



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

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



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE AGENDA

Tuesday, 01 October 2019

COW In Camera - 6:30 p.m.

COW Public- 7:30 p.m.

Boardroom
Administration Building
133 Greenbank Road
Ottawa, Ontario

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

Erica Braunovan
Trustee, Zone 10

Sue Baker
Acting Manager of
Board Services

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

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

133 GREENBANK ROAD, OTTAWA, ONTARIO K2H 6L3

Tel: (613) 721-1820 Fax: (613) 820-6968 24-Hour Automated Information Line (613) 596-8222 Website: www.ocdsb.ca

COMMITTEE MEMBERS:

All Trustees

STAFF:

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

ASSOCIATION REPRESENTATIVES (NON VOTING):

Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela

Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternates: Brent Smith and Andrew Nordman

Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,

Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC

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

Student Senate (OCSPC or STAC), TBC

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

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

DISTRIBUTION:

All Board Members, Senior Administration

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

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

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Nicole Guthrie, Senior Board Coordinator at 596-8211, ext. 8643 or nicole.guthrie@ocdsb.ca

IN CAMERA MEETINGS:

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

HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
 - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
 - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to 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 Nicole Guthrie, Senior Board Coordinator at (613) 596-8211, ext. 8643, or nicole.guthrie@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

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COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, October 1, 2019, 7:30 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

1. Call to Order - Vice-Chair of the Board
2. Approval of Agenda
3. Briefing from the Chair of the Board
4. Briefing from the Director
5. Delegations
6. Matters for Action:
 - 6.1 Report 19-092, Revisions to Policy P.074.IT Computer Network Security (S. Lehman, ext. 8391)
To be distributed.
 - 6.2 Report 19-094, Amendment to Policy P.125.SCO School District Code of Conduct (M.J. Farrish, ext. 8821) 1
 - 6.3 Notice of Motion, Re: Number of Monitoring Reports on the Amalgamation of Rideau High School and Gloucester High School, Trustee Blackburn 23
7. Report from Statutory and Other Committees
 - 7.1 Special Education Advisory Committee, 11 September 2019 25
8. Information Items:
 - 8.1 Report from OPSBA (if required)
 - 8.2 New Ministry Initiatives Update (if required)
 - 8.3 OSTA Update (if required)

9. New Business - Information and Inquiries
10. Adjournment



COMMITTEE OF THE WHOLE Report 19-094

1 OCTOBER 2019

AMENDMENT TO POLICY P.125.SCO SCHOOL DISTRICT CODE OF CONDUCT

Key Contact: Mary Jane Farrish, Superintendent of Instruction, ext. 8821

PURPOSE:

1. To seek approval of an amendment to policy P.125.SCO School District Code of Conduct in compliance with the Ministry's revised *Policy and Program Memorandum 128 the Provincial Code of Conduct and School Board Codes of Conduct*.

CONTEXT:

2. The Ministry of Education has directed school districts to review their codes of conduct to ensure compliance with the new expectations of the provincial code of conduct ([Appendix A](#)) pertaining to the use of cellphones and other personal mobile devices during instructional time. This new requirement will come into effect on 04 November 2019.

Staff has incorporated the required amendment in the policy (Attached as Appendix B). A more comprehensive review of the School District Code of Conduct along with relevant safe schools policies will be undertaken this school year with a consultation plan anticipated to be presented to Committee of the Whole at its 05 November meeting.

KEY CONSIDERATIONS:

3. Ministry Directives
The revision to the Ministry of Education's Provincial Code of Conduct (PPM 128), coming into effect November 4, 2019, includes restrictions on use of personal mobile devices during instructional time. Specifically, the revised PPM 128 directs Districts to include the following content in their codes of conduct:

The use of personal mobile devices (used to access the internet such as cell phone, tablet) during instructional time is permitted under the following circumstances:

- for educational purposes, as directed by an educator (teachers and early childhood educators)
- for health and medical purposes
- to support special education needs

4. OCDSB Policy P.100.IT Appropriate Use of Technology
Policy P.100.IT and Procedure PR.622.IT Appropriate Use of Technology set parameters for the responsible use of technology. Current practices in schools are closely aligned with the Ministry of Education direction outlining the required conditions regarding the use of personal mobile devices during instructional time. The OCDSB does provide accommodation for medical, health, and special education needs inclusive of assistive technologies accessed on both Board and personal mobile devices. The OCDSB's Appropriate Use of Technology Policy P. 100.IT and Procedure PR. 622.IT will also be reviewed for necessary amendments to align with the direction from the revised PPM 128, relevant to the use of personal mobile devices during instructional time.

