants acknowledged the need for better staff awareness and capacity to supporting issues of identity; concern was expressed about the risk of learning expectations being established based on identity rather than capacity; and the need to balance engaging students identity in the classroom and expecting the students to be a knowledge expert on the history and culture of their identity;
- **Programming for Students** – participants discussed the importance of relevant programming for students; access to programming and resources; and the need to ensure that where specific learning needs are identified and documented, such as in an IEP, those needs are addressed in the classroom;
- **Representation –** participants addressed the importance and value of having an OCDSB workforce that is representative of the students in our classrooms; in addition, they discussed the importance of having learning resources which include and reflect the identities of our students;
- **Connectedness** – participants discussed the importance of ensuring opportunities for students/communities to connect, and acknowledged the value of forums such as the Black Youth Forum, the Indigenous Youth Day, Date for Diversity, and the Rainbow Youth Forum to create awareness and a sense of belonging.

These discussions reaffirmed how much identity matters in student learning and well-being and why it is so important that we allow students to engage in opportunities to address the experience of their identity. The focus groups discussions identified the following top five actions the OCDSB needs to take:

i. **Acknowledge** that racism and bias exist in the education system;
ii. **Listen** to what our parents, students, staff and community partners are telling us;
iii. **Gain an understanding** of the values that shape students' identity;
iv. **Increase representation** of diverse groups in staff to promote a greater sense of belonging for students; and
v. **Be sensitive** in the data collection and reporting so as not to reinforce stereotypes.

The information collected from focus groups has helped the District better understand the disparities, biases, and gaps that exist in the system. This information is being used to help shape the data collection process, but also to develop our system capacity to support student learning and well-being.

Follow up with Community
8.   The follow-up and feedback with participants and community partners is critical. Recognizing that participants have different needs, two summary documents have been created from the focus group sessions:

- Appendix B is a graphic summary of the feedback learned from the focus group discussions; and

- Appendix C is a detailed report of the sessions and the feedback received.

These documents will be shared with all participants electronically and posted on the District website. They will also be used to update our Advisory Committees. In addition, a follow-up meeting will be held with community partners to reflect on the feedback and discuss strategies to engage the community in the next stage of our data collection project.

Using Data to Address these Issues

9.   In November 2019, the District will undertake the collection of voluntary demographic and perceptual data for all students (K-12). This includes questions about race, gender identity, ethnicity, language and sexual orientation. This type of data, when analyzed with other data sets can be very helpful in revealing trends which could help to answer questions about:

- **Achievement Gaps** – whether certain groups of students achieve at the same rate;
- **Suspension and Expulsion Rates** – whether certain groups of students are suspended or expelled at a higher rate;
- **Streaming** – whether certain groups of students are over or under represented in particular programs or streams (academic versus applied; English with Core French or Elementary French Immersion);
- **Sense of Belonging** - whether certain groups of students feel more engaged/disengaged at school;
- **Feeling Safe at School** – whether certain groups of students feel more or less safe at school.

Data collection has the potential to inform the development of strategies to address such trends and to support the decision-making process. However, we must carefully plan for the ethical and focused collection and use of the data. The purpose of the student survey is:

a. to gather demographic information about the unique and diverse characteristics of the OCDSB's student population;
b. to identify and respond to barriers to student learning and well-being;
c. to enhance the District's capacity to serve its increasingly diverse student population and client communities.

Survey Development and Planning for Analysis

10.   The data collection process will be done by survey during the period November 26 to December 13, 2019. The key project timelines are attached in Appendix D. For students in Kindergarten through Grade 6, parents will be invited to complete one survey per child. Students in grades 7-12 will be invited to complete the survey in school during class time. The survey will be conducted electronically, using a direct email link, hard copies will be made available as required to accommodate individual requests.

11.   This is a voluntary survey which means that individuals will be able to opt out of survey completion entirely or opt out of specific questions. For students in Kindergarten through grade 6, parents will receive information about the survey and a link to complete it on behalf of their child(ren). For students in grades 7 through 12, parents will be sent a letter with an opt-out consent form. Students in grades 7 through 12 who have consent, will still have the ability to opt out of the survey in its entirety or omit any individual questions if they choose.

12.   The survey will be confidential, but not anonymous. School staff will not have access to the individual student responses and the data will be stored in a separate database. There will be a unique identifier on the survey data which will allow the research staff doing the analysis to link and analyze the survey data with other data sets (e.g., achievement data, suspension data, course participation rates, etc.). This will be done with data which is stripped of student identifiers (student name, OEN, address) and will only be reported on in aggregate numbers.

Survey Questions

13.   Research staff has been reviewing the provincial Data Standards and sample survey questions used previously by the OCDSB, by other school districts, and those developed by the provincial working group. Using the input received from the focus group sessions and from our advisory committees and community members over the last year, a list of questions is being developed for our survey.

The regulations under the Anti-Racism Act, establish a framework for the order and nature of questions relating to personal information.
- Indigenous Identity
- Race
- Ethnic origin
- Religion
- Age
- Sex
- Education
- Geospatial information, such as postal code for place of residence, or place of work
- Socio-economic information, such as educational level, annual income, employment status, occupation, or housing status
- Citizenship
- Immigration status
- Gender identity and gender expression
- Sexual orientation
- Place of birth
- Languages
- Marital status •
- Family status
- (Dis)abilities

These types of personal information may be relevant for analyzing systemic racial inequalities in outcomes by considering the intersection of race with other social identities. The information may also support a better understanding of the factors that potentially contribute to, reinforce, or underlie systemic racial inequalities in outcomes.

Applying OCAP Principles

14.   In our discussions with the community and with the Indigenous Education Advisory Committee, questions were raised about the application of the First Nations principles of ownership, control, access and possession (OCAP). In response to these concerns, several members of the research staff have recently completed a program offered by the First Nations Information Governance Centre in partnership with Algonquin College that provides a comprehensive overview of the principles. We will be continuing to work with the Indigenous community on the application of these principles to our work.

Data Integrity

15.   Data integrity is a critical component in the planning phase. To ensure the secure and efficient collection of data, the District undertook a request for proposal for data collection software and selected Qualtrics as the preferred platform. The Qualtrics research platform provides organizations with a secure online collection and reporting tool that encrypts data during transmission and at rest, stores data on Canadian servers, and is accessible only to authorized users at the District. An implementation team from Qualtrics has been assigned to work with READ staff on this project.

The system also provides a mechanism for direct communication with survey respondents which will be particularly useful in ensuring that responses from survey participants can be linked to other administrative data once it has been collected.

Information letters for parents will be translated into the most common languages in the District, as indicated in Trillium. The Qualtrics research platform also has embedded translation capabilities that will allow respondents to translate questions into a language other than English should they require this additional support. All responses are converted to English in the final data set that is produced for analysis.

System Readiness and Support

16.   In order to support implementation of the Identity Based Survey, superintendents, principals and managers will be engaging in the facilitated completion of two modules developed in partnership with the Canadian Centre for Diversity and Inclusion (CCDI) in October. The two modules are Diversity and Inclusion Fundamentals and Unconscious Bias. The logistics and operational aspects of survey delivery will be a focus for the October Operations meeting. Schools will

receive ongoing support from the Research, Evaluation and Analytics Division as well as the central Equity and Indigenous Education teams. Fact sheets, question and answer documents and other resources will also be made available.

<u>Reporting</u>

17. It is anticipated that preliminary reporting of results from the collection of identity-based data will begin in late spring of 2020 with a summary of what we heard from our students and parents (on behalf of their child). Linkages to student achievement outcomes will begin to be incorporated in reports that are already being produced beginning with the 2019-2020 Annual Student Achievement Report to be available in the fall of 2020. Identification of new reports to be generated and timelines associated with those has yet to be determined.

    On a move forward basis, a decision will need to be made as to the frequency of the survey cycle. The Toronto District School Board, which currently has the longest history of conducting such surveys, operates on a five-year cycle. Anything less than a three-year cycle is not sustainable.

RESOURCE IMPLICATIONS:

18. The District has received $103,000 in one-time funding through a Transfer Payment Agreement to support this work to the end of November 2019. Funds were to be used to hire research staff, with the balance allocated towards meeting costs associated with the conduct of focus groups. The Ministry of Education has recently announced availability of up to $50,000 in additional funds to continue to support this work through August 2020 through an application process. Any requirement for additional staff to support this important work on a more regular basis will be brought to Board as part of the budget process.

19. The District has also invested in the software that will be used to support the data collection for this project. The software also offers capabilities to generate reports and dashboards, making it a versatile tool for other initiatives within the District. Annual licensing fees are approximately $120,000 and have been absorbed by the READ operating budget, which includes approximately $60,000 from the MISA Local Capacity Building budget allocation in the GSNs.

COMMUNICATION/CONSULTATION ISSUES:

20. Collecting personal information about race and ethnicity is sensitive work. It is essential that all employees involved in the collection and use of the data have a fulsome understanding of the importance, value and sensitivity of the work and the purpose of collection and use. Our focus is to build a communication and awareness campaign that is respectful, culturally sensitive,

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transparent and done in an accessible way that ensures individual privacy and confidentiality.

Our collaboration with community partner organizations has been critical to creating a sense of community support, and will continue to play a key role in our work moving forward. Our next meeting with community partner organizations will focus on strategies to support outreach and participation in the survey process. Staff continues to reach out to our advisory committees and key community members/partners for advice/guidance on such things as: implementation/communication strategies; and, analysis, interpretation and reporting that aligns with the Data Standards while balancing the needs of each community/equity-seeking group.

21. A detailed communications plan is underway. The focus of communication activities in September will be to report out on the focus group sessions and build awareness of the identity based data collection process with key stakeholder groups. In October, more detailed communications will begin which will focus on building awareness of the purpose of data collection process, the timing and operational details of the survey process and how to get more detailed information. In addition, training will be provided to build capacity of school based staff to support students and families in the survey process. In late October/early November, the communication will be more focused on timing, consent, and how to participate. In December, communication will be focused on reminders for survey completion and thank you to all participants.

