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

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Keith Penny
Trustee Zone 8

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Trustee Zone 12

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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, 05 November 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 Samantha Flynn, Board/Committee Coordinator, at 596-8211 ext. 8363 or samantha.flynn@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 Samantha Flynn, Board/Committee Coordinator at 596-8211, ext. 8363 or samantha.flynn@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 Samantha Flynn, Board/Committee Coordinator at 596-8211, ext. 8363 or samantha.flynn@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

COMMITTEE OF THE WHOLE
PUBLIC AGENDA

Tuesday, November 5, 2019, 7:30 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Pages

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

Ottawa-Carleton
DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE   **05 NOVEMBER 2019**
Report 19-087

Safe Schools and Code of Conduct Policy Revision Plan

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

PURPOSE:

1.   To seek approval of the consultation plan to review P.032.SCO Safe Schools and
P.125.SCO School District Code of Conduct.

CONTEXT:

2.   At its 20 November 2018 meeting, the Board approved the consolidation of four
of safe schools policies into Policy P.032.SCO Safe Schools to attain a number
of efficiencies including reduced redundancy and better streamlined guiding
principles. No consultations were undertaken at this point as no substantive
changes were made to the content of the consolidated policies, which were last
reviewed when developed in 2008. To bring the consolidated policy up to date,
the Board moved a motion directing staff to bring a plan of the review of and
consultation on Policy P.032.SCO by 30 November 2019.

In response to this motion and acknowledging the complexity of safe schools
domain, staff examined all policies and procedures that are related to Safe
School Policy and created a comprehensive chart (Appendix A) with a view of
bringing clarity to the thinking moving forward and efficiency to the consultation
plan (Appendix B).

KEY CONSIDERATIONS:

3.   Student-centered Safe Schools Chart
In response to the Board's request to update the safe school policy and
acknowledging the complexity of a domain governed by over 30 policies and
procedures, staff has laid out all documents related to safe schools in a chart,
attached as Appendix A. The intent of presenting the breadth of policy and
procedural documentation is to provide a context that will be the backdrop of the
consultation process for the two policy reviews: P.032.SCO Safe Schools and
P.125.SCO School District Code of Conduct. During the consultation process,
feedback and input will be considered within the full realm of the related policies
and procedures listed within the chart (Appendix A). As a result of the

consultation process, we anticipate that modifications to our current menu of safe schools related documents will follow to represent responsive and relevant policy and procedure changes.

This chart (appendix A) provides an overview of the existing safe schools related policies and procedures through categorizing them in five areas as follows:
1. Child Protection;
2. Promoting Safe Schools Operations;
3. Managing Student Behaviour;
4. Appeals; and
5. Emergency Preparedness and Response.

The policies and procedures included in appendix A centre on students and therefore the majority of the listed governance documents are School Operations (SCO). Policies and procedures that speak to the safety of employees, such as P.009.HR respectful Workplace (Harassment Prevention), do not belong to this chart and mostly fall under labour relations and Human Resources (HR).

In examination of the policies and procedures included in the chart (appendix A) we have identified a number of shortcomings including the following:
- Incorrect language - a number of procedures currently require schools to develop their own policy and procedure;
- Gaps - Our current policies and procedures fall short to address non-disciplinary interventions, i.e. modified days and exclusions, which are commonly used in practice;
- Considerable duplication - e.g. Safe schools policy repeating a number of the code of conduct guiding principles, and the duplication amongst the suspension appeal policy and procedure;
- Out of date content - e.g. the current understanding of a dress code and what it should constitute varies widely from what is in the current policy that was developed in 2004; and

4.   Next steps
To accommodate the Board's motion to review safe schools policy, staff will start with the revisions to P.032.SCO Safe Schools through a multiphased consultation plan (Attached as Appendix B). The first phase of the consultation plan will aim at soliciting stakeholder feedback on safety in schools in general and what is important to them to require and/or prohibit in a policy so that they feel safe in school. At this point, there will be no discussions over a policy. The feedback from this first phase will inform the drafting of the updated Safe Schools policy, as well as potential revisions to the School District Code of Conduct.

The second phase of the consultation will afford the public and the advisory committees the opportunity to comment on the draft policies. Staff has chosen to adopt this participatory approach to address stakeholder concerns about giving feedback on pre-determined revisions.

Staff will continue to update the documents listed in Appendix A or develop new ones to address the shortcomings listed above and to bring the following efficiencies to policies and procedures:
- reducing duplication;
- bridging gaps (i.e. exclusions and modified days);
- bringing clarity to processes;
- simplifying the implementation for schools;
- updating the practice, language and processes;
- bringing an equity lens;
- ensuring sustaining policy language; and
- aligning with legislative and policy requirements.

5. <u>P.125.SCO School District Code of Conduct</u>
Schools have been requesting an update to the District Code of Conduct which has not been revised since its development in 2008. The requests were mainly around:
- embedding the Dress Code of Conduct Policy in the P.125.SCO and refraining from directing schools to have their own dress code;
- writing P.125.SCO in a positive language that focuses on education, rather than discipline; and
- identifying some guiding principles.

Staff anticipates that feedback from the first phase of the consultation will inform potential revisions to P.125.SCO School District Code of Conduct, which widely overlaps with the Safe Schools Policy for the following reasons:
- Safe Schools Policy covers a number of prohibited behaviours compromising safety in schools. These are also listed in the code of conduct as per the requirements of the provincial code of conduct and PPM 128;
- The two policies are directed by the same guiding Ministry memoranda; and
- The two policies share the same background research documents.

The outcome of this consultation plan will be production of a draft of the revised School District Code of Conduct along with the draft Safe Schools Policy. The two policies are anticipated to be presented for Board's approval in June 2020.

RESOURCE IMPLICATIONS

6. Estimated costs for consultation include printing of materials, interpretation services for community meetings, and refreshments. In addition, human resource support will be required and contracted to coordinate and facilitate the engagement and input sessions with stakeholder groups as well as to collate and theme the data for analysis. All costs will be covered through department funds.

COMMUNICATION/CONSULTATION ISSUES:

7.   The participatory approach staff has chosen to adopt in bringing revisions to safe schools policies will engage a variety of stakeholders who are most affected by our policies on the ground. Students, parents/guardians, and staff will be the audience of the first phase of consultations. Staff will be mindful of the geographic representation of schools as well as a fair representation of students concerned (e.g. students harmed as well as students receiving progressive discipline interventions).

School staff will help facilitate communication with stakeholders about opportunities for contributing feedback and will facilitate accommodation for translation and interpretation. General communications about the consultation plan will be shared via the OCDSB multi-media platforms.

STRATEGIC LINKS:

8.   A participatory approach to consultation on revised policies aims at an increased community partnership and ownership of Board governance in alignment with the cultures of caring and social responsibility pillars of the OCDSB 2019-2023 Strategic Plan.

Staff intend to apply an equity lens to the upcoming revision of the Safe Schools and the Code of Conduct policies contributing to the desired outcomes of the Culture of Caring.

RECOMMENDATIONS:

THAT the the Consultation Plan, attached as Appendix B to Report 19-087, be approved.

Mary Jane Farrish
Superintendent of Instruction
(ext. 882)

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

APPENDICES

Appendix A - OCDSB Student-centered Safe Schools Policy Chart
Appendix B - Safe Schools Consultation Plan

STUDENT-CENTERED SAFE SCHOOLS POLICY CHART

Area of Focus	Child Protection	Promoting Safe Schools Operations	Managing Student Behaviour	Appeals	Emergency Preparedness and Response
Purpose	To safeguard students from sexual abuse and violence.	To set the conditions for safe schools.	To provide for progressive discipline measures along a continuum of interventions.	To provide students and parents/guardians with a mechanism to appeal suspensions and expulsions.	
Existing Policies	P 090 SCO - Reporting Suspected Child Abuse Neglect (Under 16 yrs old) P 091 SCO - Alleged Suspected Violence Within Student's Family P 103 HR - Alleged Employee Misconduct Twds a Student	P 032 SCO - Safe Schools P 033 SCO - Smoking and Vaping on Board Premises P 034 SCO - Substance Abuse P 104 SCO - Student Dress Code P 042 SCO - Guidelines Reports of Strangers Approaching Students P 084 SCO - Student Safety Patrols P 085 SCO - Safe ArrivalUnexplained Absence (Elem.Students) P 060 FIN - Vandalism, Theft, Damage or Loss P 125 SCO Code of Conduct_policy	Disciplinary Interventions P 026 SCO - Student Suspension and Expulsion P 040 SCO - Withdrawal of Transport Privileges P 043 SCO - Police Involvement in Schools	P 022 SCO - Appeals Hearing Panel (Student Suspension) P 023 SCO - Expulsion Hearing Panel (Students)	P 011 SCO - Emergency School Evacuations School Closings P 092 SCO - Crisis Prevention Intervention and Response (suicide focus - to be renamed to reflect content)