RESOURCE IMPLICATIONS:

5. The amendment to the current School District Code of Conduct policy as well as the review the Appropriate Use of Technology procedure and policy can be achieved with current resource allocation within central departments.

COMMUNICATION/CONSULTATION ISSUES:

6. School leaders will be informed of the new inclusion in the School District Code of Conduct and any revisions to the Appropriate Use of Technology procedure and policy and will communicate with their staff and communities to confirm and clarify parameters around the use of mobile devices during instructional time.

Formal consultation planning will commence when the full review of the School District Code of Conduct policy, Safe Schools policy, and related policies and procedures begins this school year.

STRATEGIC LINKS:

7. Completing the required amendment to the School District Code of Conduct achieves compliance with PPM 128 and supports achievement of the goals within the Culture of Innovation and Caring Strategic Plan areas.

Culture of Innovation Goals: Champion high learning expectations for all students in all programs; Modernize instruction and administrative processes.

Culture of Caring Goal: Prioritizing the dignity and well-being of students in inclusive and caring classrooms.

RECOMMENDATION:

THAT the Board approve an amendment to Policy P.125.SCO School District Code of Conduct, attached as Appendix B to Report 19-094.

Mary Jane Farrish
Superintendent of Instruction

Camille Williams-Taylor
Director of Education

APPENDICES

Appendix A - *Policy and Program Memorandum 128 the Provincial Code of Conduct and School Board Codes of Conduct.*

Appendix B - P.125.SCO School District Code of Conduct



Ministry of Education

Policy/Program Memorandum No. 128

Date of Issue:	August 29, 2019
Effective:	November 4, 2019, until revoked or modified
Subject:	The Provincial Code of Conduct and School Board Codes of Conduct
Application:	Directors of Education Supervisory Officers and Secretary-Treasurers of School Authorities Principals of Elementary Schools Principals of Secondary Schools Principals of Provincial and Demonstration Schools
Reference:	This memorandum replaces Policy/Program Memorandum No. 128, October 17, 2018.

Introduction

The purpose of this memorandum is to communicate to school boards¹ the revised provincial Code of Conduct. The provincial Code of Conduct has been revised to include a restriction on the use of personal mobile devices² during instructional time.

The use of personal mobile devices during instructional time is permitted under the following circumstances:

- for educational purposes, as directed by an educator³
- for health and medical purposes
- to support special education needs

School boards have a duty under the Ontario Human Rights Code to provide appropriate accommodations to students and employees of the board, including educators. If a student or other person employed by the board requires the use of a personal mobile device as an accommodation under the Human Rights Code, school boards are obligated to allow such accommodation.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities.

2. In this memorandum, *personal mobile device* refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone or a tablet.

3. In this memorandum, *educator* refers to teachers regulated under the Ontario College of Teachers Act, 1996, and early childhood educators regulated under the Early Childhood Educators Act, 2007.

This memorandum also gives direction to school boards on reviewing their own codes of conduct and the local codes of conduct in their schools. Boards must review their codes of conduct to ensure that they are consistent with the revised provincial Code of Conduct.

Boards should note that subsection 301(2) of Part XIII of the Education Act outlines the purposes of the provincial Code of Conduct. In accordance with subsection 301(3.1), if a board enters into an agreement with a third party with respect to rental of school space or for the provision of before- and after-school programs,⁴ the board must include in the agreement a requirement that the other party follow standards that are consistent with the provincial Code of Conduct.

A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions.

A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community.

All students,⁵ parents,⁶ and teachers and other school staff⁷ have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. To foster a positive school climate that supports student achievement and well-being, school boards should focus on prevention and early intervention strategies to address inappropriate behaviour.

The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply to students whether they are on school property, in a virtual

4. In this memorandum, *before- and after-school programs* refers to extended day programs and third party programs, as defined in the Education Act.

5. In this memorandum, *student* refers to pupil, as used in the Education Act.

6. In this memorandum, *parent(s)* refers to parent(s) and guardian(s) as used in the Education Act. It may also be taken to include caregivers or close family members who are responsible for raising the child. For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are to be treated as adults.