22. A variety of strategies will be used to ensure communications reach all of our different audiences, including:
    a) **Print** – posters for schools and pamphlets/brochures for parents, school staff, community members and school councils to create awareness throughout the system;
    b) **Digital** – online visuals and digital information to be available on the District and school websites and in social media, as well as direct emails, school council newsletters and Keeping You Connected;
    c) **Promotional videos** featuring student and parent voice; and
    d) **Face-to-face opportunities** to discuss plans (e.g., superintendency meetings, Student Senate, pop-up forums).

An important area of focus in the coming weeks will be strategies to support and engage students and parents who may need assistance/support with language and/or translation, or with access to technology or guided assistance for survey completion. We will continue to reach out to community partners, MLO's, and school based staff to develop strategies to support this work.

STRATEGIC LINKS:

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

DISCUSSION QUESTIONS:

1. How can the information learned from the focus groups inform the discussions and decision-making of the Board?
2. How will the collection of identity based data inform the work of the Board?
3. How can trustees support and encourage parent and student participation in the survey collection process?
4. What specific information or resource materials would assist in this regard?

Michèle Giroux
Executive Officer, Corporate Services

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

Identity Based Data Collection – Overview and Standards

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

Overview of the Data Standards

1. Assess, Plan and Prepare
   o Identify need and establish specific organizational objectives for personal information collection based on stakeholder and community input.
   o Determine organizational priorities and resources and conduct a privacy impact assessment.
   o Identify meaningful policy, program, or service delivery outcomes, and establish an analysis plan.
   o Establish data governance processes and develop and plan collection policies and procedures, including measures related to quality assurance and security of personal information.
   o Identify training needs and develop and deliver appropriate training and other resources to support compliance with the ARA, the regulations and the Standards, and relevant privacy legislation.

2. Collect Personal Information
   o Communicate the purpose and manner of personal information collection to clients and communities.
   o Implement the collection of personal information based on voluntary express consent.

2. Manage and Protect Personal Information
   o Implement processes for quality assurance and the security of personal information.
   o Maintain and promote secure systems and processes for retaining, storing, and disposing of personal information.
   o Limit access to and use of personal information

4. Analyse the Information Collected
   o Calculate and interpret racial disproportionality or disparity statistics.
   o Apply thresholds and interpret whether notable differences exist that require further analysis and/or remedial action.

5. Release of Data and Results of Analysis to the Public
   o De-identify data sets and results of analyses before making information public, consistent with Open Government principles.
   o Include results of racial disproportionalities or disparities in the reports to the public, along with thresholds used.

6. Support and Promote Anti-Racism Organizational Change
   o Use information to better understand racial inequities, and to inform evidence-based decisions to remove systemic barriers and advance racial equity.
   o Continue to monitor and evaluate progress and outcomes.
   o Promote public education and engagement about anti-racism.

7. Participant Observer Information (POI)
   o Plan to collect, manage and use POI with input from affected communities and stakeholders.
   o Implement the collection of POI according to requirements for indirect collection.
   o Have measures in place to ensure the accuracy of POI before use.

Identity-Based Data Collection
Input from Our Communities

Ottawa-Carleton DISTRICT SCHOOL BOARD

Valuing Voices

WHAT WAS THE PURPOSE?

to gather information that will help the District identify and monitor systemic barriers and identity-based disparities within the education system.

WHAT DID WE DO?

2 Community Partner Meetings

3 Focus Groups with Parents

2 Focus Groups with Students

44 Community Members

147 Parents
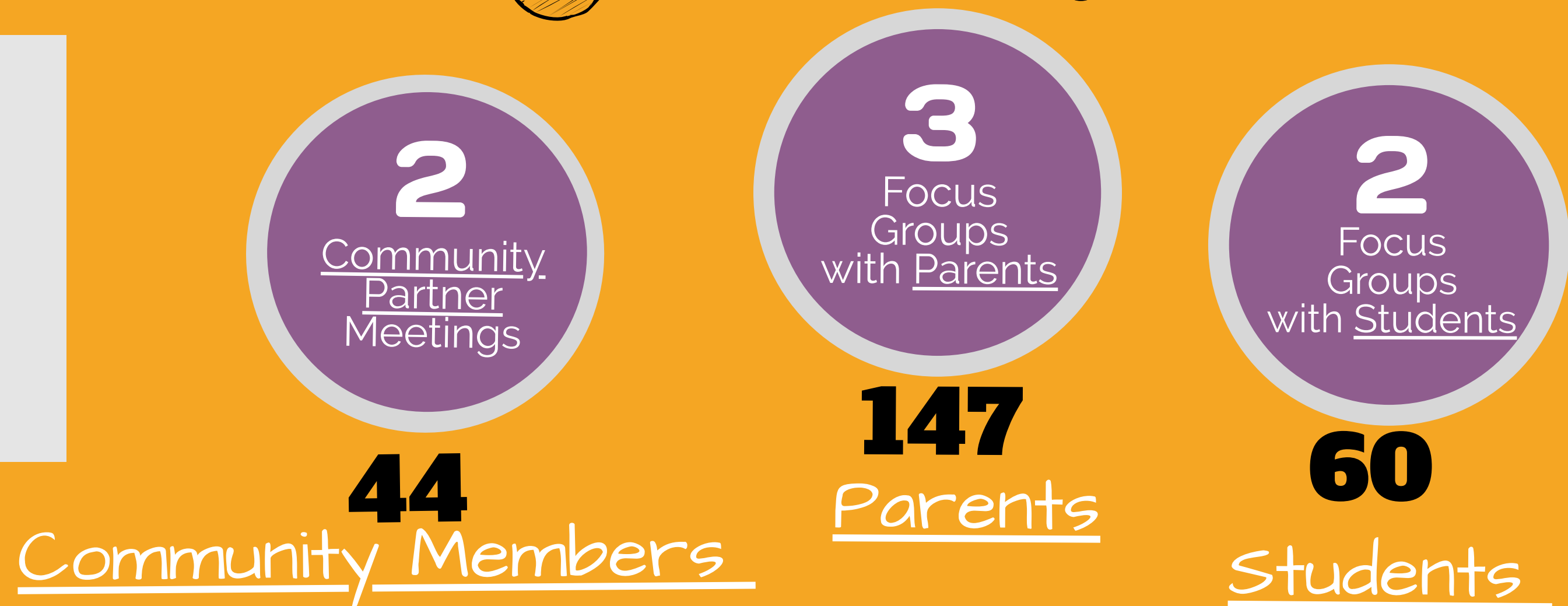
60 Students

WHAT DID WE HEAR?

REPRESENTATION

"…schools are doing a superficial level. The data shows that 43% of students are members of racial groups but only 8% is staff. On an international day, Caucasian teachers represent different nations, which is funny. Hiring practices are keeping the school board "white."

CONNECTEDNESS

"..club and sports activities and, cultural celebrations are great opportunities to help us connect with friends who identify like us and increase our sense of belonging."

PROGRAMMING FOR STUDENTS

"My child was diagnosed with Dyspraxia- lots of work done to identify and then nothing happens after that."

STAFF AWARENESS

"Opportunities that were open to me when teachers thought I was White have now been closed. Now that people know I am Indigenous, teachers expect me to only work on Indigenous topics and issues. Being Indigenous is treated like a disability."

THE IMPORTANCE OF IDENTITY

"Identity is complex – it puts you into a community but emphasises your individuality. "

WHAT DO WE NEED TO DO?

Acknowledge that racism and bias exist in the education system

Increase representation of diverse groups in staff to promote greater sense of belonging for students

Identity Matters! Allow students to engage in opportunities to address experience of identity

Listen to what our parents, students, and community partners are telling us

Gain understanding of values that shape students' identity

Be Sensitive in the data collection and reporting so as not to reinforce stereotypes

WHAT IS NEXT?

SEPTEMBER-OCTOBER 2019
Feedback to community and input for future plans

OCTOBER – NOVEMBER 2019
Communication with schools, parents, and communities
Pilot administration

NOVEMBER 26 – DECEMBER 13
Survey administration

DECEMBER 2019- JANUARY 2020
Distribution of Thank-you notes

JANUARY – APRIL 2020
Data analysis
Stakeholder consultations

MAY 2020
Release of preliminary results

Focus Groups with Students and Parents

Summary Report of Findings

Contents

Context

In 2017, the Province enacted the Anti-Racism Act and provided a framework for school boards in Ontario to collect identity-based data. The purpose of the Act is to identify systemic barriers and biases to help advance racial equity for all students. The Act specifically identified four groups that are adversely impacted by racism including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia. The OCDSB has added LGBTQ2S+, New Comers, Poverty, and Accessibility groups to align with the current strategic direction.

The Ontario Education Equity Secretariat in the Ministry of Education has worked with staff from several school districts across the province to plan for province-wide collection of identity-based data. Collecting identity-based data is aimed at helping districts to precisely identify systemic barriers and help with strategies on how to eliminate discriminatory biases in order to support equity in student achievement and well-being. Consequently, on 4 February 2019, Report No. 19-019 on the Identity-Based Data Collection was presented to Committee of the Whole that described the work to be undertaken by the OCDSB to support the collection of identity-based data for all students K-12.

Equity in education is crucial in terms of improving all students' academic achievement and well-being as set out in *Ontario's Education Equity Action Plan* (2017). As defined in *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*, (Ministry of Education, 2014), an equitable educational environment provides a welcoming and respectful environment for all students. Further, the guidelines indicate that an equitable and inclusive education system also supports and inspires each student to succeed in a culture of high expectations for learning. Following this lead, the OCDSB 2019-2023 strategic plan reinforces and supports an equitable education environment for all students.

> *"Opportunities that were open to me when teachers thought I was White have now been closed. Now that people know I am Indigenous, teachers expect me to only work on Indigenous topics and issues. Being Indigenous is treated like a disability."*

According to *Ontario's Education Equity Action Plan* (2017), the diversity of the students in Ontario should be reflected in the diversity of their educators including teachers, school administrators, and school system leaders. Several students who participated in our focus groups reiterated the need to see staff members with similar identities as themselves. In a recent study examining the lived experiences of disengaged First Nations youth from schools, Walker (2019) highlights the importance of cross-cultural staff training to increase the understanding related to cultural norms of others. Recently, the Ottawa Community Immigrant Services Organization (OCISO, 2016) held forums with immigrant and refugee parents who expressed that they would like to see a welcoming, inclusive and engaging environment, clear and accessible communications, knowledge of what the curriculum entails, and a clear understanding of values and cultures being taught to their children.