Area of Focus	Child Protection	Promoting Safe Schools Operations	Managing Student Behaviour	Appeals	Emergency Preparedness and Response
Existing Procedures	PR 524 SCO - Access To School & Board Premises PR 531 SCO - Custody And Access To Students By Parents & Guardians PR 532 SCO - Guidelines For Dealing With Reports Of Strangers Approaching Students PR 542 HR - Alleged Employee Misconduct Toward A Student PR 543 HR - Alleged Harassment Of A Student (Harassment of a student by an employee falls under this area of focus) PR 605 SCO - Reporting Suspected Child Abuse And Neglect - Student Under 16 Years Of Age PR 606 SCO - Alleged or Suspected Violence Within A Student's Family PR 612 SCO - Student Safety Patrols	PR 522 SCO - Smoking and Vaping on Board Premises PR 523 SCO - Student Substance Abuse PR 524 SCO - Access To School & Board Premises PR 525 SCO - Weapons PR 543 HR - Alleged Harassment Of A Student (Harassment of a student by a student falls under this area of focus) PR 544 SCO - Alleged Harassment-Abuse Of A Student By A Student PR 552 FIN - Vandalism, Theft, Damage PR 628 SCO - Student Dress Code PR 659 SCO - Bullying Prevention And Intervention (the prevention part of it falls under this area of focus) PR 660 SCO - Progressive Discipline And Promoting Positive Student Behaviour (to be integrated with Safe Schools policy)	PR 515 SCO - Student Suspension and Expulsion PR 521 SCO - Safe Schools PR 528 SCO - Critical Incident Review Process PR 530 SCO - Withdrawal Of Transportation Privileges PR 533 SCO - Police Involvement In Schools PR 534 SCO - Investigation, Search And Seizure (Students) PR 626 SES - Use of Physical Restraints PR 659 SCO - Bullying Prevention And Intervention (the intervention part of it falls under this area of focus) PR 680 HS - Violence in the Workplace (where the aggressor is a student)	PR 512 SCO - Appeals Hearing Panel (Student Suspension) PR 513 SCO - Expulsion Hearing Panel (Students)	PR 506 SCO - Emergency School Evacuations & School Closings PR 533 SCO - Police Involvement In Schools (in emergencies) PR 575 HS - Emergency Planning - Fire Drills and Fire Safety Plan PR 604 SCO - Bomb Threats PR 607 SCO - Crisis Prevention, Intervention and Postvention (suicide focus)

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

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

DATE:	05 November 2019
PROJECT: (Project name, Letter of Transmittal, etc.)	Safe Schools and School District School Code of Conduct Policy Review
CONTACT / PROJECT LEAD (Name, telephone, email):	Mary Jane Farrish, 613 721-1821, mary.jane.farrish@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)

A two-part consultation process is planned in order to support the policies:
P.032.SCO Safe Schools and P.125.SCO School District Code of Conduct. Part one is an input process to collect information from students, parents, staff and community partners about their experiences relating to safe schools and code of conduct. This information will inform the policy review and update process. Part two of the consultation is a feedback stage; the draft revised policies will be shared and stakeholders will be invited to provide comments on the draft prior to Board approval.

The first phase of the consultation will invite stakeholder input through a series of discussion forums with students, parents and staff.

- The student focus groups will be school based, will review school climate data, and will invite students to share their experiences related to school safety and code of conduct. Approximately 6 sessions will be held with students in a mix of elementary and secondary schools.

- The parent forums will provide an overview about our safe schools policies and practices and then parents and guardians will be able to participate in a series of round table discussions on specific topics of concern such as bullying, progressive discipline, suspensions, incident management, dress code, etcetera. Two forums are planned; one in the east and one in the west end of the district.

- The staff focus groups will be done in two ways; one session will be held with school administrators to collect their input about safe schools practices and code of conduct and to understand the current policy in the context of operational opportunities and challenges. It is hoped that the second session would be with staff and would be developed in partnership with the federations. This session would allow staff to share their experiences and perspectives to inform policy and practice enhancements.

- The fourth phase will involve community partners, in particular some of the key community service agencies that work with the district on a regular basis. This will be a daytime meeting. In addition, information will be provided to our advisory committees about the parent sessions. Members who are interested can attend one of the parent evenings.

Throughout the consultation process, we will have information posted on our policy consultation page and anyone interested in providing input via email will be able to do so.

The second phase of the consultation will be the distribution of the revised policies. At this stage, we will optimize the electronic distribution of the revised draft policy and will invite public input through email and survey or online discussion forum. The revised draft policies will be shared with the parent community as a whole, school councils, staff groups, students, and advisory committees. The specific details of the second phase of the consultation may be revised based on the experience and input of phase one.

Throughout the consultation process we anticipate hearing input relevant to other policies and procedures that support student safety and we will proceed with amendments that reflect increased clarity and utility of policies and procedures to inform school and District practices.

WHY?

2. WHY ARE YOU CONSULTING?   (Check all that apply)
__X__To seek advice, informed opinion or input for consideration prior to decision-making?
__X__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)?

These policies are part of our commitment to a Culture of Caring. The desired outcomes of which are: improved equity of access opportunity and outcomes; improved student well-being; enhanced student safety. Culture of Caring strategies: build system capacity to support parent and family engagement at the classroom, school and district levels.

Culture of Social Responsibility desired outcomes: increased student voice; improved decision making. Culture of Social Responsibility strategies: collect and use data to inform instructional practice, policy and decision making

PPM 128 - Required review of School District Code of Conduct through a consultation process.

WHO?

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

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

Please describe or expand on who will be consulted and any partners in the consultation:
See the description above. Additional partners involved in the consultation include Ottawa Public Health and Ottawa Police Service

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 <u>prior</u> to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

A small group of students and school administrators have been consulted prior to designing this consultation plan.

HOW?

OCDSB Form 644: Consultation Plan (April 2009)

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

_____ Media advertisement (print and/or radio)   _____X__ School council newsletter
_____ Letter distribution   ___X___ Website (schools and/or OCDSB sites)
__X__ School council(s)   _____ Other
__x__ 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)?

School and central staff will help to facilitate communication with stakeholders about opportunities for contributing feedback through this consultation plan and will facilitate accommodations for translation and interpretation. General communication about the consultation plan will be shared via OCDSB multi-media platforms. We will respond to accommodation requests.

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

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

Please describe: **See above**

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

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[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)

TARGETED DATE FOR FINAL DECISION:	June 2019	

PROJECTED DATE(S)	ACTIVITY/MILESTONE	NOTES**
November 2019 to January 2020	Phase One: Engage with stakeholder groups including students, parents/guardians/care givers, school staff, to solicit input to help inform draft policy creation. Engagement activities include: November - student focus group sessions (6 schools) December - community focus group sessions (2 sessions, east and west) January - Community partner focus group session December/January - Staff/Federation focus group session December - Vice Principal and Principal focus group session	
February - April 2020	This is the policy revision stage. Most of the work will be internal and will involve reflection on what we heard, research and drafting.	Draft policies of Safe Schools and District School Code of Conduct will be shared with participants and on our website.
May 2020	Draft policies will be shared with students, parents/guardians/caregivers, school staff, and Advisory Committees. Activities will include: posting of the draft policies through OCDSB platforms including email and survey or online discussion forums.	Collation of the data from the consultation activities and drafting of policies for presentation to the Board of Trustees.
June 2020	Presentation of the revised policies and recommendation for approval of policy revision for Safe Schools and School District Code of Conduct.	Proposed revised policies shared with the COW and Board of Trustees

**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.

9. 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   ____x____ School / principal communications / newsletter
_____ Letter distribution   _____ Website (schools and/or OCDSB sites)
__x___ Letter of Transmittal to committee/Board   _____ Media reports
___x_____ Other
Please describe:

Student and school council participants in the consultation plan will receive communication through their school principals about the final decision. Advisory Committees will receive communication of the final decision through the Chair, provided by an OCDSB staff member on each committee.

OTHER

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

Estimated costs for consultation include printing of materials, interpretation services for community meetings and refreshments.
There will be costs associated with hiring a coordinator to facilitate this consultation plan including tasks such as, support the meetings and student sessions and collation of data for identification of themes and common messages. All costs will be covered through department funds.

 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.)

During the sharing of the outcome and decisions resulting from the Consultation Plan, feedback will be collected from participants about their experiences using a survey tool and/or bebrief discussion notes format in a meeting forum.

Building Brighter Futures Together at the Ottawa-CarletonDistrict School Board

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE   **5 November 2019**
Report No.19-105

John Young Elementary School – Interim Accommodation Measures 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 accommodation pressures at John Young Elementary School (ES) in advance of the building and opening of the new Fernbank ES by considering the implementation of measures that would alleviate pressure in the interim.

CONTEXT:

2.   John Young ES is located in the Glen Cairn neighbourhood of Kanata South. It is experiencing significant accommodation pressures primarily due to residential growth occurring in the Fernbank development area.

The Fernbank development area is located south of Highway 417 between Kanata and Stittsville (See Appendix A). The development is expected to contain an estimated 11,000 new homes at full build out. Construction in the Fernbank area has been on-going for a number of years. As of the end of December 2018, 2,350 residential building permits had been issued within this community. Building has continued to be strong in this area.

There are four elementary school sites that were identified for the OCDSB as part of the completed Fernbank Community Design Plan (CDP) process. The District acquired the first site on 18 September 2019.

In anticipation of a request from the Ministry for a list of capital priority projects, in May 2018, the Board approved an updated list of capital priorities which ranked the opening of a new elementary school in the Fernbank development area as the highest priority project. The identified planned opening date for the new school was September 2020.

When the Ministry request did not come as planned, the OCDSB continued to plan for the new Fernbank ES and a study to set the opening grade structure, program and attendance boundary of the new school commenced in the winter of 2019. On 24 June 2019, the Board approved the opening grade structure, program and attendance boundary area for the new Fernbank ES.

The new Fernbank ES became the Board's top capital priority in May 2018. The Ministry did not release a call for capital priorities between September 2017 and July 2019. On 22 July 2019 the Ministry announced the launch of the 2019-2020 Capital Priorities program. On 27 September 2019, the OCDSB submitted eight requests for capital, with the new Fernbank ES ranked as the highest capital priority of the Board. To date, this project has not received funding from the Ministry.

3. Accommodation Overview
    Currently, most of the students residing in the Fernbank development area are directed to John Young ES and as a result, the school is experiencing significant accommodation pressure.