7. *Other school staff* includes, but is not limited to, staff in areas such as social work, child and youth work, psychology, and psychological services; early childhood educators; educational assistants; attendance counsellors; and Indigenous education counsellors. Even though the term *school staff* is used in this memorandum, it is understood that staff at the school are employed by the board.

learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – principals, teachers, early childhood educators, other school staff, parents, school bus drivers, volunteers, and members of various community groups.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Requirements for School Boards

All school boards must ensure that their codes of conduct are:

- up to date and consistent with the provincial Code of Conduct, as outlined in this memorandum;
- compliant with all Ministry of Education policies as well as the requirements of the Education Act, its regulations and all other applicable legislation, including the Ontario Human Rights Code;
- made available to the public, either on the school board’s website or, if the board does not have a website, in another appropriate manner.

Revision of School Board Codes of Conduct

The standards of behaviour in school board codes of conduct must be consistent with the requirements set out in this memorandum. In reviewing their codes of conduct, school boards must solicit the views of students, teachers, principals, other staff of the board, volunteers working in the schools, parents of the students, school councils, and the public. They should also consult with their Special Education Advisory Committee, their Indigenous Education Advisory Council,⁸ social service agencies, mental health agencies, and other appropriate community partners. Boards may also choose to consult with their Parent Involvement Committee. School board codes of conduct must:

- include the standards stated in the provincial Code of Conduct;
- set out standards of behaviour for all members of the school community (e.g., parents, students, school staff, visitors, volunteers);
- link locally developed standards to the relevant provincial standards;

8. Indigenous Education Advisory Councils are composed of members from First Nation, Métis, and Inuit communities and Indigenous organizations.

- indicate where and/or when these standards will apply (e.g., during instructional time in the classroom, in a virtual learning environment, in school sports activities, on school buses, in off-site school-sponsored activities, in before- and after-school programs, or in circumstances where engaging in an activity could have a negative impact on the school climate);
- include procedures and timelines for review (reviews should be conducted at least every three years).

Development or Revision of Local Codes of Conduct in Schools

School boards may require principals to develop codes of conduct tailored expressly for their schools. Where local codes have already been developed, they must be updated to be consistent with the provincial Code of Conduct and other requirements in this memorandum. These codes must set out clearly what is acceptable and what is unacceptable behaviour for all members of the elementary or secondary school community (e.g., parents, students, school staff, visitors, volunteers), and must also address requirements specified by the board.

In developing or reviewing these local codes of conduct, the principal must take into consideration the views of the school council. In addition, the principal should:

- seek input from students, teachers and other school staff, parents, and other members of the school community;
- include procedures and timelines for review, in accordance with school board policy;
- post the school's code of conduct on the school website or, if the school does not have a website, make the code of conduct available to the public in another appropriate manner;
- develop a communications plan that outlines how these standards will be made clear to everyone, including parents whose first language is a language other than English or French.

School boards should assist principals in developing or reviewing their local codes of conduct by creating clear guidelines for the development of such codes, in accordance with this memorandum.

The Provincial Code of Conduct

Purposes of the Code

Subsection 301(1) of Part XIII of the Education Act states that “the Minister may establish a code of conduct governing the behaviour of all persons in schools”. Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user,⁹ cannabis.
7. To prevent bullying in schools.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;

9. As defined in the Education Act, a *medical cannabis user* is a person who is authorized to possess cannabis for the person’s own medical purposes in accordance with applicable federal law.

- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of this memorandum;
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;¹⁰
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

10. In this memorandum, *cyberbullying* refers to bullying by electronic means as defined in subsection 1(1.0.0.2) of the Education Act.

Roles and Responsibilities

School Boards

School boards provide direction to their schools to promote student achievement and well-being and to ensure accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above and revise them as necessary;
- seek input from school councils, as well as from the board's Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;

- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves, and for others, and for those in positions of authority;
- refrain from bringing anything to school that may compromise the safety of others;
- follow the established rules and take responsibility for their own actions.

Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;

- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's code of conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.



POLICY P.125.SCO

TITLE: SCHOOL DISTRICT CODE OF CONDUCT

Date Issued: May 2008
Last Revised: 30 October 2018
Authorization: Board: 13 May 2008

1.0 OBJECTIVE

To outline the School District Code of Conduct and to provide guidelines for the development of school codes of conduct.

2.0 DEFINITIONS

In this policy,

- 2.1 **District** means the Ottawa-Carleton District School Board.
- 2.2 **Medical Cannabis User** means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.
- 2.3 **Parent(s)** refers to parent(s) and guardian(s). Parental involvement applies, except in cases where the student is eighteen years of age or over or is sixteen or seventeen years of age and has "withdrawn from parental control".
- 2.4 **Persons in positions of authority** refer to members of the school such as principals, teachers, occasional teachers, administrative staff, support staff and volunteers.
- 2.5 The **school community** is composed of trustees, Board staff, students, parents and volunteers of the school and feeder schools/family of schools as well as the community of people in businesses that are served by or located in the greater neighbourhood of the school.