In order to promote a safe and welcoming environment, information garnered from the collection of identity-based data will allow the OCDSB to identify and take action to eliminate systemic barriers faced by students in our school district.

Purpose

The purpose of this report is to summarize what was shared during the focus group discussions with students and parents with a view to using the information to plan for district-wide collection of identify-based data in November 2019, the subsequent analysis and reporting out of results and identification of next steps for action as a result of what we learn. In the OCDSB, the current project includes three key phases:

(1) **community partner meetings** - two meetings held at the beginning of May 2019 helped staff refine plans for focus group discussions with students, and parents of students who have experienced racism, bias, or barriers, including anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities;

(2) **student and parent focus group discussions** - two student sessions and three parent sessions allowed participants to share their experiences as they related to racism, bias, or barriers with other attendees in a safe environment; and,

(3) **the collection of identity-based data** – will take place beginning in November 2019.

Process

This Identity-Based Data Collection Project adopted a qualitative research approach to engage in conversations with the community to better understand the lived experiences in our schools regarding systemic barriers and identity-based disparities. Focus groups were utilized to obtain the narrative from students and parents. The goal of the focus groups was to explore participants' experiences, understanding and interpretations of their experiences in-depth (Tavakol & Sandars 2014).

These narratives were captured to give power and a voice to those who have been marginalized by the system. Processes and outcomes such as behaviours, attitudes, interactions, and learning environments cannot always be understood adequately through numerical data (Pope & Mays, 2006; Harding, 2013). Qualitative research is well established and has gained acceptance as a valuable tool in the study of education, with a growing recognition that they can be pursued with rigour (Ramani & Mann, 2016). The information collected from focus groups will help the District better understand the disparities, biases, and gaps that exist in the system, and help shape questions for the data collection tool. They will also assist in setting priorities for analysis and reporting.

Who Participated?

The Identity-based Data Collection project involves collecting data from community partners, parents, and students. As a first step, the community partner meetings helped with planning for recruitment of parents and students for the focus groups and for the actual data collection scheduled to take place in November 2019. Guiding questions for both focus groups were developed based on the feedback received from the community partners. Focus groups provided a safe environment for students and parents to share their lived experiences within the school board. Recruitment strategies and data collection methods were as follows:

1.   Community Partners

An invitation letter with guiding questions was sent to 40 community partner organizations and/or individuals with whom the District had an established relationship and that represent the eight groups of students identified above. They were asked to invite up to three members from their respective communities. Dates and venues were communicated to the community partners, along with an online registration link. A total of 44 community members from diverse communities attended one of the two meetings where they discussed the following questions:

- What are the conditions that need to be in place for students and parents to feel safe in sharing their experiences and that they have been heard?

- What suggestions do you have for focus group question that will help us identify potential systemic barriers and/or bias from the lived experiences?

- What strategies do you have that might support engagement of your community in either the focus groups or the data collection in the fall?

- Is there anything we should be asking in the focus groups?

2.   Student Focus Groups

Principals from OCDSB secondary schools (7-12 and 9-12) were asked to recruit a maximum of five (5) students in grades 7 to 12 to participate in the focus groups sessions and to identify a member of staff who could accompany the students to the venue. Sessions were held at non-OCDSB facilities at the recommendation of community partners. Approximately 60 students from 11 schools participated in the opportunity to discuss the following questions with their peers:

- How do you identify yourself and why is that important to you?
- How has your identity been shaped within the school system?
- What has helped to create a sense of belonging in your school? What has helped promote your academic success?
- What has prevented you from feeling and doing your best in school?
- What do you think is important for the school system district to consider when collecting identity-based data?

3.   Parent Focus Groups

Multiple ways of communication were used to recruit parents for focus groups including a memorandum to principals that included posters to create awareness at the school, and distribution of information letters and invitations to parents/guardians of all students via the District's *School Connects* system. While the invitation suggested that these discussions may be of particular interest to parents of students who have experienced racism, bias, or barriers, including anti-Black, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities, no restrictions were placed on participation from parents/guardians of students who do not identify in these ways.

Participation in the focus groups was voluntary and no personal information was collected. Sessions were organized for parents of students in our District, and took place on June 11, 17, and 18 from 7 p.m. – 9 p.m. Two sessions were held off-site, and one was held at a secondary school. These discussions were used to gather information from parents of students in kindergarten through Grade 12.

The following questions were used to shape the discussion for parent's focus group:

- Why is identity important?

- How has the school system impacted your child's sense of identity?

- What has helped promote your child's academic success and sense of belonging?

- What has prevented your child from feeling and doing their best in school?

- What do you think is important for the school district to consider when collecting identity-based data?

A total of 147 participants registered for the parent focus group discussions. Out of the 147 - 81 registered for June 11, 52 registered for June 17, and 14 registered for June 18. Students attending the sessions and/or their parents expressed appreciation for the opportunity to have these conversations and help shape our work moving forward.

Data Collection and Analysis

Participants' responses to questions were recorded by a note taker assigned to each table – in most cases note takers were members of central staff (primarily research and instructional coaches from Curriculum Services, Equity, and Indigenous Education). The data collected from community partners, student and parent focus group discussions were analyzed using NVivo. A standard thematic coding process was used to create idea groupings as well as a list of codes grouped into themes (Patton, 2002). The themes were created in response to the focus group questions and to develop a deeper understanding of systemic barriers and/or bias and their potential to impede success in learning as well as impact on students' well-being.

Strengths and Limitations

The strength of the focus group lies in gathering and sharing the lived experiences of students and parents who have experienced racism, bias, or barriers in our school system. The candidness with which participants shared their experiences was appreciated, ultimately providing a foundation that will assist the District in better understanding the challenges faced by marginalized communities in their efforts to succeed in learning. It is also worth noting that the parent focus group discussions brought together parents who were allies, parents preparing for their children to enter the system and parents of children with invisible disabilities. The questions asked by community partners, parents and expressed challenges by students will guide the development of future survey questions and help with the analysis and dissemination strategies/process. A few limitations should also be considered when interpreting the results of the focus group discussions;

- limited time to raise awareness of the session in the community,
- limited knowledge of the purpose of identity-based data collection by the participants,
- reliance on students belonging to clubs and principal's selection for recruitment,
- unequal representation of diverse groups

5

What We Heard

Key findings based on the focus group discussions with students and parents are reported together as the coding practice of responses revealed similar themes. Direct quotes from both students and parents have been incorporated to enhance understanding of the five themes that emerged, including: the importance of identity, representation, staff awareness, programming for students, and connectedness.

Overarching Themes

Importance of Identity	Representation	Staff Awareness

Programming for Students	Connectedness
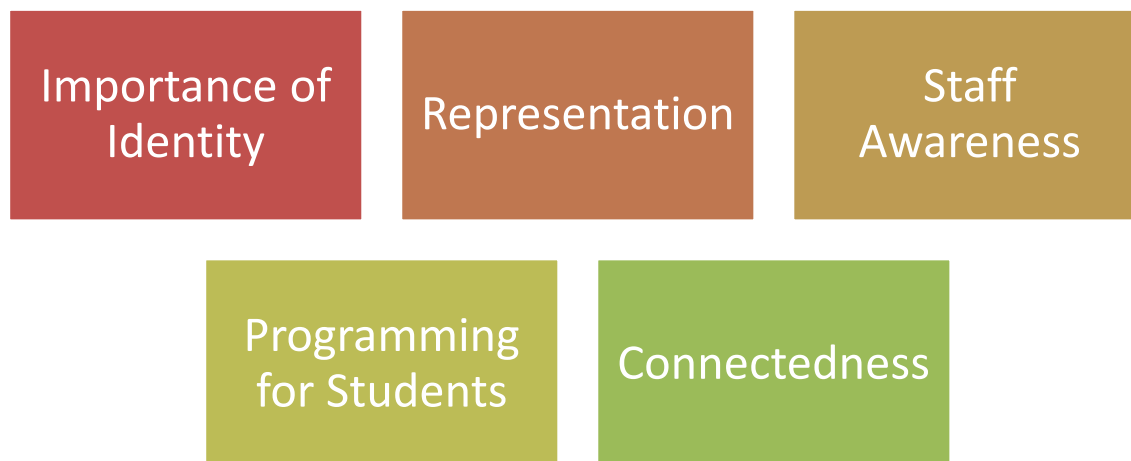
The importance of identity

Consistent with literature on the importance of identity within the educational system (e.g., a review study on the role of school in adolescents' identity development by Verhoeven, Poorthuis, & Volman, 2019), the sense of identity in schools was an overarching theme as stated by both students and parents during focus group discussions. Narratives on the importance of identity, the impact of the school system on their sense of identity, and the challenges that prevent students from feeling and doing their best in school were derived

> *"Identity is complex – it puts you into a community but emphasises your individuality."*

from focus group discussions. Variation in how identity is valued by those who do not identify "like them" was evident among participants. It was evident that participants highlighted the importance of identity and that it gives them meaning and a sense of belonging. At the same time, participants acknowledged the complexity of identity. The concept of identity has become visible and relevant specifically due to diversity in societies. Self-identity is viewed as a critical step in the process of ensuring that students who self-identify are recognized and matched with appropriate educational programs and supports.