    As of 31 October 2018, the school accommodated 735 students in a building with a pupil capacity of 547 (a utilization rate of 134%). Eleven portable classrooms were required on site. As of 30 September 2019, enrolment had risen to 844 (a utilization rate of 154%) and 16 portable classrooms were required on site.

    As residential development in the Fernbank area continues, accommodation pressure at John Young ES is expected to increase.

KEY CONSIDERATIONS:

4. The OCDSB submitted its request for capital to build the new Fernbank ES, along with seven other projects, on 27 September 2019. It remains uncertain how or when the Ministry will release its decisions for funding awards, but staff does not anticipate that the decisions will be announced prior to February 2020.

    The anticipated announcement date presents a challenge: if a positive decision regarding funding for the new Fernbank ES is made, and if that decision were to be announced by February 2020, the OCDSB would be able to have the school construction commence in the summer of 2020 and an opening of September 2021 would be achievable.

    However, if the funding decision is later than February 2020, the start of construction could be delayed beyond the summer of 2020 and a September 2021 opening would not be feasible. In this scenario, the opening of the new school would likely be in September 2022.

    Although the hope was to to have John Young ES continue to accommodate future Fernbank students until the new school was ready to open, there are too many variables to leave John Young ES's attendance pressures unmanaged. Staff cannot be certain that funding will be received for the new Fernbank ES. Should the funding be received, it is difficult to guarantee the timing of the announcement and the subsequent approvals that are required in order to know when the new school will open. Staff is bringing forth recommendations to launch a consultation regarding the pressures at John Young ES and the measures that can be taken to alleviate those pressures for the next few years. These measures are considered to be interim only, as the only solution to the growing enrolment in this area of the city is the construction of more pupil places.

5. The Proposed Plan
    When considering interim accommodation measures, the OCDSB engages in consultation with a range of options; including options that may be developed as part of the consultation process. While staff is still very much open to examining options, it was determined that a focused plan be presented for consultation that would see the least amount of disruption for students and schools, and would be in place for a reasonable amount of time. Staff proposes that the following accommodation scenario be consulted upon.

    The new Fernbank ES school boundary has been established. Staff suggests that students who live in this area be redirected as follows: redirect Fernbank-area year 1 kindergarten, year 2 kindergarten and grade 1 students from John Young ES to Westwind Public School (PS) effective September 2020. The redirection of students would be undertaken as a block move. Fernbank-area students entering grades 2, 3, 4, 5 and 6 as of September 2020 would continue to attend John Young ES.

    Any new year 1 kindergarten, year 2 kindergarten and grade 1 students moving into the Fernbank area during the 2020-2021 school year would also be directed to Westwind PS. New grades 2, 3, 4, 5 and 6 Fernbank-area students would be directed to John Young ES.

    As outlined above, if the new Fernbank ES does not open in September 2021, the proposed plan would extend into the 2021-2022 school year as well. Year 1 kindergarten, year 2 kindergarten, grade 1 and grade 2 Fernbank area students would be directed to Westwind PS, effective September 2021. Fernbank area students entering grades 3, 4, 5, and 6 as of September 2021 would continue to attend John Young ES.

    Any new year 1 kindergarten, year 2 kindergarten, grade 1 and grade 2 students moving into the Fernbank area during the 2021-2022 school year would also be directed to Westwind PS. New grades 3, 4, 5 and 6 Fernbank-area students would be directed to John Young ES.

    There is no way to be certain of the impact that this redirection would have on John Young ES or Westwind PS, but using current numbers as an indication, John Young ES's current 16 portables could be reduced by as many as three in the first year (from 16 to 13) and Westwind PS would need three portables where they currently have none. Should a second year of accommodation be required, the John Young ES portable count would remain at 13, where Westwind PS's count would increase to 7.

    Upon the opening of the new Fernbank ES, year 1 kindergarten to grade 5 Fernbank-area students will be redirected to the new school, as approved by Board on 24 June 2019.

6. Other Options Considered
    Staff considered redirecting all grade 6 John Young ES students to Glen Cairn Public School (PS), a grade 7 and 8 school also located in Kanata South. After completing grade 6 at John Young ES, students feed to Glen Cairn PS. Redirecting John Young ES grade 6 students to Glen Cairn PS would follow a

natural feeding progression, albeit one year earlier than normal. This option was discounted due to insufficient accommodation pressure being alleviated at John Young ES.

Staff also examined forming the new Fernbank ES at another location, in advance of the new school receiving funding and being built. All Fernbank area year 1 kindergarten to grade 5 students would be block moved to a different location. Grade 6 Fernbank area students would complete their final year at John Young ES, prior to transitioning to Glen Cairn PS for grade 7. This option was discounted as there were no elementary schools in close proximity to John Young ES that had adequate available instructional space to accommodate the Fernbank area students.

Finally, staff fully anticipates hearing about cases of siblings from the Fernbank area being separated because of the proposed redirection. We have always been cognizant of the disruption to families that are a result of these sorts of accommodations decisions. As consultation takes place, and recommendations regarding interim solutions become clearer, staff will address the ramifications of the grand parenting of siblings.

7. Formal Pupil Accommodation Review Not Required
    A formal Pupil Accommodation Review (PAR) under Board Policy P.118PLG, 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 and programs in which the enrolment constitutes less than 50% of a school's enrolment. The calculation is based on the enrolment at the time of the relocation.

    In accordance with Board policy, affected schools and communities are to be informed about the proposed study before a decision is made by the Board of Trustees to exempt a school from a PAR.

RESOURCE IMPLICATIONS:

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

COMMUNICATION/CONSULTATION ISSUES:

9. An Information flyer and web link to this report will be sent to those schools affected and their respective communities when this report becomes public, in advance of the Committee of the Whole meeting on 5 November 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 interim accommodation measures, two information meetings with affected principals and school council representatives are proposed to be held in December 2019 and January 2020, and prior to a larger public meeting. Affected schools include John Young ES and Westwind PS.

A public consultation meeting, to be held within the community, is planned for January 2020. Final Board decisions regarding the review are scheduled to take place in February 2020. The timeline and consultation plan are attached as Appendix B and C to the report.

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

STRATEGIC LINKS:

10. 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 the Culture of Caring objective 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 study; and

B. THAT Board approves the timeline and consultation plan attached as Appendix B and C to Report 19-105, in order to consult with local school communities and the public.

Michael Carson
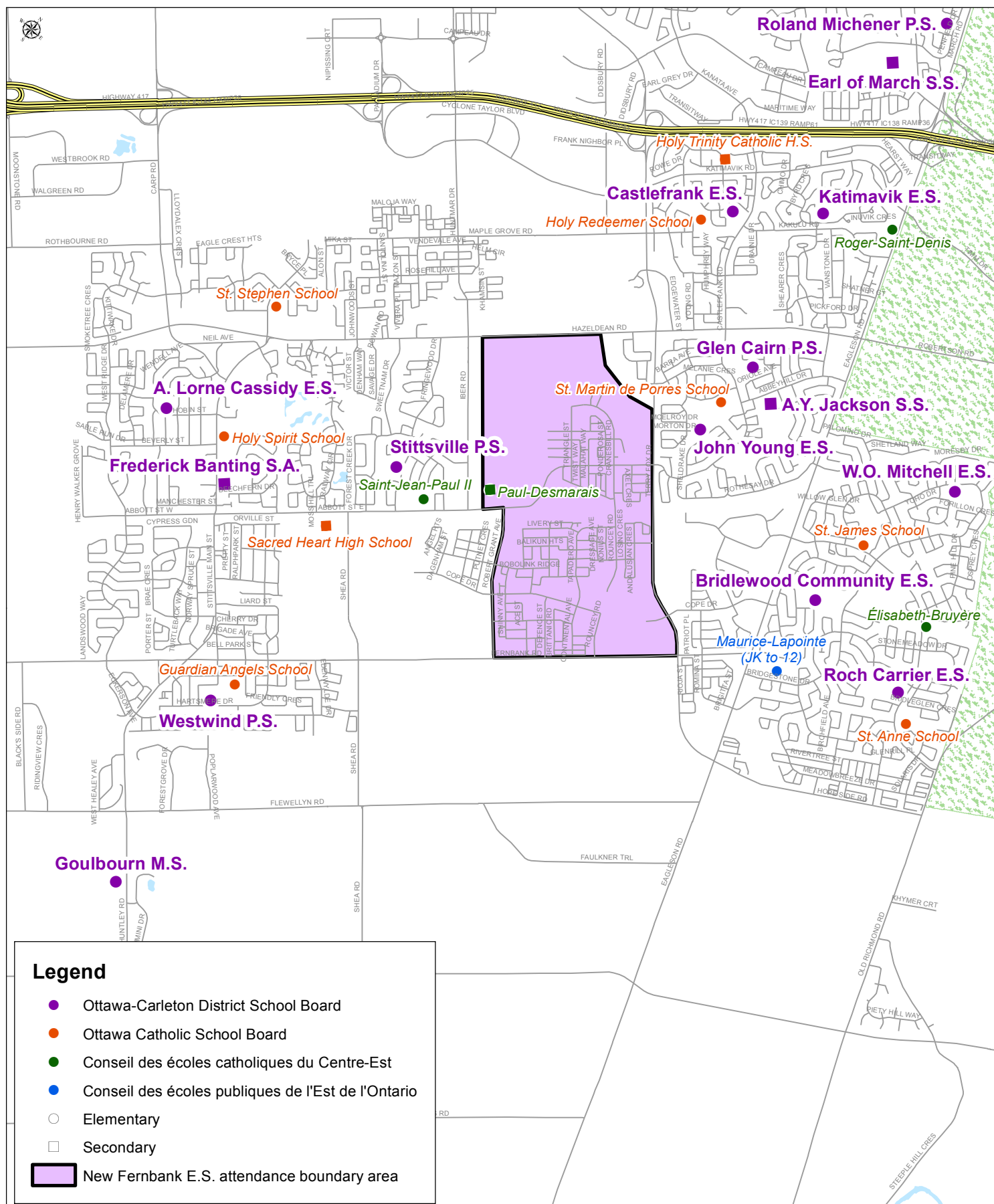Chief Financial Officer (ext. 8881)

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

APPENDICES
Appendix A   General Location Map
Appendix B   Timeline
Appendix C   Consultation Plan
Appendix D   Current and Projected Enrolments

General Location Map
John Young E.S. Interim Accomodation Measures

Ottawa-Carleton District School Board

Roland Michener P.S.