3.0 POLICY

- 3.1 It is the policy of the Board that:
 - a) a school be a place that promotes responsibility, respect, civility, accountability and academic excellence in a safe learning and teaching environment;
 - b) a positive school climate exists when all members of the school community feel safe, comfortable, accepted and valued;

- c) ***the use of personal mobile devices during instructional time is permitted under the following circumstances:***
 - (i) for educational purposes, as directed by an educator;***
 - (ii) for health and medical purposes; and***
 - (iii) to support special education needs.***
- b) all students, teachers, other staff members, volunteers, *trustees*, and parents have a responsibility to contribute to a positive school climate; and
- c) the implementation of initiatives such as Student Success and character development, along with the employment of progressive discipline strategies to address inappropriate behaviour, fosters a positive and inclusive school climate that supports academic achievement and responsible citizenship for all students.

4.0 SPECIFIC DIRECTIVES

- 4.1 The District Code of Conduct sets clear standards of behaviour that apply to all individuals (trustees, students, parents, volunteers, teachers and all other Board staff members) involved in the system when they are on District or school property, on school buses, at school related events or activities, or in other circumstances that could have an impact on the school climate.
- 4.2 The standards of behaviour in the District Code of Conduct fall into two categories:
 - d) In category one, all members of the school community shall:
 - (i) respect and comply with all applicable federal, provincial and municipal laws;
 - (ii) demonstrate honesty and integrity in all matters including copyright and academic acknowledgement;
 - (iii) respect differences in people, their ideas, and their opinions;
 - (iv) treat one another with dignity and respect at all times, and especially when there is disagreement;
 - (v) respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age, or disability;
 - (vi) respect the rights of others;
 - (vii) show proper care and regard for school property and the property of others;
 - (viii) take appropriate measures to help those in need;
 - (ix) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
 - (x) respect all members of the school community, especially persons in positions of authority; and
 - (xi) respect the need of others to work in an environment that is conducive to learning and teaching;
 - e) In category two, all members of the school community shall not:
 - (i) engage in bullying behaviours;
 - (ii) commit sexual assault;

- (iii) traffic weapons, alcohol, cannabis or illegal drugs;
- (iv) give alcohol or cannabis to a minor;
- (v) commit robbery;
- (vi) be in possession of any weapon, including firearms;
- (vii) use any object to threaten or intimidate another person;
- (viii) cause injury to any person with an object;
- (ix) be in possession of, or be under the influence of alcohol, illegal drugs or, unless users of medical cannabis, cannabis;
- (x) inflict or encourage others to inflict bodily harm on another person;
- (xi) swear at any member of the school community;
- (xii) engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- (xiii) commit an act of vandalism that causes damage to school property or to property located on the premises of the school; nor
- (xiv) engage in plagiarism or other means of academic dishonesty.

- 4.3 Under the leadership of their principal, teachers and other school staff members maintain order in the school and shall hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:
- a) help students work to their full potential and develop their sense of self-worth;
 - b) empower students to be positive leaders in their classrooms, school and community;
 - c) communicate regularly and meaningfully with students and parents;
 - d) maintain consistent standards of behaviour for all students;
 - e) demonstrate respect for all students, staff, parents, volunteers, and the members of the school community; and
 - f) prepare students for the full responsibilities of citizenship;
 - g) demonstrate conduct in keeping with the provincial Code of Conduct, the District Code of Conduct, and school rules.
- 4.4 Students shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. These standards are demonstrated when students:
- a) come to school prepared, on time, and ready to learn;
 - b) show respect for themselves, for others, for those in authority, and for District and school property;
 - c) refrain from bringing anything to school that may compromise the safety of others; and
 - d) follow the established rules, take responsibility for their own actions, and encourage/assist peers to follow the rules of behaviour;

- e) demonstrate conduct in keeping with the provincial Code of Conduct, the District Code of Conduct, and school rules.
- 4.5 Parents play an important role in the education of their children, and should support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role with respect to the District Code of Conduct when they:
- a) show an active interest in their child's school work and progress;
 - b) communicate regularly and meaningfully with the school;
 - c) help their child be neat, appropriately dressed, organized, and prepared for school;
 - d) ensure that their child attends school regularly and on time;
 - e) promptly report to the school their child's absence or late arrival;
 - f) demonstrate conduct in keeping with the provincial Code of Conduct, the District Code of Conduct, and school rules;
 - g) encourage and assist their child in following the rules of behaviour;
 - h) assist school staff in dealing with disciplinary issues involving their child.
 - i) demonstrate respect for all students, staff, other parents, volunteers, and all other members of the school community; and
 - j) are engaged in the initiatives that foster a positive, safe school environment.