Participants attending focus group discussions had the opportunity to explore questions and discuss the importance of identity at length. Identity is linked in many different ways to self-esteem, confidence and understanding more about who you really are as an individual. When examining the importance of identity, the majority of participants stated that they need to be themselves and express their identity. They further said that their identity helps them to reinstate their culture. They learn more about themselves. According to participants, "Identity is complex – it puts you into a community but emphasises your individuality", "identity ensures cultural safety", "identity is something to be proud of" and "identity gives an individual a sense of purpose, and direction. One parent described identity from this perspective:

> *"Identity goes further than the nation you're from, clan, spirit name etc. Our generation had to deal with residential schools, my parents were scared of identity, and they thought it was witchcraft."*

There was overwhelming agreement among the participants regarding the complexity of the concept of identity. While most spoke about the importance of identity in "grounding" them, and that it is one thing that an individual can own and feel special about, some indicated that the issues of identity promote stereotypes. A majority of participants emphasised that the District is aware of the unequal treatment received by students who have experienced racism and bias in the system. A community member pointed out that:

> *"District has to acknowledge [that] harmful things have been happening and that we want change."*

Further related to the issues around identity and its connection to the public school system, one of the parents shared that:

> *"The school system created an identity crisis in my children. Our background, culture, and religion clash with values of school. Our kids are struggling with shaping their identities between conflicting values which result in a low sense of belonging and self-esteem. "*

From the Indigenous community partner meeting, it was proposed that the District should "have a thorough understanding of cultural awareness", and "students need to be listened to" and know that there will be "action taken" by the school system. There was an overwhelming response suggesting that the system needs to improve representation of marginalized groups in teaching and non-teaching staff, and in educational leadership. The participants echoed the different layers of demographic factors such as culture, socialization, situational encounters, and skin colour influencing the individual's identity. There was overwhelming concerns of "tokenism" from students. This is consistent with shifts in opinion from marginalized students, who have changed from fighting within the school system with peers for their recognition to advocating for their recognition and equal treatment by staff.

Further, parents also cautioned the school board about the use of identity data. Some of the parents noted that the collection of identity-based data is important if it helps the student. However, if it is not used very well by people who are aware of different identities, it has the potential to isolate students more.

Representation

In the student focus group discussions, "representation matters, we need teachers who look like us" was a statement that resonated with many. It was clearly indicated by students that representation is central to feelings of belonging. They stated that when there are teachers who identify like them, they feel safe and that they have a trusted adult in the school. Some of the parents also pointed out that the lack of representation among staff members made students aware of the differences in how they were treated compared to their "white" counterparts.

Indigenous students felt that they are not fully reflected in the teaching staff and/or curriculum. Further, they reported that administrators have taken down Indigenous resources on the walls and not replaced them. Some also reported that they grew up in schools that are predominantly white; no representation of First Nations, Metis, and Inuit...in high school there is lot of discrimination and stereotype.

In a similar vein, families of students from other marginalized groups also expressed concern that there is lack of diversity in staff and students and that they do not see themselves reflected in the staff population. One of these parents shared:

> *"…schools are doing a superficial level. The data shows that 43% of students are members of racial groups but only 8% is staff. On an international day, Caucasian teachers represent different nations, which is funny. Hiring practices are keeping the school board "white."*

Parents of Indigenous students were also asked about their experience regarding the representation at schools. Responses suggested that there is no representation of Indigenous people in the school system. This has created lack of understanding by many people and promoted discrimination and stereotype, specifically in high school. Consequently, the limited exposure to positive representation at schools impact students' sense of belonging severely. The lack of representation at schools threatens students' identities in the classroom resulting in decreased feelings of school belonging and negatively impacting academic performance (Walton & Cohen, 2007). Moving forward, the District will need to find ways to increase representation of diverse groups in its employees.

Staff Awareness

There were lots of discussions about the role of the school system in shaping student's identity. Across groups, participants expressed the need for the school system to change and "listen" to students. Students expressed that there are low expectations from the school staff specifically for minority students:

> *"…teachers hold you back, and want you to know your place…you score good marks, you are accused of plagiarism…they assume we are dumb."*

Indigenous students reported that treatment at school changes once they declared their identity. They felt that the school authorities do not listen to them. Teachers are ignorant and use trauma as teaching opportunities. For example, one of the students pointed out:

> *"Opportunities that were open to me when teachers thought I was White have now been closed. Now that people know I am Indigenous, teachers expect me to only work on Indigenous topics and issues. Being Indigenous is treated like a disability."*

A parent of one of our students said that "Lack of understanding and connection creates intimidation and assumptions about intelligence and capability of others. It is difficult to live like that, when you are always fighting to prove yourself."

When asked about the impact of the school system on shaping students identity, a high school student reported that "the school system is not shaping my identity. It is my reaction to the school system…school system still treat residential school as a history project instead of something that still

hurts people today." Further another parent reported that "Teachers need more support to be able to accommodate for students. They don't have enough time, resources and space, to be able to treat and support students the way they need."

Taken together, the lack of complete understanding related to values that shape identity of students from marginalized groups and limited staff awareness were identified as pervasive issues within the school system. This lack of understanding inhibits the ability to support students from diverse cultures and communities. Further, the research on the identity development at schools shows that schools and teachers may *unintentionally* convey messages to students about who they should be through differentiation and selection, teaching strategies, teacher expectations, and peer norms (Verhoeven et al., 2019).

Programming for Students

Focus group participants reported several barriers related to programming for students that interfere with their benefitting from the education system. Examination of responses from participants indicates a clear pattern associated with barriers to programming/streaming practices in schools. One of the parents reported that:

> *"My son was forced to go to applied courses, children are being misled. I had to take him out of the public school system and continued with the home schooling. He is doing great at the university now."*

Further, the majority of students also indicated that the programs that are taught or delivered in some of the classes (e.g., English literature, social studies, law classes) have curriculum content that is outdated. Where attempts have been made to teach about the Indigenous education, students stated that "administrators have taken down Indigenous resources on walls and not replaced them." Additionally, one of the parents of an indigenous student shared her perspective regarding the curriculum as follows:

> *"the curriculum shows outdated racially stereotyped images of Indigenous communities… When the word Indian is used, teachers don't always look to correct it. When the Inuit national anthem is sung in the morning, teachers do not stop children from making fun of throat singing."*

Some students also emphasized the importance of mental health support at schools and expressed their concerns with the lack of mental health services available at school. Many students reported not having a trusted adult at the school with whom to discuss mental health issues One of the students shared that:

> *"They (referring to educators) do not understand the reasons why students miss school or submit assignments late due to mental health issues."*

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Many parents of students with special needs and mental health issues who attended the focus groups sessions expressed similar concerns about assumptions, values, and limitations. These parents identified limited staff knowledge of visible and invisible disabilities such as life threatening asthma/allergies as one of the biggest barriers that hinder their children's academic success. They also added that teaching and non-teaching staff's limited knowledge regarding students' special needs and Individual Education Plan (IEP) result in "treating everyone the same" or a lack of action on the part of school staff, as described by this parent:.

> *"My child was diagnosed with Dyspraxia- lots of work done to identify and then nothing happens after that."*

Accessibility within heritage buildings is also a significant barrier to students and parents with disabilities, yet they cannot be changed. Taken together, the findings suggest that there are prevalent barriers to programming for students within the school system that need to be addressed to help all students reach their full potential with respect to academic achievement and well-being.

Connectedness

Students' sense of connectedness at school is related to their academic achievement and well-being. The research on sense of belonging indicates that sense of belonging has a big impact on students' academic motivation (Goodenow, 1993) and thus is related to their academic outcomes (Becker & Luthar, 2002).

Students from focus groups reported that extra-curricular activities help them become more involved in schools. These students shared the examples of extra-curricular activities such as clubs and sports activities, cultural celebrations, and events like "Black Students Symposium" and "Indigenous Youth Symposium" as opportunities to help them connect with friends who identify like them and increase their sense of belonging. A parent reported:

> *"Lunch club allowed my child to have sense of belonging outside regular classroom with access to other peers in the school."*

Similarly some students shared that:

> *"..club and sports activities and, cultural celebrations are great opportunities to help us connect with friends who identify like us and increase our sense of belonging."*

These occasions create spaces where students find their community members, learn more about their cultures, and are able to socialize with their peers. The current research on schools' role in shaping students' feelings of connectedness also supports the idea of organizing various learning experiences to provide students with opportunities to explore different identities in a supportive climate at school (Verhoeven, Poorthuis, & Volman, 2019).

Conclusion

Understanding our students and factors that contribute to their academic success, well-being, ability to build resiliency and cherish their values are important principles for the District. The research on the relationship between students' identity, academic success, and well-being suggests that a relatively strong identity helps students to be more resilient, reflective, and autonomous in making important life decisions (e.g., Flum & Kaplan 2006; Kroger, Martinussen, & Marcia 2010). Throughout the first phase of the identity-based data collection, the District wanted to better understand the challenges and successes that students experience in school. The importance of identity was a key finding, yet there were varying perspectives about what defines identity and how identity impacts students' school experience. As a second key theme, representation and advocating for the marginalized were among the key aspects of ensuring that students feel understood and were able to own their identity. Both students and parents propose interventions to engage student voice in problem solving, an idea supported by Day-Vines et al. (2007). For example, it was recommended by community partners that the District should find ways of eliminating "preconceived notions of what it means to be an immigrant" and "stop perpetuating cultural stereotypes". The third theme was related to barriers to programming and streaming for students. It is vital to create and encourage inclusive opportunities within schools to meet students varied needs and build further all-inclusive programs and streaming practices. Finally, the decreased level of perceived sense of belonging was another key issue discussed during the focus group discussions. Moving forward, considering strategies aimed at promoting greater sense of belonging is warranted. Ultimately, the District must find better ways and standards of practice that will help us identify equitable and inclusive ways for improving student achievement and well-being.

Next Step

This work was considered an important first step in seeking community input to help inform thinking about how the collection of identity based data could help to overcome systemic barriers and identity-based disparities. The information gathered from the community partner meetings, students, parents/families focus group discussions will be used in planning for the collection of the identity-based data in November 2019. We have listened to what community partners, parents/families, as well as students have told us. Moving forward, the District will continue in its on-going efforts to seek feedback on the survey questions and process for the Identity-Based Data Collection.