Earl of March S.S.

Holy Trinity Catholic H.S.

Castlefrank E.S.

Katimavik E.S.

Holy Redeemer School

Roger-Saint-Denis

St. Stephen School

Glen Cairn P.S.

A. Lorne Cassidy E.S.

St. Martin de Porres School

A.Y. Jackson S.S.

Holy Spirit School

Stittsville P.S.

John Young E.S.

Frederick Banting S.A.

Saint-Jean-Paul II

Paul-Desmarais

W.O. Mitchell E.S.

St. James School

Sacred Heart High School

Bridlewood Community E.S.

Élisabeth-Bruyère

Guardian Angels School

Maurice-Lapointe
(JK to 12)

Roch Carrier E.S.

Westwind P.S.

St. Anne School

Goulbourn M.S.

Legend

● Ottawa-Carleton District School Board

● Ottawa Catholic School Board

● Conseil des écoles catholiques du Centre-Est

● Conseil des écoles publiques de l'Est de l'Ontario

○ Elementary

□ Secondary

▭ New Fernbank E.S. attendance boundary area

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

John Young Elementary School – Interim Accommodation Measures
TIMELINE

Activity	Date
Notice of Intention to Commence Study and Approve Study	
➢ Committee of the Whole Meeting	5 November 2019
➢ Board Approval of Study Consultation Plan and Timeline	26 November 2019
Consultative Stage	
➢ Information Meeting #1 with Affected Principals and School Council Representatives	December 2019
➢ Information Meeting #2 with Affected Principals and School Council Representatives	January 2020
➢ Public Consultation Meeting	January 2020
Recommendation and Decision Making Stage	
➢ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report	February 2020
➢ Regular Board Meeting – Final Decisions	February 2020
Communication and Implementation Stage	
➢ Communication of Board Approved Decision	February 2020
➢ Implementation of Board Approved Decision	September 2020

CONSULTATION PLAN

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

Ottawa-Carleton
DISTRICT SCHOOL BOARD

DATE:	November 2019
PROJECT: (Project name, Letter of Transmittal, etc.)	**John Young Elementary School - Interim Accommodation Measures – 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 schools – John Young Elementary School and Westwind Public School.

The consultation process will serve to implement recommendations to reduce growing enrolment pressure at John Young Elementary School, in advance of New Fernbank Elementary School being built and opened.

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 pressure at John Young Elementary 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.

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
_____ Students
√ Parents/guardians
√ School council(s)
_____ Ottawa Carleton Assembly of School Councils
_____ Advisory committees (Specify below)
_____ Special Education Advisory Committee, etc
_____ Other _____

Internal to OCDSB
√ Trustees
√ Superintendents
√ Principals and/or Vice-principals
_____ Managers
_____ District staff
_____ Federations
_____ Other _____

External / Other (please identify)
_____ Agencies/associations _____
√ Community groups _____
√ General Public _____
_____ Other governments _____
_____ 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 <u>prior</u> 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)
√ Letter distribution
√ School council(s)
_____ Ottawa Carleton Assembly of School Councils

√ School newsletter
√ Website (schools and/or OCDSB sites)
_____ Other

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
_____ Interviews
√ Mail-out or email circulation
_____ Open houses / workshops / cafes
√ School council(s)

_____ Ottawa Carleton Assembly of School Councils
√ Public meetings
_____ Survey / questionnaire
√ Web-based notice / Web-based comments
_____ Other

Please describe:

OCDSB Form 644: Consultation Plan (April 2009)

<table>
<tr><td rowspan="2">OTTAWA-CARLETON DISTRICT SCHOOL BOARD</td><td>**CONSULTATION PLAN**
(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)</td><td>**Appendix C**
to Report 19-105</td></tr>
</table>

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:	**February 2020**

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

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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

John Young Elementary School - Interim Accommodation Measures
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(%)
John Young ES	547	KGTN	107	103														210	134.4%
		ENG			27	33	34	35	41	33							5	208	
		EFI			76	65	52	47	45	32								317	
		Total	**107**	**103**	**103**	**98**	**86**	**82**	**86**	**65**							**5**	**735**	
Westwind PS	628	KGTN	41	47														88	85.2%
		ENG			6	19	11	27	21	36								120	
		EFI			50	54	51	50	64	58								327	
		Total	**41**	**47**	**56**	**73**	**62**	**77**	**85**	**94**								**535**	

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

Preliminary September 30, 2019 Enrolments

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
John Young ES	547	KGTN	105	122														227	154.3%
		ENG			36	41	56	50	52	41								276	
		EFI			84	70	57	45	42	43								341	
		Total	**105**	**122**	**120**	**111**	**113**	**95**	**94**	**84**								**844**	
Westwind PS	628	KGTN	46	45														91	82.3%
		ENG			4	12	19	13	27	24								99	
		EFI			54	50	57	54	49	63								327	
		Total	**46**	**45**	**58**	**62**	**76**	**67**	**76**	**87**								**517**	

Notes:
Utilization (UF%) = Total Enrolment/Capacity
Programs: KGTN = Kindergarten, ENG = Regular English with Core French, EFI = Early 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(%)
John Young ES	547	KGTN	123	118														241	175.3%
		ENG			40	50	59	70	68	56								343	
		EFI			96	81	64	50	44	40								375	
		Total	**123**	**118**	**136**	**131**	**123**	**120**	**112**	**96**								**959**	
Westwind PS	628	KGTN	49	49														98	79.0%
		ENG			5	9	14	19	13	28								88	
		EFI			45	54	51	59	53	48								310	
		Total	**49**	**49**	**50**	**63**	**65**	**78**	**66**	**76**								**496**	

Notes:
Utilization (UF%) = Total Enrolment/Capacity
Programs: KGTN = Kindergarten, ENG = Regular English with Core French, EFI = Early 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(%)
John Young ES	547	KGTN	132	138														270	198.5%
		ENG			39	56	72	73	95	73								408	
		EFI			93	93	74	57	49	42								408	
		Total	**132**	**138**	**132**	**149**	**146**	**130**	**144**	**115**								**1086**	
Westwind PS	628	KGTN	52	52														104	77.4%
		ENG			6	9	11	14	19	14								73	
		EFI			47	45	54	53	58	52								309	
		Total	**52**	**52**	**53**	**54**	**65**	**67**	**77**	**66**								**486**	

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

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, October 9, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

1. Call to Order

    Chair Kirwan called the meeting to order at 7:09 p.m.

2. Approval of the Agenda

    Moved by Jim Harris

    THAT the agenda be approved.

    Carried

4. Review of Special Education Advisory Committee Report

4.1 <u>Report 11 September 2019</u>

Moved by Ian Morris,

THAT the report from the 11 September 2019 SEAC meeting be received.

Mr. Morris noted there were instances of missing salutations in the bulleted list in section 6.1 a.

Ms. McLaren Kennedy requested her comment regarding The OCDSB Model for Special Education be revised to read, "Ms. McLaren Kennedy contended that it is important to keep people a part of the community and be aware that inclusion rather than specialized classroom placements should be the goal. Focusing on separating children 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."

Moved by Ian Morris,

THAT the report from the 11 September 2019 SEAC meeting be received, as amended.

Carried

4.2 <u>Review of Long Range Agenda</u>

The long range agenda was provided for information.

Trustee Lyra Evans requested resolute timelines for items designated with the term To-Be-Decided (TBD). Superintendent Symmonds responded that there are times where the District is unsure of the timelines, as updates from the government inform many of the items on the long range agenda.

Trustee Boothby requested the addition of Decommissioned Body Break Rooms. It is her understanding that there are schools in Zone 2 where body break rooms are being decommissioned to accommodate an increase in student population. She suggested the discussion focus on the number of decommissioned body break rooms and the identification of methods to replace the programming. Superintendent Symmonds noted that Learning Support Services actively supports principals when they wish to create resource rooms.

Superintendent Symmonds advised that 'Lockdown Procedure Review' be revised to note a 'discussion' on the agenda. Lockdown Procedures in schools are mandated by provincial regulation. Trustee Lyra Evans

2

requested that the matter be reviewed by SEAC to illuminate the perpetuation of a fear-based culture and the impact of these drills on students. Chair Kirwan requested that Superintendent Symmonds contact the appropriate superintendent governing the Safe Schools Curriculum to acquire the relevant information for the discussion.

Mr. Morris requested that 'Communication Disorder Assistant Update' remain on the long range agenda for a further update in February.

4.3   Motion/Action Tracking Report, Business Arising

The Motion/Action Tracking Report was provided for information.

Ms. Miedema provided an update on item 2, EQAO Data on Gifted Students. She advised the she has met with Superintendent Symmonds to discuss a change in the way the data is presented for all special education students, where the information will be aggregated by exceptionality.

5.   Action/Discussion/Information Items

5.1   Report 19-091, Specialized Program Class Referral Information 2019-2020

Your committee had before it Report 19-091, providing information on the 2019-2020 specialized program class referral and placement process.