The school code of conduct shall include character development expectations as outlined in the Framework for Schools, Community of Character (Attachment 1).

- 4.6 The school code of conduct shall be consistent with provincial and the District Codes of Conduct and shall set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community.
- 4.7 The principal shall develop a communication plan that outlines how these standards of behaviour will be made clear to everyone, including parents and guardians whose first language is not English.
- 4.8 The principal shall seek input from the school council, parents, students, staff members, and the school community when developing a school code of conduct that is expressly tailored for their school.
- 4.9 The principal shall ensure that the school code of conduct is enforced in a fair and impartial manner.
- 4.10 The principal shall inform all members of the school community of the provincial, the District, and school codes of conduct.

- 4.11 The District Code of Conduct and school codes of conduct shall be reviewed at least every three years and revised as necessary.
- 4.12 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 APPENDICES

Attachment 1, Framework for Schools, Community of Character

6.0 REFERENCE DOCUMENTS

The Education Act

Education Amendment Act (Progressive Discipline and School Safety) 2007

Cannabis Act, 2017

Ontario Regulation 472/07 Suspension and Expulsion of Students

Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, 2018

Policy/Program Memorandum 144, Bullying Prevention and Intervention, 2018

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, 2018

Board Policy P.032.SCO: Safe Schools

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

Board Procedure: PR.521.SCO: Safe Schools

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

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

A Community of Character

Attachment 1: Framework
for Schools, A Community
of Character

ACCEPTANCE: I reach out to include others. I accept others for who they are. I am gentle with myself and others when mistakes are made.

APPRECIATION: I am grateful for all that I have. I am thankful for the support that others give me. I am generous in recognizing the contributions of others.

COOPERATION: I work with others to make a peaceful community. I am willing to listen to others' ideas and suggestions. I compromise and negotiate to solve problems and differences of opinion.

EMPATHY: I am compassionate, caring, and kind. I am a true friend. I will walk in your shoes in order to understand you. I am slow to judge and quick to forgive.

FAIRNESS: I make decisions based upon the whole picture. I treat others the way I would like to be treated. I am just.

INTEGRITY: I behave ethically and honourably. I am honest, loyal, and trustworthy. I am truthful and courageous. I stand up for what is right even when it is hard. I am a person of my word and people who know me understand that.

OPTIMISM: I believe that challenges are opportunities. I choose to see goodness. I have hope for our future.

PERSEVERANCE: I will work hard and I will not give up. I will finish what I begin and I will not give up. I will care enough and I will not give up.

RESPECT: I honour myself and others through my words and actions. I support our diversity of beliefs. I treat our world and everything in it with dignity.

RESPONSIBILITY: I am accountable for the decisions I make. I realize that my decisions impact my community. I honour my commitments.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Educating for Success —
Inspiring Learning and Building Citizenship



To: Chair and Members
Committee of the Whole

DATE: 1 October 2019

RE: Notice of Motion re Number of Monitoring Reports on the
Amalgamation of Rideau HS and Gloucester HS

Trustee Blackburn has given notice that she intends to move as follows at the Committee of the Whole meeting of 1 October 2019:

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for three years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;
- iii. Student achievement and well-being data; and
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.

WHEREAS monitoring reports have been provided to the Board at the 1 May 2018 Committee of the Whole meeting and to Board on 28 May 2019;

WHEREAS the production of monitoring reports required significant involvement and time of Gloucester High School staff and students, the Research, Evaluation, and Analytics Department (READ), Business & Learning Technologies department, and senior staff which redirected their time away from supporting student needs;

WHEREAS the disaggregation of enrolment and achievement data by grade according to pre-amalgamated boundaries for comparison with Education Quality Accountability Office (EQAO) data by school for the past five years would represent a significant workload for staff in the Research, Evaluation, and Analytics Department;

WHEREAS Section 12.14 of the Ottawa-Carleton District School Board By-Laws and Standing Rules allows for a “motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion”;

THEREFORE BE IT RESOLVED

THAT the following motion approved by the Board on 7 March 2017 be amended to reduce the number of annual monitoring reports from three to two reports:

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for two years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;**
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;**
- iii. Student achievement and well-being data; and**
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.**