Further, the District currently reports on a range of student data, such as program enrolment, graduation rates, special education supports, suspensions and expulsions. Identity-based data will enhance the District's capacity to understand areas of strength and need for particular student populations. The collection of Identity-Based data will allow for the linkage of survey data to other administrative data (e.g., achievement data, suspension data, course participation rates, etc.) in order to respond to the following types of questions:

- Who are the students who lack a sense of belonging at school? What are some strategies schools could try that would create a more inclusive environment for students?

- Who are the students who feel disengaged from school? (e.g., attendance patterns)

- Who are the students who are most likely to be enrolled in academic, or applied, level courses? Who do students turn to most often when deciding which courses to take?

- Are some students suspended at a higher rate compared to others? If so, who are they?

- Which students report not feeling safe at school?

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- Which groups of students perform below the provincial standard on measures of achievement (e.g., provincial assessments, report card)?

- Are there some students who are less likely to attain full credit accumulation in grade 9, 10, etc. that would limit their ability to graduate with their peers?

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Key Project Timelines and Tasks

Working with a survey distribution period of 26 November through 13 December, major project timelines and key tasks are as follows:

Time Period	Key Tasks
May – June 2019	• Community Partner Meetings • Focus Groups with Students and Parents
July – August 2019	• Analysis of Data from Focus Groups • Preparation of Summary Report from Focus Groups • Draft Survey Development
September – October 2019	• Stakeholder consultation to provide status update and seek input on process/plans moving forward and engagement strategies of their respective communities (e.g., Community Partners, IAC, ACE, SEAC, PIC)
October – November 2019	• System readiness training (CCDI modules) • Memo to school principals (purpose, process, timelines, etc.) • Pilot administration with small sample of schools/grades; analysis of pilot data; refinement of survey tool(s) • Communications with parents, students and community
November 26 – December 13, 2019	• Survey Administration
December 2019 – January 2020	• Acknowledgement/Appreciation/Notice of Next Steps
January – April 2020	• Data analysis • Stakeholder consultation
May/June 2020	• Release of preliminary results
September 2020 - beyond	• Inclusion of survey data in other analysis and reporting (ASAR, suspensions, etc)

COMMITTEE OF THE WHOLE (PUBLIC)   **17 September 2019**
Report No. 19-080

Update on the OECD Study for the Development of Social and Emotional Skills

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

PURPOSE:

1. To provide an update on the status and next steps regarding the OCDSB's participation in the OECD Study for the Development of Social and Emotional Skills.

CONTEXT:

2. Over the past three years, the OCDSB has been participating in an international study on the Development of Social and Emotional Skills organised by the Organisation for Economic Cooperation and Development. http://www.oecd.org/education/ceri/thestudyonsocialandemotionalskills.htm

Participation in this study has been an excellent opportunity for leadership and prestige for OCDSB both nationally and internationally.

The study is "one of the first international efforts to develop a comprehensive set of metrics around social and emotional skills designed to enhance policies to improve the development and well-being of children and young people". The OCDSB and the other three area school boards form the Canadian contingent participating in the study. The study was initiated in 2016 and both Item Trials and Field Tests have now been completed. The Main Study is scheduled for the fall of 2019. The implementation of the Main Study will have workload implications for schools and the Research, Evaluation, and Analytics Division (READ) in the fall. However, the output of the study, including international and national reports, and most importantly an ongoing measurement tool, will put the District at the leading edge of international efforts to better understand and support the development of social and emotional skills.

KEY CONSIDERATIONS:

<u>The Study</u>

3. The Study on Social and Emotional Skills (SSES) originated as a result of a growing interest in better understanding how educational systems can intentionally foster stronger social and emotional skills in children. A number of OECD member countries asked the OECD to undertake a comprehensive research study. After completing a number of literature reviews and conceptual analyses, the OECD designed a cross-sectional study which looks at the development of skills in children aged 10 and 15 years (participants are determined by age rather than grade to account for variances in grade structures across participating countries).

    "*The purpose of the study is to:*
    1. *Provide participating cities and countries with information on the social and emotional skills of their students;*
    2. *Provide insights on how to support students to develop social and emotional skills;*
    3. *Demonstrate that valid, reliable, and comparable information on social and emotional skills can be produced across diverse populations and settings*".

    The study was designed using the "Big Five" model – a well-known framework in the field of social and emotional skills which includes Task Performance, Emotional Regulation, Collaboration, Open-Mindedness, and Engaging with Others. The initial study framework included the assessment of 19 skills across these five domains, in addition to three compound skills (critical thinking, meta-cognition, and self-efficacy). The Main Study will examine 15 skills within these five areas, plus two additional indices (achievement motivation and self-efficacy). The Big Five and the specific 15 skills are well aligned with the areas of focus of the OCDSB, including our Exit Outcomes, Community of Character and Well-Being Frameworks. Appendix A includes a figure summarizing the five domains and two indices.

<u>Participation in the Study</u>

4. There are ten cities and nine countries participating in the study, including Ottawa, Houston, Manizales (Columbia), Bogota (Columbia), Sintra (Portugal), Helsinki (Finland), Moscow (Russia), Daegu (South Korea), Suzhou (China), and Turkey.

    The Ottawa site includes the OCDSB, the OCSB, Conseil des ecoles publiques de l'Est de l'Ontario (CEPEO), and the Conseil des ecoles catholiques du Centre-Est (CECCE). The OCDSB is the lead board and co-chairs the National Steering Committee for Canada. The Steering Committee also includes our partners from Human Resources and Skills Development Canada, the Ministry of Education, and the Educational Quality and Accountability Office (EQAO). In addition to the National Steering Committee, there is a Research sub-committee and a Communications sub-committee, each comprised of staff from the local boards.

Research Methodology

5. The study is overseen by the OECD which is supported by a technical advisory committee (research experts) and an informal advisory group (participating members). In addition, a third party contractor manages the survey data collection process and liaises with the Site Project Manager for each participating city/country.

The study will assess students' social and emotional skills using direct assessments of students and indirect assessment through parent and teacher questionnaires. The study will also gather a range of information on the student's family, school, and community environments through teachers, parents, school principals, and the students themselves.

"The research objectives of the study seek to understand:
- *The level and spread of students' social and emotional skills at two important points of students' lives;*
- *The individual and contextual factors that influence the development of these skills in students;*
- *The differences in the level and spread of social and emotional skills of students aged 10 and 15;*
- *The similarities and differences in the effects of contextual factors on students at two different age groups."*

Appendix B provides an overview of the study methodology.

Study Outputs

6. The study is designed to help better understand the development of social and emotional skills, but will also help to address questions that are important to the development of policy and pedagogical frameworks.

The Main Study publication will be an international report summarizing the results of the study. This will include both the conceptual framework and the assessment framework for the study, as well as a technical report. In addition, the OECD has advised that they intend to release individual reports for each participating city/country that summarizes data for that specific site.

The OECD will generate an international dataset and each participating city/country will receive a local dataset which can be used for further analysis. Most importantly, the OECD has advised that they expect to be able to release the study tool to participants for future use – meaning that locally the OCDSB could undertake this study in future years, allowing for either cyclical and/or longitudinal monitoring.

Final Design - Main Study

7. The OECD is currently in the final design stages for the Main Study. Having completed the Item Trials and Field Testing, there was an opportunity to refine the study parameters based on the experience to date. During the Field Test, participants were asked to self-assess based on 19 skills, with the understanding that the number of skills to be assessed would be reduced to 15 in the Main Study. This will ensure greater reliability of the study results and will reduce the

time required for completion. This is particularly important with respect to the 10 year olds as their completion time was considered too long (over 60 minutes, on average).

The selection of the final 15 skills was based on reliability analyses, as well as predictive and analytical value of the skills as determined in the Field Testing, as well as discussions with the Informal Advisory Group and the Technical Advisory Group. The final 15 skills consist of eight (8) items per scale for both cohorts (see Appendix A), resulting in a 37% reduction in the social and emotional skills assessment items for the older cohort, and a 21% reduction for the younger cohort. This will make the assessment easier to administer.

In addition to the reduction in assessment items for the social and emotional skills, all other study measures have been significantly reduced, including contextual questionnaires (20 to 50% reduction), anchoring vignettes (80% reduction), and behavioural indicators (50 to 60% reduction) in order to minimize the response burden for all participants (students, parents, teachers, principals).

Experience to Date

8. To date, our experience in the Item Trials and the Field Tests has been positive. The appointment of a Site Project Manager has been critical to the success of the project. The Site Project Manager coordinates the administration of the survey for all four boards and provides support to the local research staff who are responsible for the survey administration at their respective board. The workload has been heavy for the Site Project Manager, the researchers and the participating schools. Up to now, the impact in schools has primarily been in coordinating the testing. There is work associated with the teacher and principal assessment components of the study, but given the small number of participants per school in the Field Tests this hasn't proven too burdensome. Participating teachers were able to access release time for the Field Tests, but very few did. Consideration of workload issues going forward is addressed later in this report.

School and Student Participation in the Study

9. The Main Study requires 3,000 students in each of the two age groups (6,000 students total). With oversampling, the actual number will likely be approximately 7,500 students. This will require a minimum of 75 schools per age cohort (at least 150 to 200 schools total) and approximately 20 to 50 students per school. The sampling is proportional relative to the size of each participating school board. However, since both French and English instruments are being administered, there is a need to have a minimum number of students sampled by language within each cohort. Thus, it is necessary to slightly oversample from the French schools.

For the OCDSB this means *approximately*:

Student Age	Number of Students	Number of Schools	Number of Students/School
10 year olds	~ 1,200-1,400	~ 40-50 elementary schools (*estimated*)	~ 50 (no less than 20, may be more than 50, *if needed*)
15 year olds	~ 1,200-1,400	27 (*all* secondary)	~ 50-75 (*estimated*)

For the other school boards, the *estimated* sampling will include:

Student Age	Number of Students	Number of Schools	Number of Students/School
OCSB			
10 year olds	~ 1,000-1,200	~ 25-30 elementary schools (*estimated*)	~ 50 (no less than 20, may be more than 50, *if needed*)
15 year olds	~ 1,000-1,200	15 (*all* secondary)	~ 50-75 (*estimated*)
CECCE			
10 year olds	~ 750-1,000	~ 20-25 elementary schools (*estimated*)	~ 50 (no less than 20, may be more than 50, *if needed*)
15 year olds	~ 750-1,000	12 (*all* secondary)	~ 50-100 (*estimated*)
CEPEO			
10 year olds	~ 500-700	~ 10-15 elementary schools (*estimated*)	~ 50 (no less than 20, may be more than 50, *if needed*)
15 year olds	~ 500-700	5 (*all* secondary)	~ 50-100 (*estimated*)

Final sampling took place in May 2019 and communication with schools across all four boards is currently in progress. The timeframe for administration of the Main Study is October 1, 2019 to November 30, 2019.