The number of ASD specialized program classes has increased significantly in order to minimize wait lists. Waitlists are fluid as families opt for various support options for their child (e.g., full time school, Intensive Behavioural Intervention (IBI))

Trustee Lyra Evans queried whether or not the waitlist is re-examined during the staff reallocation in September. Superintendent Symmonds stated that after the main staffing period has been finalized. typically no further classes are added. Manager Kay explained that opening a specialized program class is a complex undertaking with considerations including suitable facilities and geographic distribution across the district. Teachers apply to work in specialized class programs during the spring staffing process and the school community is prepared in advance to welcome special education students effectively to ensure smooth transitions. Superintendent Symmonds added that students on waitlists are provided with support in regular classrooms.

In response to a query from Mr. Morris regarding the age group of students who are being assessed by a speech-language pathologist, Manager Kay acknowledged that early intervention is desirable for best outcomes. She explained that speech-language pathology supports and services are prioritized for students in Kindergarten until grade three. Formalized assessment might be an end point after a number of other

interventions. Speech language therapists are working collaboratively with teachers and early childhood educators (ECEs) to implement whole-class programming to focus on literacy and phonological awareness. Program evaluation has demonstrated the effectiveness of these services. Trustee Boothby expressed concern that the waitlist for psychology assessments is eight to ten months. She asked for clarity on the process should the student wait beyond the end of a school year. Dr. Duschner responded that the eight to ten month waitlist statistic is misleading, as it reflects only formal assessments. At schools, meetings are held with the multi-disciplinary team to discuss student need and a priority list for referrals is developed. A student who absolutely needs a formal assessment would not be waiting more than a few weeks. Other students may be supported in other ways including informal assessments, which include consultation with staff, observation, review of Ontario Student Record (OSR), Individual Education Plans (IEP), or consultation with parents. Progress and ongoing needs would be monitored and if necessary, a formal assessment, including standardized measures would be conducted. Dr. Duschner stated that every school has a multi-disciplinary team comprised of a psychologist, social worker and a speech-language pathologist. The number of times a multi-disciplinary team can meet is dependent on many factors, including whether the school is an elementary or secondary school.

Ms. Meidema queried how the District allocates multi-disciplinary support staff to each school. Manager Kay explained a matrix is used for these determinations such as number of students in schools, and number of specialized program classes and socio-economic status of the community. In a typical elementary school, there is a half-day allocation per week; however, if a school serves 800 students and has four specialized program classes, the allocation may be changed to one full day per week, based on the needs of that school. Professionals have flexibility in their caseload and can adjust their schedules accordingly.

Manager Kay informed the committee that waitlist data was manually collected by professional support services staff in collaboration with the school-based special education team in May/June 2019. Due to the way in which the data was collected, there may be issues with respect to reliability and validity. Chair Kirwan requested clarification from Superintendent Symmonds on the wording in the Board motion of 30 October 2018, moving a "series of updates" on the number of applications and the number of children receiving assessment and placements in all congregated programs. Superintendent Symmonds confirmed the ability of staff to collect information annually into a consolidated report for the committee.

5.2   Report 19-097, Revision to Policy P.096.SES

Your committee had before it Report 19-097, considering a revision to section 3.3 (a) of Policy P. 096.SES Special Education Programs and Services.

Moved by Ian Morris,

THAT SEAC recommend to the Board that section 3.3(a) of Policy P.096.SES Special Education Programs and Services be amended to insert the word 'timely' before the word 'assessments'.

An amendment moved by Trustee Campbell,

THAT section 3.3 (a) of Policy P.096.SES Special Education Programs and Services be revised to read: "a range of appropriate and timely assessments and accompanying timely tiered interventions and professional strategies."

Carried, friendly

Moved by Ian Morris

THAT SEAC recommend to the Board that section 3.3(a) of Policy P.096.SES of Special Education Programs and Services be revised to read: "a range of appropriate and timely assessments and accompanying timely tiered interventions and professional strategies." (Attached as Appendix A)

Carried

5.3 Memo 19-103, Support for Mental Health Through an Equity Lens (P. Symmonds ext. 8254)

Your committee had before it Memo 19-103, pertaining to support for mental health through an equity lens.

Superintendent Symmonds reported that consultations on the Draft Mental Health Strategy were completed with the Advisory Committee on Equity and the Indigenous Education Advisory Council. An annual action plan will be created for Mental Health Strategy which will include work to address the motion approved by the Committee of the Whole on 19 April 2019.

Ms. Houlden inquired whether the plan had been examined through an equity lens that specifically considers students with cognitive or developmental disabilities, as these are exclusionary diagnoses for many resources offered in the broader community. Dr. Duschner responded that one of the strategies under the objective of the Culture of Social Responsibility within the Mental Health Strategy is "to explore and expand best practices in supporting the mental health needs concurrent with student special education needs". Mr. Morris queried the available Ministry of Education funding in support of this initiative. Superintendent

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Symmonds replied that the Priorities and Partnership Funding (PPF) supports additional mental health workers for secondary schools in the District.

5.4 Memo 19-105, Location of Specialized Program Classes 2019-2020

Your committee had before it Memo 19-105, providing the current locations of all specialized classes in the District.

Ms. Meidema requested the next iteration of the schedule, include the language and grade levels for the gifted classrooms.

5.5 Memo 19-108, Staffing Allocations to Clifford Bowey PS and Crystal Bay Centre for Special Education (P.Symmonds ext. 8254)

Your committee had before it Memo 19-108, providing information regarding staffing allocations to Clifford Bowey Public School and Crystal Bay Centre for Special Education.

Superintendent Symmonds communicated that as originally conceived, these schools were provided academic staffing with a 1:10 ratio as required by the Education Act. Over time, the ratio for academic staffing was adjusted to 1:8 in recognition of the changing profiles of students who had higher needs. There is no regulation requiring Learning Support Teacher (LST), Learning Resource Teacher (LRT) or Education Assistant (EA) staffing allocation. He explained that adding more people into a room crowded with multiple pieces of large equipment, used by students, could hinder existing support.

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

- The LST allocation has increased in the two schools, as they offer leading support to students;

- Certain classroom allocations are adhered to, along with student-specific allocations. Staffing allocations are based on projected enrollment; and

- Presently O.Reg. 298 – Operation of Schools – generally sets the maximum class size for self-contained classes by exceptionality.

Chair Kirwan summarized that the student councils of Crystal Bay Centre for Special Education and Clifford Bowey PS were notified that this memo was on the agenda at SEAC. The District will communicate with the parent advisory groups. Discussion on the delivery of service to the students will begin with the parents of these students. He noted there is not a short-term resolution to such a complex problem.

5.6   Communications Disorder Assistants Update

Manager Kay reported that in the 2018-2019 school year, Maya Rattray, Supervisor of Speech Language Pathology, developed a proposal to use Communication Disorder Assistants (CDAs). Through the approved Board budget, 2.0 FTE were hired in Learning Support Services. CDAs have college-level qualifications and work under the direct supervision of a speech language pathologist. The District is embarking upon its first year of the service delivery model. The CDAs are working at Clifford Bowey Public School and Crystal Bay Centre for Special Education to bolster the supports and services for those students. Supervisor Rattray is working with Program Evaluator McKibbin to develop a monitoring plan to survey the effectiveness of the CDA role.

Mr. Morris congratulated the District on recruiting the participation of CDAs in the service delivery model. He stated that the Ontario Association for Families of Children with Communication Disorders are interested in ongoing updates.

6.   Department Update

6.1   Superintendent's Report

Superintendent Symmonds provided the committee with a brief departmental update:

- There are no updates from the Ministry on the change in the Ontario Autism Program. When LSS was consulted, it was communicated that schools require advance time to plan accordingly to meet the needs of students with Autism Spectrum Disorder (ASD) and alignment with the beginning of the school year was strongly suggested; and

- The Ontario Human Rights Commission (OHRC) has launched a public inquiry into human rights issues that affect students with reading disabilities in Ontario's public education system. A memo is to be circulated to trustees, Special Education Advisory Committee, senior staff and all principals on the subject. The OHRC will release a formal report on findings and recommendations in 2020.

Chair Kirwan requested an update on the use of service animals in schools. Superintendent Symmonds responded that the department will ensure that the schools are aligned with the amendment to the legislation and clearly outline the process families should follow when requesting the accommodation of service animals in schools.

6.2   Special Education Plan (Standards)

a.   The Identification, Placement and Review Committee (IPRC) Process and Appeals (Discussion)

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Superintendent Symmonds reviewed necessary changes in the Identification, Placement and Review Committee (IPRC) Process and Appeals Standard. The language will be updated to reflect the change in platform from Individual Education Plans (IEPs) to IEP Online (IOL). A section will be added to explain the procedure of initiating an IPRC. The Parent Guide will be studied to ensure alignment with the Ministry's requirements of an IPRC.

Superintendent Symmonds noted that discussions occurred with Ms. Houlden on the challenges behind the parental ability to waive an IPRC. Ms. Houlden explained that the new language on the OCDSB IPRC invitation reads: "the decision to dispense with the annual review could mean no review would take place and the existing IPRC identification, program and placement would remain in place." Parents are then given the following option: "I exercise my option to have the annual review waived." If selected, it would indicate the parent is choosing to have the annual review waived, but the current language does not supersede a review held in their absence. If the IPRC, which parents believe was dispensed, was held and changes made, this could be very upsetting for families. Not attending and choosing to dispense/waive the annual review with the IPRC are different. She expressed the view that if the school does not plan to dispense with the annual review and plans to make changes to program, placement and/or identification, should be clearly stated to the parents.