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

Michèle Giroux
Executive Officer
Corporate Services

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



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, September 11, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members: Christine Boothby (Trustee), Rob Campbell (Trustee), Lyra Evans (Trustee), Rob Kirwan (Community Representative) Mark Wylie (Down Syndrome Association), Cathy Miedema (Association for Bright Children of Ontario), Andrea Nelson (Learning Disabilities Association of Ottawa-Carleton, Alternate), Safina Dewshi (Ottawa-Carleton Assembly of School Councils), Jim Harris (VOICE for deaf and hard of hearing children), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Ian Morris (Ontario Association for Families of Children with Communication Disorders), Sean Popal (Ontario Association for Families of Children with Communication Disorders), Nancy McLaren Kennedy (Professional Student Services Personnel), Wulf Heidecker (Ottawa-Carleton Elementary Teachers' Federation)

Staff and Guests: Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), 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), Olga Grigoriev (Superintendent of Instruction), Julie Cyr (Manager of Early Learning), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Chair Kirwan called the meeting to order at 7:10 p.m.

2. Approval of the Agenda

Moved by Christine Boothby,

THAT the agenda be approved.

Chair Kirwan requested that item 5.3 Memo 19-098, Update Regarding Ontario Autism Program move to item 6.2.

Moved by Christine Boothby,

THAT the agenda be approved, as amended.

– Carried –

3. Delegations

There were no delegations.

4. Review of Special Education Advisory Committee Report

4.1 12 June 2019

Moved by Christine Boothby,

THAT the report from the 12 June 2019 SEAC meeting be received.

Members requested that the following changes be made:

- That Rob Kirwan be added to the list of members present;
- That the second to last bullet on folio eight be revised to read “System Principal Kessler advised that the LD SIP Model has been changed to promote balance in the student’s timetable...”;
- That the reference to Dr. Maggie Mamen on folio nine be revised to reflect the correct spelling of her last name;
- That the first bullet on folio three be revised to read: "Principals may use in-school sanctions but there are no in-school suspensions."

Moved by Christine Boothby,

THAT the report from the 12 June 2019 SEAC meeting be received, as amended.

– Carried –

4.2 Review of Long Range Agenda

During discussion the following items were added to the long range agenda:

- Trustee Lyra Evans requested a review of Lockdown procedures. An increasing number of students are identified with anxiety; lockdown drills are not helping students' mental health. Superintendent Symmonds highlighted that the procedures were formed in partnership with the Ottawa Police Service and are based on Guidelines for Developing and Maintaining Lockdown Procedures for Schools in Ontario. Board Services support staff will distribute the link to the related OCDSB PR.521.SCO Safe Schools Procedure;
- Communication Disorder Assistants;
- The Storefront Update timeline was revised to February 2020;

4.3 Motion/Action Tracking Report, Business Arising

The Motion/Action tracking report was provided for information.

A note was made to remove A. Hannah and add S. Kay as the "action agent" for item 3 Location of Specialized Program Classes and item 4 Wait Lists.

Manager Kay reported that the committee was provided with the location of all specialized classes in Memo 19-054 and Memo 19-066. A forthcoming memo will provide the current locations of all specialized classes, including the geographic zones. She confirmed that a memo on the location of classes will be produced annually.

Learning Support Services (LSS) staff produced Report 19-091 to fulfill the information requested from the board motion of 30 October 2018. The information contained within this report regarding professional assessments will also be reported in Standard 6 "Educational and Other Assessments" of the Special Education Plan.

5. Action/Discussion/Information Items

5.1 The Role of the Early Childhood Educator

Superintendent Grigoriev introduced Julie Cyr as the new Manager of Early Learning.

During Manager Cyr's presentation and in response to questions the following points were noted:

- The District follows the practices defined in the Early Childhood Educators Act (2007), with a focus on children twelve years of age and younger;
- Early Childhood Educators (ECEs) support a continuum of learning from an understanding that children are competent, curious, capable of complex thinking and rich in potential;
- ECEs work collaboratively with special education teachers, examining program expectations, along with children's learning needs to prepare the children for the highest level of independence;
- Aside from Kindergarten, ECEs may work in community institutions and organizations, co-creating safe environments that promote a sense of belonging, well-being and inclusion; and
- In the College of Early Childhood Educators (CECE) Practice Guideline literature, supporting full participation of Children with Disabilities is outlined. An inclusive practice must consider the current social contexts, the lived experiences of both the children and their families and the diversity of development of the children.