10. The Study will use a two-stage stratified sampling model:
   - In the first stage, a random sample of schools is selected;
   - The second stage will select a random sample of individual students within the selected schools.

There are two qualifications to this sampling model:
   a. All schools that participated in the Field Test (32 schools) will also be sampled to participate in the Main Study.
   b. While the target is a random selection of 50 students within each school, there may be *more* or *less* students sampled in a given school depending on the number of schools available and the sampling requirements. As such, in smaller schools, *all* students may be selected for sampling.

All students *within the eligible date of birth range* may participate in the study. In other words, students may only be excluded from the study if they are not within the eligible dates of birth for the two cohorts. Students will not be excluded for having a special education need (SEN) or language limitation. All efforts will be made at the school level to accommodate the way assessments are administered to students with Special Education Needs and English Language Learners, as with provincial assessments (i.e., EQAO).

Workplan
11. Appendix C is a summary of key activities and dates for the implementation of the project.

RESOURCE IMPLICATIONS:

12. There are costs associated with participation in the study, including OECD study fees, salary costs for Site Project Manager, Test Administrators, Site Coordinators, release time for teachers, translation costs, printing and supplies, and participation in project meetings. The OCDSB has been fortunate to have secured funding from federal and provincial governments for both the Item Trials and the Field Tests. The estimated costs of the Main Study are approximately $425,000. Staff has submitted an application for funding to the Ministry of Education to offset the investment and is awaiting confirmation. The Board has allocated $500,000 for this study in the 2019-2020 budget, and we are exploring other funding options as well to ensure that the study can proceed.
These costs do not include the fees to the OECD which are paid directly by the federal government and are approximately $300,000 per installment for two installments.

COMMUNICATION/CONSULTATION ISSUES:

13. The key communications objectives:

    This fall, the district will be communicating information about the study to parents.

    To ensure consistency in practice and communication materials across all four Ottawa school boards, the study coordinator develops common communication materials for all 4 Boards.

    All study materials are provided in both English and French.

Key Timelines and Communications Activities	
June 2019	Communication of sampled schools to districts/boards
June 2019	Sharing of sampled schools with senior staff at districts/boards
June 2019	District wide memo to all principals about OECD study and potential participation
June 2019	Follow-up with Field Test participants thanking them for their participation and sharing study information
July 2019	Communication to Principals of sampled schools
July 31, 2019	Deadline for schools to confirm participation in the Fall administration
August 2019	Prepare communications regarding parental consent and "opt-out" deadline
Early September 2019	Finalize and distribute communications regarding parental consent and "opt-out" deadline
Late September 2019	Reminder communications sent home to parents, students, teachers, and principals
October to November 2019	Data Collection
January 2020	Follow-up with Main Study participants thanking them for their participation

STRATEGIC LINKS:

14. There is a strong connection between the social and emotional skills that will be assessed in the study and those established in the OCDSB Exit Outcomes which reflect the strategies students can be using to develop these skills. Looking forward, we will be examining how this study could be used on a cyclical basis to measure the development of social and emotional skills in our students.

GUIDING QUESTIONS:

15. In addition to the questions contained in the report above, the following questions are provided to support the discussion of this item by the Board:

   - How does this study inform our understanding of social and emotional skills?
   - How can this study be linked to our new strategic objectives?
   - How might the OCDSB use the data going forward?
   - How does this information support our long term planning for the District?
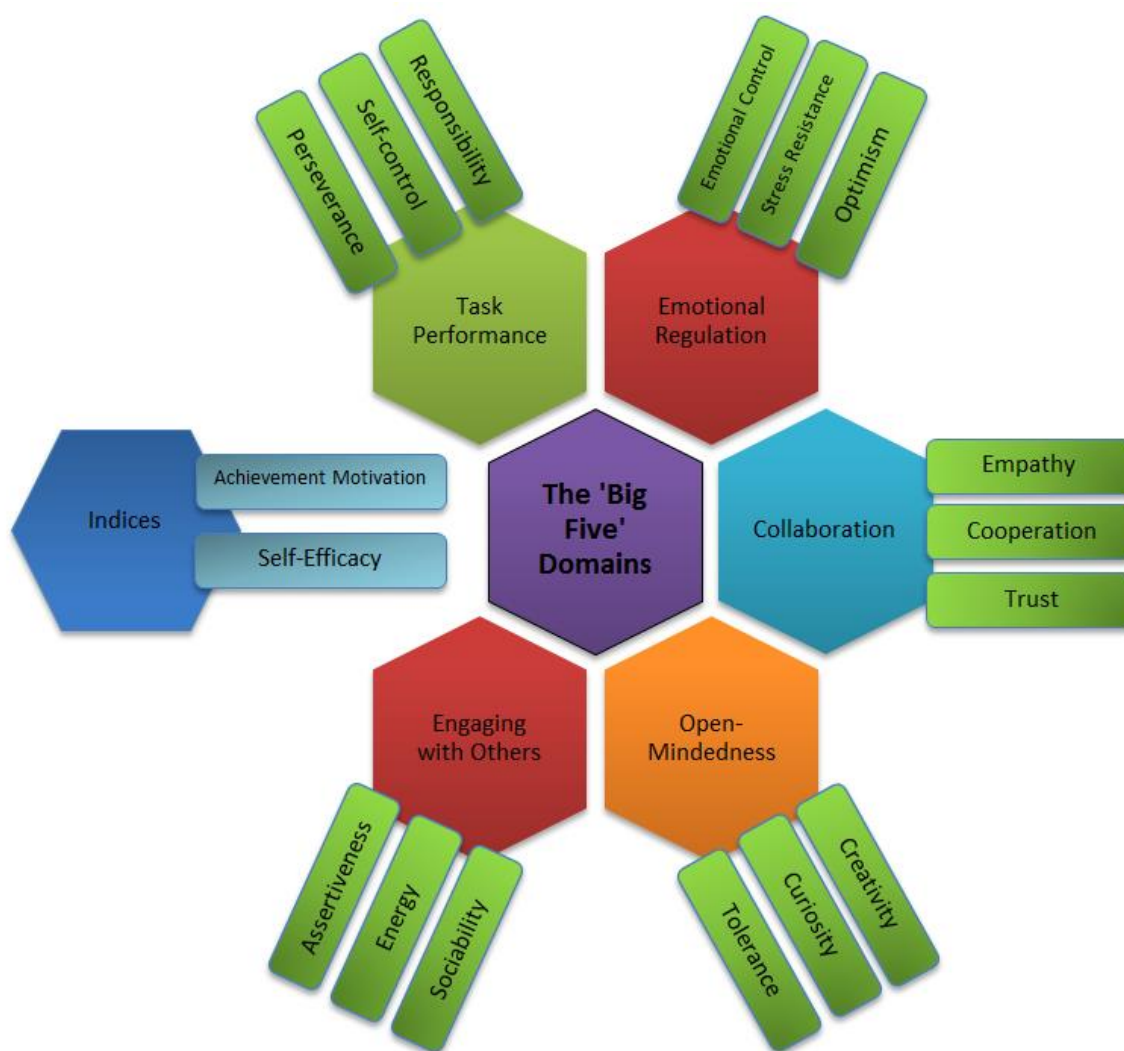

Michele Giroux
Executive Officer, Corporate Services

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

APPENDICES
Appendix A: Social and Emotional Skills based on the 'Big Five' Domains

Appendix B: Overview of Study Methodology

Objective: To take a snapshot of two cohorts of primary and secondary school students, ages 10-11 and 15-16. The study will assess students' social and emotional skills directly but also get information from their parents, teachers, and school principals. This will allow us to understand the home and school contexts in which these skills develop.
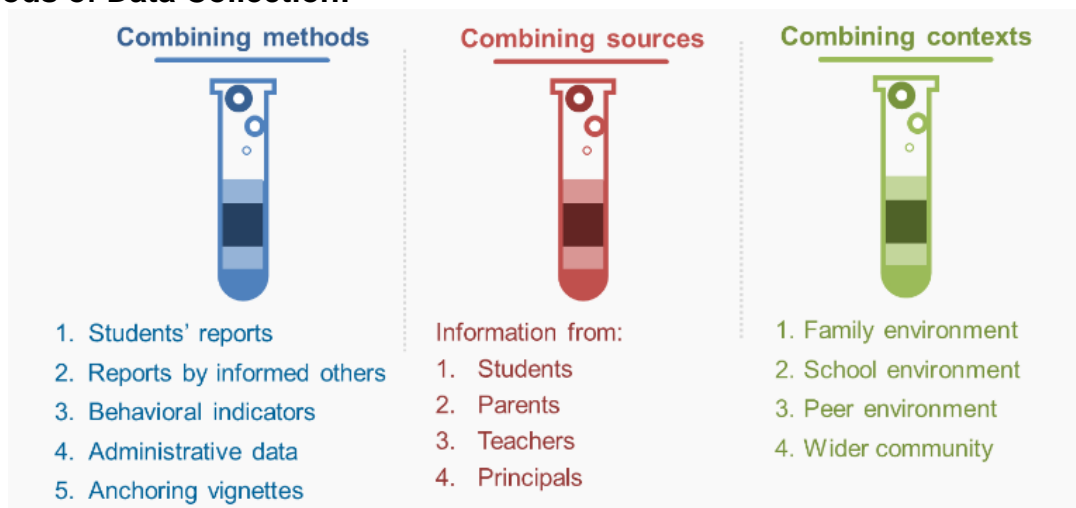
Sample Design:
1. *Target population:* Two age groups of students aged 10-11 and 15-16

2. *Sample size:* 3,000 students for each of the two age groups in each participating city or country

3. *Sample design:*
   1. Initial random selection of schools
   2. A follow-up random selection of students within selected schools

Study Participants:
1. *Students:* Students will provide reports on their social and emotional skills and their home and school environment.