Trustee Campbell requested a definition on the roles of expertise for the central referral committees and the IPRC. Superintendent Symmonds confirmed that new language will be added to clarify the difference between the two groups.

Trustee Lyra Evans suggested the addition of language in the standard to explain the appeals process, despite the explanation of appeals found within The Parent Guide. Committee members agreed that The Parent Guide is not accessible to parents due to the density of the language contained within. Superintendent Symmonds stated that it is important that The Parent Guide is in alignment with Ministry standards.

Ms. Dewshi suggested on folio 47 the second bullet be revised to read: "to decide whether or not the student should be identified as exceptional" as written in the Special Education in Ontario Policy and Resource Guide.

b.   Provincial and Demonstration Schools in Ontario (Perusal)

Manager Kay communicated that System Principal Hannah and her team added the following bullet point on folio 57, under 'Programs

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at this school' which reads: "offer courses in the expanded core curriculum, which includes compensatory strategies, Braille and literacy.

    c.   Accessibility of School Buildings (Independent Review)

Superintendent Symmonds mentioned that this standard will be updated to reflect the expenditures on accessibility for 2019/2020.

Trustee Lyra Evans requested that Access to Glebe Collegiate Institute be added to the Motion/Action Tracking document with Michael Carson listed as the Action Agent.

7.   Committee Reports

7.1   Advisory Committee on Equity

Ms. Nadon-Campbell reported that in the meeting of 24 October 2019, she suggested that for Special Education students who require a scribe, that a letter of confidentiality is prepared for the scribe for signature in order to assure the student the disclosed information is classified.

7.2   Parent Involvement Committee

Mr. Morris made the following announcements:

- A speaker series is scheduled for 10 October 2019 by Karyn Kibsey on 'Protecting Your Child: Reducing the Risk of Sexual Abuse";

- The Annual Parent Conference will take place on 9 November 2019 and will feature an interactive process for idea exchanges amongst participants to support the afternoon programming on School Councils; and

- The Parent Involvement Committee has retained an external facilitator to assist in the development of an annual committee workplan.

7.3   Board

Chair Kirwan noted that he will be present at the Board meeting of 22 October 2019.

7.4   Committee of the Whole

Mr. Wylie reported that Ottawa Student Transportation Authority (OSTA) announced a Request for Proposal for small vans for student transport.

8.   New Business

Ms. Titley announced on 10 October 20109, parent 'walk-ins' have been registered in 15 schools in Ottawa to demonstrate support for public education across the city. She highlighted that the Ottawa-Carleton Elementary School

Teachers will be hosting a community forum on 21 November 2019 to bring together different parent groups and communities to discuss public education in Ontario.

9.   Adjournment

Meeting adjourned at 10:19 p.m.

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Rob Kirwan, Chair, Special Education Advisory Committee

POLICY P.096.SES

TITLE: **SPECIAL EDUCATION PROGRAMS AND SERVICES**

Date issued: **August 1998**
Revised: **28 May 2013**
Authorization: **28 May 2013**

1.0   OBJECTIVE

To provide for the education of students with special education needs.

2.0   DEFINITIONS

In this Policy:

2.1   **Accommodation** means a system of special teaching and assessment strategies, human supports, and/or individualized equipment that help a student learn and demonstrate learning.

2.2   **Assessment** means the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving curriculum expectations in a subject or course**.**

2.3   **Differentiated Instruction** means an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience which responds to his or her individual needs.

2.4   **District** means the Ottawa-Carleton District School Board.

2.5   **Individual Education Plan (IEP)** means a written plan describing the special education program and/or services required by a particular student based on a thorough assessment of the student's strengths and needs and shall be used as both a document and as an accountability tool.

2.6   **Identification, Placement, and Review Committee (IPRC)** means the committee set up by the school board to consider the exceptionalities of students referred to them.

2.7 **Modification** means changes made to age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs.

2.8 **Student with Special Needs** means a student who requires special education services, including any student who has been formally identified as exceptional by the IPRC process as well as students who may not have been formally identified but who may require services including, but not limited to, modified programs or accommodations.

3.0 POLICY

3.1 Policy Statement
The District believes every student is able to learn and to benefit from learning, and upholds the right of each student with special needs to an instructional program appropriate to that student's needs which enables him or her to achieve to the best of his or her ability. The term students with special needs includes all students who are receiving special education programs and services, whether or not they have been identified as exceptional.

3.2 Guiding Principles
The following guiding principles shall govern the education of students with special needs:
a) promoting early identification and intervention;

b) ensuring a focus on the whole child;

c) providing a range of services for the student, subject to available resources;

d) ensuring every reasonable attempt is made to support participation by the student in school activities;

e) emphasizing the value and importance of communication and consultation with the parents/guardians of children with special needs;

f) recognizing the necessity for the provision of support for staff to develop the necessary skills and teaching strategies to work with students with special needs; and

g) ensuring the accommodation of students with special needs to the point of undue hardship for the District.

3.3 Key Learning Supports
The special education policy shall be achieved through the delivery of a variety of learning supports including, but not limited to:

a) a range of appropriate **and timely** assessments and accompan***ying***ed ~~by~~ timely tiered interventions and professional strategies;

b) a continuum of placement options;

c) equitable application of the specialized class location model using geographically defined catchment areas and designated schools to ensure fair access to specialized programs;

d) appropriate student/teacher ratios as governed by the *Education Act*;

e) Individual Education Plans (IEPs) subject to regular review and outcome-based evaluation;

f) a clearly communicated IPRC process, with consistent procedures;

g) integration opportunities within the student's school;

h) multi-disciplinary professional supports for students with special education needs;

i) timely access as required to appropriate equipment and materials; and

j) timely access to information for parents about programs and services.

3.4 Enrolment and Placement
As required under the *Education Act*, the District will provide a Special Education Program for the enrolment and placement of each student with special needs.

3.5 Special Education Report
As required under the *Education Act*, the Special Education report of the OCDSB shall be reviewed annually by SEAC and the Board and shall be made readily accessible on the District website.

4.0 SPECIFIC DIRECTIVES

4.1 Programs and Support Services for Students with Special Needs
a) The District shall ensure that the Ministry of Education Curriculum Guidelines are the basis for Special Education Programs. The special needs of each student can be accommodated by using a

variety of teaching methods , support personnel, resources, equipment and special materials.

4.2 <u>Service Delivery</u>
    a)   The Special Education service delivery of the District is based on a continuum of placement options ranging from non-specialized classes with special education resource support to specialized classes and schools where needs dictate. Specialized class locations shall be based on geographically defined catchment areas and designated schools. Special Education Programs and Services and school catchment areas will be reviewed regularly in consultation with various stakeholders.

    b)   The special needs of each student should be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment including, but not limited to, adaptive technology, and appropriately trained specialized personnel.

4.3 <u>Identification, Assessment, Accommodation</u>
    a)   Students who may have special needs will be identified and assessed regularly and as appropriate. Assessments shall be undertaken in consultation with parents/guardians, after initial written consent has been received.

    b)   Accommodations and modifications for the purposes of academic assessment/evaluation should be considered in accordance with District and Ministry policy relevant to assessment, evaluation, and reporting of student achievement (P.083.CUR and PR.584.CUR) to account for the requirements for assessments administered at beyond the District level (EQAO, PISA etc.).

    c)   The principal is responsible for ensuring that an Individual Education Plan (IEP) is developed, implemented and updated in alignment with OCDSB reporting periods where:
        i)   a student has been formally identified as exceptional by an IPRC
        ii)   a student has not been formally identified but requires an ongoing   special education program and/or services, including modified or alternative learning expectations and/or accommodations,

    d)   The IEP shall be developed in partnership with parents/guardians and shall include SMART goals (specific, measurable, attainable, realistic, and timely).

e) The IEP involves the following five phases:
   i) Gather information about the student;
   ii) Set the direction for the student;
   iii) Develop the IEP as it relates to the student's special education program and services;
   iv) Implement the IEP; and
   v) Review and update the IEP.

f) Students with special needs may be referred to an Identification, Placement and Review Committee (IPRC) set up by the District. The principal may, on written notice to a parent of a student, and shall, at the written request of a parent, refer a student to the District IPRC.

g) Once the decision of the IPRC is received, the principal and superintendent of shall make every effort to work with the parent/guardian to resolve any concerns about the decision. In the event of a disagreement about the IPRC decision, the process for appeal outlined in P.117.SES Special Education Appeal Board Policy shall be followed.

h) Students identified as exceptional must be provided with appropriate special programs and/or services designed to build on their strengths and meet their needs.

i) The District shall ensure a process for appropriate access to special education programs. The process will be transparent, consistent, and equitable, and subject to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

j) The District shall ensure regular opportunities are provided for the training and development of staff to support students with special needs. This may include training in the areas of instructional practice, accommodations, academic, socio-emotional and cultural sensitivity.

4.4 Communication
The District is committed to communicating clearly and regularly with parents/guardians of students with special needs and will do so on matters including:

a) the full range of services available;

b) the IPRC process, including the appeals process;

c) implementation practice and progress of IEPs; and

d) Ministry guidelines for the delivery of Special Education Programs.

4.5 <u>Performance Measures</u>
a) The Board is committed to developing and maintaining special education programs and services that are based on best practice models, including evidence based data, ongoing assessment and measurement of objectives. These will be reviewed on a cyclical basis, to ensure that they remain effective and are current with evidence-based research findings.

b) The District will continue to develop and will maintain Quality Program Indicators to help guide the implementation of special education programs and services in a consistent manner.