- The ECE shortage is province-wide. The Ministry of Education is examining deficit challenges. The CECE is investigating better ways to hire and retain staff;
- ECEs have the ability to work with children with special needs in a collaborative setting with community services;
- ECEs receive general training in colleges to be able to work with children in special education programs in their scope of practice, however these educators do not have the specialized training provided to Education Assistants (EAs);
- Additional French language support by ECEs is needed; and
- ECEs at the District will be surveyed to determine what professional development (PD) they deem paramount. The results are to be collated and analyzed to determine further PD.

Superintendent Grigoriev echoed a concern about additional training for all staff, from teachers to EAs to principals. A variety of modules are under review. Over the summer there were three days of ECE training, where a broad cross-section of workshops were held, including courses relating to students with special needs.

Ms. McLaren Kennedy, reported a gap between the supports provided to students throughout the day in a multi-disciplinary team versus the extended day program (EDP) where crucial information is not relayed to educators by school staff. Instead, family communication is solely relied upon. Manager Cyr agreed that more work is required to create a seamless day for students as there is an expectation from the Ministry stipulating all school boards support exceptional pupils in the EDP by responding to individual abilities and interests.

5.2 Integration and Support for Special Education Students

Superintendent Symmonds indicated that a trend in the comments from the 12 June 2019 SEAC meeting group exercise affirmed the complexity of the subject of inclusion. Further analysis brought LSS to re-examine the OCDSB Model for Special Education. With the input of the committee, a particular focus could be: how inclusion is considered, classroom support and monitoring of inclusion, and the impact on student achievement and well-being. He stated that opinion on complexity of inclusion centered upon equity, ideas of fairness, competing demands in the classroom, impact on other learners and availability of resources to support students. At present the goal is to work together to develop a framework to bring the voices around the table into alignment so that a greater understanding can be achieved when using the same language.

5.3 Memo 19-098, Update Regarding Ontario Autism Program

Your committee had before it Memo 19-098, Update Regarding Ontario Autism Program.

Superintendent Symmonds reported that while the recommendations and advice from the panel is scheduled to be released by the end of the summer, it is anticipated that the new Ontario Autism Program (OAP) will be in place by April 2020. He described the state of uncertainty that many of the families are left within, questioning future funding and the stability of the program.

System Principal Kessler, clarified that for those families who had existing services in place, the services will be extended, whereas families seeking new services are being directed to the OAP website portal to navigate the system. The new families are being asked to purchase the services thereby creating two models of service delivery. She spoke about her interest in the regulation of Applied Behavioural Analysis (ABA) therapists under the recent entrepreneurial drift in program services. The costs average \$40,000.00 per annum.

Mr. Mark Wylie, noted the lagging waitlist for programming has not been addressed. Trustee Lyra Evans asked if the waitlist is triaged. System Principal Kessler responded, in her experience working with Children's Hospital of Eastern Ontario (CHEO), typically there is not a triage system. A child may be seven years of age by the time they reach the top of the waiting list and concerns exist around the timing of more intensive therapies.

6. Department Update

Superintendent Symmonds provided the committee with the major work planned for LSS this year. He reported that Bill 48, *Safe and Supportive Classrooms Act*, 2019, has passed, which has established policies and guidelines respecting service animals in schools. LSS is tasked with ensuring procedure PR 686 SCO - Use of Service Dogs for Students is aligned with the policy and program memorandum issued on 9 September 2019. Other projects include the pilot of supporting gifted students in the regular classroom, the OCDSB Interest Academy Pilot, continuing work on quality program indicators which were expanded by the team to include the full continuum of special education programs and services, using committee consultations for the revision of the draft of the mental health strategy, and the operational review.

6.1 Special Education Plan (Standards)

a. Standard 2, The OCDSB Model for Special Education (Discussion)

System Principal Hannah, introduced the Special Education Plan and the standards within.

During the discussion on Standard 2, The OCDSB Model for Special Education the following points were noted:

Trustee Lyra Evans expressed the view that student integration is based on a promise of access to supports. She questioned whether the capacity for support is appropriate for the current need. Tiered interventions may not be as effective as a congregated classroom system. With fewer staff members, coupled with larger class sizes, she suggested the model be re-evaluated.