2. *Parents:* Parents or legal guardians of each of the selected students will provide a report on the social and emotional skills of their child and on their home environment.

3. *Teachers:* A teacher that knows a student the best or that has spent the most time with a student will also assess the social and emotional skills for each sampled student and provide a report on the characteristics of their school environment.

4. *Principals:* School principals will also participate in the Study by providing information on the relevant characteristics of each sampled school.

Methods of Data Collection:

Combining methods	Combining sources	Combining contexts
1. Students' reports	Information from:	1. Family environment
2. Reports by informed others	1. Students	2. School environment
3. Behavioral indicators	2. Parents	3. Peer environment
4. Administrative data	3. Teachers	4. Wider community
5. Anchoring vignettes	4. Principals	

Mode of Data Collection:

Default mode (for all participants):

1 ONLINE

Alternative mode (if needed or preferred):

2 PAPER

Appendix C: Workplan/Timelines

Key Timelines and Major Project Tasks	
May 2019	Submission of school sampling to international contractor
May 2019	Local site adaptations to finalized study instruments
May 2019	Translations of all manuals to French (manuals for School Coordinators and Study Administrators)
June 2019	Completion of school sampling by international contractor
June 2019	Notification to schools of selection for participation in Main Study
June 2019	Appointment of School Coordinators at participating schools
June 30, 2019	Distribution of manuals to School Coordinators
June 2019	Translation of all study instruments
June/July 2019	Hiring of Study Administrators
July 2019	Preparation of paper instruments (as needed)
July 2019	Hiring of Quality Monitor
August/September 2019	Training for study administrators and school coordinators
August 2019	Collection of eligible student information for within school sampling
August 2019	Begin communications regarding parental consent and "opt-out" deadline
August/September 2019	Completion of within school (student) sampling
August/September 2019	Sharing of study implementation plan and timeline with principals and school coordinators at participating schools
September 2019	Finalize communications regarding parental consent and "opt-out" deadline
September 2019	Reminder communications sent home to parents, students, teachers, and principals
September 2019	Completion of User Accessibility Test of online surveys
September 2019	Completion of Technical Readiness Tests within participating schools
September 2019	Completion of student-teacher linkage for all participating students
September 2019	Generating and distributing login information to all participating schools
September 2019	Scheduling administration dates at participating schools
September 2019	Coordination of Study Administrator visits based on administration dates
September 2019	Scheduling Quality Monitor visits
1 Oct to 30 Nov 2019	Testing window - Data Collection at participating schools (survey administration in schools)

Key Timelines and Major Project Tasks (continued)	
October/November 2019	Monitoring of participation, scheduling follow-up sessions at schools (as needed)
October/November 2019	Collection of student grades information
November/December 2019	Review and validation of data
November/December 2019	Completion of occupational coding
January 2020	Submission of data to OECD and international contractor

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 19-100

TO: Trustees
           Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
           Dorothy Baker, Superintendent of Instruction

DATE: 9 September 2019

RE: The Reciprocal Education Approach (REA) Parent, Guardian and Student Fact Sheet

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The Education Act was amended in 2018 to set out the legislative framework for the Reciprocal Education Approach (REA). This framework will govern access to education for First Nation students residing on-reserve who wish to attend a school of a school board and those students residing off-reserve who wish to attend a First Nation-operated or federally operated school. The REA is a new approach that seeks to support First Nation students in achieving greater access to education and strengthen a parent or guardian's choice when selecting the type of education that best meets their child's needs. These amendments and regulatory changes come into effect on September 1, 2019.

Under the REA, and when specific requirements are met, school boards will be required to take a student-first approach by:
• Admitting eligible students who wish to attend a school of a school board; and
• Supporting eligible students who wish to attend a First Nation-operated or federally-operated school, subject to that school's admission policies.

The OCDSB currently does not have any students registered who reside on-reserve nor do we have students who have indicated an interest in attending a First Nation-operated or federally-operated school. Having said that, this legislation provides for and supports greater choice for First Nation students.

The attached Parent, Guardian and Student Fact Sheet provides information for parents, guardians and students to support their access to REA.

For further details, contact Superintendent Dorothy Baker at 613-596-8211 extension 8886 or at dorothy.baker@ocdsb.ca.

Attach.

cc   Senior Staff
         Manager, Board Services
         Corporate Records

How to participate in the Reciprocal Education Approach (REA) Information For Parents, Guardians and Students

To support First Nation students in reaching their education goals, Ontario is introducing the Reciprocal Education Approach (REA). The REA is designed to prioritize student needs by allowing First Nation students to choose the school that best suits their learning needs.

REA will help change the educational landscape for First Nation students and families by improving access, removing barriers and strengthening parent choice for First Nation students transitioning between school systems in Ontario. This approach was developed in partnership with First Nations and school boards, and comes into effect on **September 1, 2019**.

Through the REA, when requirements are met, students have more options for their education:

- First Nation students who live on-reserve may attend a school of a school board.
- Students who would normally be eligible to attend a school of a school board may attend a First Nation-operated or federally-operated school ("First Nation school"), subject to that school's admission policies.

Important information needed to participate in the REA

Whether a student wishes to attend a First Nation school or a school of a school board, the following steps must be taken:

1. A written notice form must be completed.
   - Please work with your Band, Tribal Council, Education Authority, or the federal government as they will need to complete some sections of the form.
   - Submit the form to the office of the local school of the school board.
   - The forms are available at www.edu.gov.on.ca/eng/Indigenous/
2. Students must register at the school of a school board, even if they plan to attend a First Nation school.
   - Students may be eligible to register at their local school of a school board even if they had not been eligible for registration in the past. Please let the school administrators know that the student is registering with the intent to participate under REA.
   - Contact your First Nation school of choice to confirm admission processes and requirements. First Nation schools determine their own admission policies.

The written notice form must be completed by:

- Parent/Guardian
- Or Student (age 18 and over, or age 16 or 17 who has withdrawn from parental control)

and

- The Band Council, Tribal Council, Education Authority, or the federal government.

Ontario

Step by Step Guide to the Reciprocal Education Approach (REA)

First Nation student living on-reserve wishing to attend a school of a school board

Step 1: Connect with your Band Council, Tribal Council or Education Authority.

✔ Make sure the written notice is completed. The parent/guardian or the student **and** their Band, Tribal Council, Education Authority or the federal government must also complete the form.

✔ Deliver the completed written notice to the school of a school board that the student wishes to attend and obtain confirmation of receipt.

Step 2: Register at the school of the school board.

✔ Please contact the school of the school board that the student wishes to attend to confirm registration requirements.

✔ Let school administrators know that the student is registering with the intent to participate under the REA.

✔ Bring a copy of the completed written notice.

The student is now eligible to attend the school.

Student wishing to attend a First Nation-operated school

Step 1: Connect with the organization that operates the First Nation school the student wishes to attend.

✔ Contact the First Nation school to confirm their admission policies.

✔ Make sure the written notice is completed. The parent/guardian or the student **and** their Band Council, Tribal Council, Education Authority, or the federal government (i.e., the organization that is operating the school) must also complete in the form.

✔ Deliver the written notice to the school of the school board that the student currently attends. If the student is not currently registered, deliver the written notice to a school of a school board within the student's catchment area. Obtain confirmation of receipt.

✔ If the student is not currently attending a school of the school board, please proceed to Step 2.

Step 2: Register with a local board school.

✔ If the student is not registered at the school of a school board where the written notice was delivered, please contact the school to confirm registration requirements and the documents needed, (e.g., proof of age, address, citizenship/residency status).

✔ Let school administrators know that the student is registering with the intent to participate under the REA.

✔ Bring a copy of the completed written notice.

The student is now eligible to attend the school.

Helpful Information:

- If additional services are needed, an agreement may be negotiated between the school board and the First Nation school/band/council.

- If you are unable to use the links to access the written notice, please contact your local school board or the Ministry of Education, Indigenous Education Office at (416)-305-6986.

- Find more information about the Reciprocal Education Approach go to www.edu.gov.on.ca/eng/Indigenous/

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 19-098

TO: Trustees
         Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
         Peter Symmonds, Superintendent of Learning Support Services

DATE: 6 September 2019

RE: **Update Regarding the Ontario Autism Program**

This memo provides an update to trustees regarding the Ontario Autism Program (OAP). In the winter/spring of 2019, the Ministries of Children, Community and Social Services (MCCSS) and Education made several announcements regarding changes to the OAP. Additional information can be found in OCDSB Trustee Memo 19-043: Impact of Changes to Ontario Autism Program and OCDSB Trustee Memo 19-051: Ministry of Children, Community and Social Services - Ontario Autism Program Announcement (see attached). There has been considerable discussion regarding the proposed changes but very few details have been provided by the Ministry.

On 30 May 2019, MCCSS established the Ontario Autism Advisory Panel comprised of parents of children with autism, clinicians, autism self-advocates, service providers, former public servants, and others who have knowledge and experience with autism. Subsequently, Todd Smith, Minister of MCCSS, announced that the Ontario Autism Advisory Panel would be reviewing the results of the provincial consultation as well as considering relevant evidence, science and data. The panel will use this information to develop recommendations and offer their advice regarding a needs-based, sustainable OAP by the end of the summer.

Minister Smith also announced the extension of existing behaviour plans for students for a second six-month period. Families with children who are not already receiving services under the previous OAP will continue to be eligible for funding from the government as the province develops a needs-based program.

While the recommendations and advice from the advisory panel is scheduled to be released by the end of the summer, it is anticipated that the new OAP will be in place by April 2020. Staff are hopeful that sufficient lead time will be provided so that we are able to plan for any changes that may impact students attending the Ottawa-Carleton District School Board (OCDSB).