4.6 <u>Transportation</u>
a) The Ottawa-Carleton District School Board, through its agent for transportation services, the Ottawa Student Transportation Authority, (OSTA) accepts responsibility for appropriate home-to-school transportation for exceptional students who meet the criteria set out in OCDSB Student Transportation Policy P.068.TRA.

b) Under the authority of *The Education Act*, the Board, through its agent for transportation services, the Ottawa Student Transportation Authority, agrees to provide transportation for Ottawa-Carleton District School Board students attending Provincial and Demonstration Schools.

5.0 REFERENCE DOCUMENTS

The Education Act, Ontario
R.R.O. 1990, Reg. 298/Reg. 306
Identification and Placement of Exceptional Pupils, O.R. 181/98
Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
OCDSB *Special Education Plan*
The Individual Education Plan (IEP): A Resource Guide
Board Policy P.083.CUR: Assessment, Evaluation, and Reporting of Student Achievement
Board Policy P.058.HS: Occupational Health and Safety
Board Policy P.068.TRA: Student Transportation
Board Policy P.032.SCO: Safe Schools
Board Policy P.125.SCO: Board Code of Conduct
Board Policy P.117.SES: SEAB
Board Procedure PR.556.TRA: Student Transportation

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

ADVISORY COMMITEE ON EQUITY

**September 26, 2019
6:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Members:

Elaine Hayles (Community Representative), Raigelee Alorut (Tungasuvvingat Inuit), Awad Ibrahim (University of Ottawa), Lisa Montroy (Family Services Ottawa), Ryan Doucette (Young Leaders Advisory Council), Sonia Nadon-Campbell (Special Education Advisory Committee), Bob Dawson, Caretta Williams, Levi Steward

Non-Voting Members and Guests:

Rob Campbell (Trustee), Chris Ellis (Trustee), Donna Blackburn (Trustee), Lynn Scott (Trustee), Michele Giroux (Executive Officer), Dorothy Baker (Superintendent of Curriculum Services), Jacqueline Lawrence (Equity and Diversity Coordinator), Peter Symmonds (Superintendent of Learning Support Services), Dr. Petra Duschner (Manger Mental Health and Critical Services), David Sutton (OCDSB Educator), Sue Rice (Equity Instructional Coach), Leigh Fenton (Board/Committee Coordinator)

1. Welcome/Land Acknowledgement

    Elaine Hayles called the meeting to order at 6:25 p.m. and acknowledged the meeting is taking place on unceded Algonquin Territory. She thanked the Algonquin Nation for hosting the meeting on their land.

2. Approval of the Agenda

    Quorum could not be achieved. It was considered important to proceed with an information session.

3. Community Voice (delegations)

    There were no delegations.

4. Review of Advisory Committee on Equity Report

    4.1 Minutes of 23 May 2019

        The approval of the minutes was deferred to the 24 October 2019 meeting.

4.2 Business Arising from the Minutes

Business arising from the minutes of 23 May 2019 was not discussed.

4.3 Review of Long Range Agenda

Coordinator Lawrence defined the long range agenda as a compilation of items for discussion based on previous meeting minutes and upcoming District initiatives. During the discussion, the following points were noted:

- Trustee Ellis requested the addition of Annual Student Achievement Reports (ASAR), detailing achievement data from the District to measure progress in student learning;

- A request to staff was made to embed document links within their reports, where possible; and

- Acting Chair Hayles provided that three of the six meetings this year will be located in an alternate central location.

4.4 Motion/Action Tracking Report

The motion/action tracking report was provided for information. Trustee Campbell suggested that the report be edited to remove duplication of actions and ascertain the status of items that are several years old.

5. Director's Welcome

Director Williams-Taylor launched the 2019-2020 school year with a video newsreel highlighting the District's prevailing accomplishments and aspirations for the coming year. The video file will be circulated to the committee.

6. Action/Discussion/Information Items

6.1 Strategic Plan 2019-2023

Your committee had before it the approved Strategic Plan 2019-2023. During the discussion and in response to questions, the following points were noted:

- Executive Office Giroux explained that the plan was finalized at the 24 June 2019 Board meeting and the work up until now included building awareness of the plan within the community and determining the inclusion of the plan within the existing infrastructure of the District;

- Superintendent Baker recommended considering the work of the Advisory Committee on Equity (ACE) alongside the goals of the Strategic Plan and to contemplate where there is opportunity for this committee to provide advice to the Board;

- Trustee Scott recognized that the Board agreed to change the culture of the District by heightening the meaning of innovation, caring and

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social responsibility. She speculated that there will be numerous areas where the members of ACE will contribute towards the four year strategic direction.

- Acting Chair Hayles expressed a concern over the general difficulty that parents have in navigating the school system and emphasised the importance of communicating with the community, engaging both parents and students alike. She queried best ways to assist in the success of the strategic plan, to help the students succeed. Executive Office Giroux encouraged the committee to evaluate the benefit of discussion on a future agenda about the specific goals of the strategic plan. For example, under the objective of Culture of Social Responsibility, one goal is to "remove barriers to equity of access, opportunity and outcomes." The committee may choose to focus on this. Future policies on equity will come to ACE for consultation through Superintendent Baker. The ACE member appointed to sit on the Committee of the Whole will share the committee's insights with the Board;

- Under the objective of Culture of Caring, a desired system outcome is to hire and retain a "more representative workforce."; and

- Acting Chair Hayles mentioned it would be useful to be able to discuss the strategic plan with outside parties who may be well informed on some of these challenges that the strategic plan hopes to rectify. Executive Officer Giroux pointed out that the discussions which occur at advisory body committees informs the organization. The expectation is not for the committees to perform independent research on behalf of the District. She volunteered that one of the ways that may help committees receive reports, is for staff to generate a list of guidance questions to aid in the discussion. Acting Chair Hayles concluded that the committee will decide on strategic initiatives to explore and these items will be placed on the long range agenda.

6.2   Draft Mental Health Strategy (P. Symmonds, ext 8287)

a.   Memo 19-109, Draft Mental Health Strategy

Your committee had before it Memo 19-109 providing an update on the status of the development of the OCDSB Mental Health Strategy.

Acting Chair Hayles requested more information on the equitable representation of staff who are building the mental health strategy. Dr. Duschner affirmed that the work is collaborative and includes Learning Support Services, Program & Learning, Diversity & Equity and Indigenous Education staff and representatives from community partnerships across the city. The draft recognizes the

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impact of a variety of factors pertaining to mental health with focused work on promoting mental health, prevention of mental health challenges and when intervention is necessary, facilitating access to culturally responsive care.

Mr. Sutton requested that the names of the community partners are shared with the committee to ensure there are no gaps. Dr. Duschner responded that the school staff utilizes a document called Pathways to Care, outlining the steps to accessing community contacts and on an annual basis there are community partners seeking involvement and contributing to the work of the District. She noted a current community partners listing can be shared as a follow-up action.

Dr. Duschner accentuated the collaborative work of the District. LSS staff work together with colleagues from other departments to build staff capacity in cultural competency, culturally responsive practices and in building and sustaining mentally healthy classrooms.

Ms. Nadon-Campbell voiced that when considering Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD) students, who will struggle with assessing their own mental health, could this strategy lay the groundwork where friends use checkpoints to help identify potential concerns. Dr. Duschner acknowledged that students will have an opportunity to learn about mental health and well-being through the Health and Physical Education curriculum. Beyond this exists specialized training where public health nurses can cultivate ways to cope with stress and explain the signs and symptoms of anxiety in a developmentally appropriate way.

Dr. Duschner highlighted that a multi-disciplinary team comprised of psychologists and social workers are present at each school. When the team meets, students of concern are discussed to develop a plan and a pathway to care. These teams provide a range of services, beginning with consultations with staff supporting the students and extending to short-term intervention work using standardized, evidence-based intervention approaches. If there is a determination that the child would be best served by the community, a referral is made. During times where students require hospitalization, the District maintains contact with the students undergoing treatment outside the school context to encourage the connection to the school. Upon return-to-school, a partnership between professional services staff and the clinicians in the community is forged to ensure the continuity of care. Educators are in a unique position to help students as they know about child

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development and can help identify signs of difficulty. The Supporting Minds document was developed by School Mental Health Ontario and outlines ways signs and symptoms associated with various mental health challenges and provides strategies to support different kinds of mental health challenges within a classroom setting.

Superintendent Symmonds noted that the draft strategy is in its last iteration, having been presented at all sub-committees of the Board. He explained that for further input, time is of the essence as the document will be tabled at the Board in October and later in the fall, the action plans are slated for development.

b. Memo 19-103, Support for Mental Health Through An Equity Lens

Your committee had before it Memo 19-103, providing information on the development of the OCDSB Mental Health Strategy in alignment with the OCDSB strategic plan 2019-2023.

Dr. Duschner highlighted that the notion of 'capacity building' along with 'equity and specific populations' are incorporated within the strategic plan in the Culture of Caring objective. Increasing staff knowledge in cultural competency, coupled with equitable and inclusive practices within the classroom helps to promote mental health and well-being. 'System coordination and Pathways' focuses on the work performed in the District and how that work extends into the community.

Superintendent Symmonds noted that the Ministry of Education does provide some funding for mental health workers and funding for Well-being, Safe, Accepting and Healthy schools. Specific mental health services are also provided through community partnerships. He illustrated that much time is required to evaluate the broad subject of systemic barriers. The District's multi-faceted approach includes a literature review, community collaboration, focus groups and staff surveys. Acting Chair Hayles requested updates on progress before completion.

Ms. Williams commented that in her experience parents are reluctant to sign the forms that allow for further intervention, as they may fear losing their child to the system. A multitude of trust issues present themselves when attempting to conquer the stigmas associated with mental health. She noted that it was important to raise awareness in the community and enlist people in the community to help build a greater understanding. A barrier is lack of diversity within the professional staff; increased diversity contributes to increased trust. Dr. Duschner agreed that the District does not have the diversity that would be reflective of student

population. She noted that in the new strategic plan, emphasis is being placed on building a representative workforce.