Using the chart on Special Education Supports in the OCDSB (folio 36), the following editions were suggested:

- Trustee Boothby noted that the columns appear to be listed in a hierarchical format and advised that the classroom teacher should be the first support to enlist, rather than the principal;
- Trustee Campbell suggested including a process or guideline to accompany the list of supports;
- Mr. Morris suggested the word "collaboration" be written after 'Parent(s)/Guardian(s)' under school-based supports;
- Mr. Harris asked for a compendium or annex for the parent or guardian that explains their role within The Board's Model for Special Education. Superintendent Symmonds responded that a Parent Guide is available and it might be important to consider accessibility for parents;
- Chair Kirwan considered the value of an upcoming review of the SEAC handbooks as a parent aide;
- Add the word "Professional" in front of Discipline Supervisors;
and
- ABA was not defined on the acronyms list

In response to a comment made by Trustee Boothby, where there was a need for the "timeliness" of assessment when referring to the special education policy's description of a variety of learning supports, the outcome was that a review of Policy P.096.SES Special Education Programs and Services was advisable, a policy which was last revised in 2013. Superintendent Symmonds noted that staff would investigate the process of a review.

Ms. McLaren Kennedy upheld that the schools have allocations of social workers and psychologists and these professionals are operating at workload capacity to deliver timely assessments. As needs present themselves, the triage changes. If the language changes to promise "timely" assessments across the District, increased qualified personnel would be required to account for the promise.

In response to a query from Chair Kirwan regarding a return to system classes, staff advised that the direction is not away from

specialized classes but toward a comprehensive continuum of placements that include specialized classes. A majority of special education students perform well in regular class placements. Trustee Campbell stated that it is very difficult to determine whether needs are being met effectively or not as key performance indicators do not exist per exceptionality.

Ms. Dewshi, queried the committee's ability to put forward a motion to increase the ratio of EAs in the classroom to allow for greater integration of students with exceptionalities. Superintendent Symmonds explained that there are no set ratios for EAs, there are situations in specialized classrooms where a general ratio was developed but depending on the students in the class, the allocations may change. EAs are not a part of the school regulations that refer to class size, for example, one teacher to a maximum of six autistic students.

Trustee Scott volunteered that the District does have the Special Education Policy. This policy does not specify ratios, how many special education classes there will be or for what programs. The policy describes the District's expectations and within the framework of that policy, staff has developed a variety of practices and procedures. They requirements of The Education Act and the regulations under the Act are met. LSS make budget recommendations to the board. Staffing becomes a budget issue rather than a matter of policy.

Superintendent Symmonds recalled that in last year's budget deliberations, a variety of recommendations were moved forth, including an increase in the number of EAs, board certified behaviour analysts, and social/emotional learning teachers. A sizable investment in augmenting resources to be able to provide the supports for special education students in the district is evident. There are 18,000 students with Individual Education Plans. He cautioned that the impetus to make a change must come from statistical data from program reviews.

Ms. McLaren Kennedy contended that it is important to keep people a part of the community and be aware when using language like specialized classrooms which creates an "otherness" that is not inclusive. She urged the committee to consider whether, to the best of the abilities of District staff, there has been effective management of the existing policy and a move to increase the effectiveness of the system that is in place today. Realizing the potential of the current operating policy is preferable to deviating in another direction and beginning anew.

Chair Kirwan assured the committee that the standard describing The Model for Special Education will come back to the table for further discussion.

b. Standard 5, The Identification, Placement and Review Committee (IPRC) Process and Appeals (Discussion)

This standard was deferred; however Chair Kirwan reminded the committee that there is a legal obligation for SEAC to review these standards annually.

c. Standard 16, Transportation (Independent Review)

Ms. Elmer requested a follow-up with the Ottawa Student Transportation Authority (OSTA) to ensure that students requiring special transportation are on a formal list through an updated database.

7. Committee Reports

7.1 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

7.2 Parent Involvement Committee

There was no report from the Parent Involvement Committee.

7.3 Board

There was no report from the Board.

7.4 Committee of the Whole

There was no report from Committee of the Whole.

8. New Business

Mr. Wulf Heidecker, announced the Canadian Centre for Policy Alternatives has created a website analyzing the Ministry of Education's funding for school boards this year and its cuts affecting the finances of each of the province's 72 school boards. Mr. Heidecker reported a \$407.00 drop in per student funding in the District.

Chair Kirwan announced that after eleven years sitting as Chair, he will be stepping down. His intention is to continue as a community representative for the balance of the term and is willing to support the new chairperson, as required.

Ms. Andrea Nelson, noted that the LDAO conference will be held this year at Sir Robert Borden High School on October 25 and 26 with keynote speaker Dr. Leonard Sax.

9. Adjournment

The meeting adjourned at 10:10 p.m.

Rob Kirwan, Chair, Special Education Advisory Committee