Finally on 13 August 2019, Minister Smith announced plans to begin a consultation process on the regulation of behavioural clinicians who provide Applied Behavioural Analysis (ABA). Regulation of ABA behavioural clinicians will set standard expectations for quality therapy across the province.

As a result of the two announcements to extend existing behaviour plans, the OCDSB has not seen an influx of students entering the school system as was originally expected. While this is a period of uncertainty for families who continue to monitor potential changes to their funding models, families continue to have to make decisions regarding the various options available to support their child (e.g., full-time school, part-time school, therapy, etc.).

Further, while Learning Support Services continues to monitor and assess the impact of the government announcements, no changes have been made to the range of special education programs and services to support students with autism in the OCDSB.

Staff will provide updates to trustees as more information becomes available.

If you have any questions or concerns, please contact Peter Symmonds at
peter.symmonds@ocdsb.ca

Attach.

cc   Senior Staff
        Manager, Board Services
        Special Education Advisory Committee
        Corporate Records

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

Memo No. 19-104

TO: Trustees
            Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
            Michael Carson, Chief Financial Officer

DATE: 13 September 2019

RE: **School Start Up 2019-2020**

Attached please find information that was provided from Vicky Kyriaco, General Manager, Chief Administrative Officer (GM/CAO) of the Ottawa Student Transportation Authority (OSTA), regarding transportation and the start up of the 2019-2020 school year.

Should you have any questions please contact Mike Carson, Chief Financial Officer at michael.carson@ocdsb.ca or at 613-596-8211 ext. 8881.

Attach.

cc   Senior Staff
       GM/CAO OSTA
       Manager Board Services
       Corporate Records

OSTA
Ottawa Student
Transportation
Authority

M E M O R A N D U M

TO:	Denise Andre, OCSB Director of Education
	Camille Williams-Taylor, OCDSB Director of Education
FROM:	Vicky Kyriaco, General Manager/Chief Administrative Officer
DATE:	September 9, 2019
RE:	**School Start Up 2019-2020**

Students

There are **70,000** students in the Bus Zone and receiving motorized transportation (including hazard zones, not including empty seats). There are **447** students receiving transportation to 2 homes who are in a joint custody arrangement (so far).

There are **45,823** students in the Walk Zone. Last year there were 48,761.

Route Planning

	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
Large Vehicle Routes	627	631	620	607	606	677
Small Vehicle Routes	1237	1305	1148	2116	1055	988
Presto Passes	11266	10485	9234	9099	9601	8385
WSB Routes/Leaders	8/12	13/18	12/15	12/16	8/10	6/7
Hybrid WSB Routes/Leaders	4/5	n/a	n/a	n/a	n/a	n/a

Routes were given to operators for distribution to drivers as of July 31, 2019. As of August 19, 2019 parents could access transportation information for their own children via the online Parent Web Portal, or by calling OSTA.

6317 route changes were processed between August 15 and September 7, 2019. Last year we processed 5,617 route changes during the same period. We have approximately **1044** outstanding requests for changes or inquiries to address via Transportation Issues form or emails.

Delays

OSTA ran a total of **18,556 runs** the first week of school. There were **262** delays posted that week. The majority of delays were due to construction, traffic, break downs and delays at the school (loading).

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

OTTAWA
CATHOLIC
SCHOOL BOARD

- 2 -

Driver Shortage

There are currently 20 routes which do not have permanent drivers assigned to them. These are being covered by spares, operator staff and some route doubling. Trained drivers are ready to be deployed, but cannot receive their Class B license as MTO is experiencing a backlog due to a system failure that lasted a week and a half over the summer. OSTA is reporting status updates on driver shortages to the Ministry on a weekly basis.

Communication

OSTA implemented an internal call centre set up, much like last year, using newly hired staff. They are able to field calls relating to FAQ's and gave out basic information about transportation arrangements for individual students. Being employees of OSTA, new staff have access to Bus Planner Pro and can give specific information relating to all inquiries. While they cannot not make changes, they are better able to respond to inquiries than last year, thereby providing better support for zone staff. This staff will also be involved in processing 7000+ empty seat applications for the OCDSB and OCSB this year.

Parents can access transportation information for their children via OSTA's web-based Parent Portal. We actively encouraged subscription of email notification of delays, and other messages, and we currently have **53,504** email subscribers (a 13% increase over last year). @OTTBus has 28,100 Twitter followers 16%.

Schools can access OSTA via the emergency school lines or OSTA staff direct lines. They also have access to OSTA's web-based school portal.

From August 15 to September 7, OSTA's website was visited by **75,132** users (a 14% increase over last year).

Transportation Contracts

All Transportation contracts have been signed for large and small vehicles. The Presto agreement has been signed with OC Transpo. The contract with Ottawa Safety Council for Walking School Bus and the contract with EnviroCentre for School Active Transportation planning have been signed.

School Bus and Pedestrian Safety Day

School Bus and Pedestrian Safety Day was held on Sunday August 25, 2019. There were some issues securing OCDSB locations. Consequently, all but one location were at OCSB high schools.

First Time Riders: 1,402 (up from 1,251 last year)
Parents/siblings: 2,110 (up from 2,081 last year)
Pedestrian training: 822 (up from 540 last year)

A follow-up survey was conducted to gauge effectiveness. Approximately 85% of respondents who attended the event said it was great and it was a good learning experience for their child(ren). Of the 15% who felt there was room for improvement, the reasons given indicated a greater need for better way-finding within the building and the need for standardized presentations for drivers during the bus ride portion. We had provided

guidelines for operators and drivers, done the latter, but clearly, we need to improve the delivery according to our guidelines.

Public Transit Training

OSTA and OC Transpo teamed up to deliver public transit training. This occurred in two locations (St Paul HS on Aug 27, and Notre Dame HS on Aug 28) and were well attended (estimate 500 attendees, students with their parents). The effectiveness of the training was not measured, however, OSTA is planning on revising the training for next year.

Changes in the Member School Boards and OSTA's System

This year, a few changes have impacted our routing system:

1. **Elmdale PS** – The entire school community is being bused to Century PS this year while the school is renovated.

2. **Canterbury PS/Colonel By** – We anticipate some issues during the implementation of LRT on September 14 and for the weeks thereafter, particularly once the parallel bus routes are eliminated.

3. **Merivale HS** – A new IB program is re-directing some students from Colonel By and other areas.

Overall, a reasonably good start-up.

Regards,

Vicky
Vicky Kyriaco
General Manager/Chief Administrative Officer
Ottawa Student Transportation Authority

LONG RANGE AGENDA				
September 2019				
Trustee PD	**Ad Hoc Code of Conduct Committee**	**Committee of the Whole**	**Board**	**Statutory Committees**
5 Sept 2019	**17 Sept 2019**	**17 Sept 2019**	**24 Sept**	
Action	Action	Action	Action	SEAC - 11 Sept
Board Annual Reflection	Approval of Draft Policy P.141.GOV Integrity Commissioner	Chapman Mills PS New Intermediate and Secondary School Attendance Boundary Redirection and Consultation Plan Approval	Board Workplan	Ontario Autism Program Update
Development of Board Work Plan		Staffing / Selection Process	Appointment of Easter Seals Representative to SEAC	The role of the Early Childhood Educator
			Provisions for calling Extraordinary Meetings of the Board	Integration and Support for Special Education Students
Discussion		Discussion	Discussion	PIC - 18 Sept
		Identity Based Data Collection Update		PIC 2019-2020 Workplan
		Update on th OECD Study for the Development of Social and Emotional Skills	Presentation to Mark Fisher (10 Year)	
				Audit - 25 Sept
			Information	External Auditor's Audit Plan for 2018-2019
		Reports from Statutory Committees	Memo re Support for Mental Health Through an Equity Lens	2018-2019 Annual Report on Internal Audit Activity
		SEAC 12 June		Audit Committee Annual Report for 2018-2019
				Regional Internal Audit Team Evaluation Process for 2019-2020
				Strategic Enterprise Risk Management Update
Information Memos		Ministry Updates: Reciprocal Education Agreements, Indigenous		
Update regarding the Ontario Autism Program		EQAO Results		
2018-2019 Updated Financial Forecast (as of April)				
Funding for Implementation of Grades 9-12, First Nations,				
Updated 10 September 2019				
Future Items				
Presentation on Student Bus Transportation (November)				
Support for Mental Health Through an Equity Lens (motion deferred at Board meeting of 23 April 2019) - add to ACE, IEAC, SEAC and COW agendas for Fall 2019				

LONG RANGE AGENDA				
October 2019				
Committee of the Whole	**Trustee PD**	**Committee of the Whole**	**Board**	**Statutory Committees**
1 Oct 2019	**10 Oct 2019**	**15 Oct 2019**	**22 Oct**	
Action		**Action**	**Action**	**SEAC - 9 Oct**
Revisions to P.074.GOV Computer Network Security	Special Education	Update to P.025.GOV Board Member Conflict of Interest	Support for Mental Health Through an Equity Lens (deferred 23 April 2019)	Support for Mental Health Through and Equity Lens
Notice of Motion re Number of Monitoring Reports on the Amalgamation of Rideau HS and Gloucester HS, Trustee Blackburn		Policy P.141.GOV Integrity Commissioner	Presentation of D. Aubrey Moodie Award	Reporting and ratios of students in the classroom at both Clifford Bowey Public School and Crystal Bay Centre for Special Education
				Waitlists for Special Education Programs and Services
Discussion	**Discussion**	**Discussion**	**Discussion**	**PIC - 16 Oct**
		Measurement Reports for 2015-2019 Strategic Plan		
		Waitlists for Special Education Programs and Services		
Reports from Statutory Committees				
SEAC 11 September				
		Reports from Statutory Committees		
		PIC 18 September		**Audit**
		IEAC 19 September		No Meeting
Information Memos				
Updated 10 September 2019				
Future Items				
Support for Mental Health Through an Equity Lens (motion deferred at Board meeting of 23 April 2019) - add to ACE, IEAC, SEAC and COW agendas for Fall 2019				
Presentation on Student Bus Transportation (November)				
Implementation of 50/50 Bilingual Kindergarten Program (to confirm)				