Mr. Ibrahim inquired about the potential of reaching other communities such as 613-819 Black Hub advocacy group. Dr. Duschner thanked Mr. Ibrahim for this referral, and noted that 50 organizations are represented at the Ottawa Child Mental Health networking table, including the District.

6.3 Report 19-081, Update on the Identity-based Data Collection Project (M. Giroux, ext 8310)

Your committee had before it Report 19-081, providing an update on the Identity-based Data Collection Project.

Executive Officer Giroux reported that in the 2018-2019 school year, the focus was on building an infrastructure for the data collection and engaging with the community to discuss the outcomes of an identity based data collection project. Due to the work with the focus groups, across the organization, staff was guided towards a better understanding of identity and through listening to the communities, are learning how to nurture identity. Follow-up meetings with community partners to review feedback on the project and to discuss the process for the collection of identity based-data will occur by the end of October 2019. Next steps involve building awareness on the purpose of this work, communicating timelines, and the mechanics of survey completion.

Executive Officer Giroux stated that data on achievement, suspensions and absences is currently collected by the District. The survey features demographic and perceptual questions. Demographic information is needed to reveal which groups are subject to similar experiences; the perceptual questions address sense of belonging and sense of safety. The District does collect school climate data but this data is anonymous and therefore cannot be correlated back to identity data. She stipulated that the provincial data standards are very specific about the collection of demographic data and the District is committed to following these standards. The regulations under the Anti-Racism Act, establish a framework for the order and nature of questions relating to personal information.

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

- Executive Officer Giroux agreed to share the sample questions provided by the Ministry of Children, Community and Social Services and extended an invitation to the committee to attend the community partnership group;

- Mr. Ibrahim suggested a targeted ad campaign with CBC morning that will explain the identity-based data collection program to the general public in order to popularize the survey. Executive Officer Giroux explained that she and Coordinator Lawrence met with the Ottawa Citizen to present the project for the purposes of a future story timed with the release of the survey. She encouraged the members who are connected to their community to share the knowledge about the survey and the importance of participation;

- Ms. Alorut suggested that the consent form for parents, include the questions. Executive Officer Giroux confirmed that the types of questions will be shared; however parents will not be privy to the responses of students in grades 7-12 to protect confidentiality;

- Key level findings will be presented to the community in the spring of 2020;

- To incorporate the data into a detailed level of analysis, data correlation is necessary. Student achievement information is published in the fall;

- The purpose of the data collection is to determine whether certain groups of students are over-represented in categories and to analyze systemic racial inequalities;

- Superintendent Baker reiterated that the context of the project of identity-based data collection is about acknowledging that racism and bias exist. She insisted that the ongoing collection of identity based data becomes a tool to better understand and eliminate systemic barriers;

- Ms. Nadon-Campbell suggested, for Special Education students who require a scribe, that a letter of confidentiality is prepared for the scribe for signature in order to assure the student the disclosed information is classified;

- Mr. Doucette suggested a Terms of Reference for ACE to set out the working arrangements for the committee and to better equip the committee with guidance on how they bring items for consultation to the community; and

- Mr. Doucette suggested that District staff are surveyed to determine their identities to better illustrate the representation of diversity within the workforce. Superintendent Baker supported the concept of collecting identity-based data from staff to determine the contributions that are missing at an administrative level. She announced her team is engaged in a readiness plan for the data delivery and they are prepared and excited for the dialogue stemming from data analysis.

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6.4 Ace Membership Campaign Update

Coordinator Lawrence disclosed that 40 membership applications were received. She is coordinating a skills matrix for applicants. Membership will be the primary focus of the 24 October 2019 meeting.

7. Department Update

Superintendent Baker specified that for 2019-2020 her portfolio consists of Equity, Indigenous Education and English as a Second Language (ESL). Acting Chair Halyes requested an organization chart.

The following announcements were made:

- October is Islamic Heritage Month. Resources have been created for the school communities developed in conjunction with the National Council of Canadian Muslims. On 1 October, 2019 a screening of "14 Muslim and Me" is scheduled at the Ottawa Art Gallery, hosted by Adriean Harwood, featuring a panel for a question and answer period;

- 24 October 2019: Indigenous Youth Symposium at Confederation Education Centre;

- 30 September 2019: Orange Shirt Day was designed to educate people and promote awareness about the Indian Residential School System and the impact this system has had on Indigenous communities;

- 9 November 2019: Parent Conference at Longfield Davidson Heights Secondary School;

- 14 November 2019: Rainbow Youth Forum at Confederation Education Centre; and

- 26 March 2019: Black Student Forum

8. Committee Reports

8.1 Committee of the Whole

There were no reports from Committee of the Whole.

9. New Business

There were no items raised in new business.

10. Adjournment

The meeting adjourned at 8:47 p.m.

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Elaine Hayles, Chair, Advisory Committee on Equity

AD HOC CODE OF CONDUCT COMMITTEE

September 17, 2019, 3:30 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Trustee Members: Lynn Scott , Christine Boothby, Donna Blackburn, Keith Penny

Staff and Guests: Michele Giroux (Executive Officer of Corporate Services), Sue Baker (Acting Manager of Board Services), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Senior Board Coordinator)

1.   Call to Order

Chair Blackburn called the meeting to order at 3:39 p.m

2.   Approval of the Agenda

Moved by Trustee Penny,

THAT the agenda be approved.

Carried

3.   Matters for Action:

There were no matters for action.

4.   Matters for Discussion:

4.1   Report 19-079, Approval of Draft Policy P.141.GOV Integrity Commissioner (M. Giroux, ext.8310)

Your committee had before it Report 19-079, seeking approval of the draft Policy P.141.GOV Integrity Commissioner and a Role Description of the Integrity Commissioner of the Ottawa-Carleton District School Board.

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

- It is anticipated that the Integrity Commissioner will play an advisory role, advising the Board on matters of conflict of interest, legislative changes, and practices or experiences from other school boards. In addition to playing an investigative role the Integrity Commissioner may educate trustees and provide deeper learning which may inform policy, procedure and practice;

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- The Integrity Commissioner is a not an employee of the District but would instead be a contractor to the Board and would report directly to the Board;

- Staff plan to speak with the City of Ottawa staff and other school boards who utilize the service of a contract Integrity Commissioner to review the mechanics and nature of the contract;

- The cost, as outlined, is based on the anticipation of the work of the committee. Staff is confident that should the position be advertised via a request for proposal (RFP) process they can determine what the market will bear. The proposals may indicate the time and payment are inadequate;

- The District would proceed to a call for proposals which will involve purchasing and possibly the creation of a selection committee to determine a successful applicant;

- The relationship between the Integrity Commissioner, Chair, and Director needs clarification;

- Trustees expressed concern regarding the hours and expenditures of the Integrity Commissioner. Staff noted that billing and reporting on billing may be addressed in the procedure or the contract;

- The contract of the Integrity Commissioner needs to be managed by the Chair and the Vice-Chair, and that should address the issue of the overlap of scope;

- Trustees noted that the notion of sharing an Integrity Commissioner had not worked well for other school boards and in speaking with colleagues it was felt that the synergy of the arrangement did not evolve as anticipated. Their colleagues also advised that the scope of work be carefully and narrowly defined;

- Trustees suggested that the procedure be specific to ensure costs are contained;

- Trustees sought clarification on the notion that the Integrity Commissioner would provide education to the public and whether or not they would be the correct person to respond to public queries;

- A complaint would trigger the involvement of the Integrity Commissioner. Whether informal or informal, a secondary of the Integrity Commissioner is mediation;

- Section 3.6 is consistent with the practice at other boards and therefore should not be eliminated. Staff recommended that the order

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of the two sentences be reversed. The language may be altered and the words "information and awareness" be used instead of "education";

- Staff advised that the Integrity Commissioner may have an educational role and could provide training to trustees on changes to related legislation on an as-needed basis where gaps have been identified. The Integrity Commissioner could provide background assistance and appropriate responses to public inquiries;

- The report notes an annual retainer of $25,000 payable monthly on an assumption of 20 hours of work per month. Work beyond the 20 hours of standard work would be remunerated at $200 per hour. Supply Chain Management may advise otherwise;

- Major complaints will utilize a significant amount of the Integrity Commissioner's time. Notification of whether or not the work will exceed the monthly hours must be a feature in the contract;

- The issue of a retainer can be addressed in the contract and will be a part of the bidding and negotiation process. The contract must specify whether or not the amount would be forfeit if unused or rolled forward for the continuation of use in other months;

- The Integrity Commissioner does not replace the use of the provincial Ombudsmen;

- Trustee Scott commented that the provision of training and information sessions for trustees is important for a new Board, and it should be a part of the orientation process;

- The duties of the Integrity Commissioner in other municipalities and boards include policy review of the Code of Conduct. Trustees expressed the view that they would prefer to avoid the full-time use of an Integrity Commissioner but do not want to limit the scope;

- Trustees suggested a 2-year term with an assessment at the end of the two years;

- Trustees preferred the Integrity Commissioner be a single individual rather than the use of a firm or a roster of personnel;

- Trustee Blackburn expressed concern over the potential costs should the scope of work extend beyond mediating and adjudicating code of conduct complaints;

- Trustee Boothby expressed concern over the inclusion of the review of new policies and procedures as part of the scope of work;

3

- All integrity and conflict matters will reside with the Integrity Commissioner. They will be the primary contact;

- Recent changes to Municipal Conflict of Interest Act, 2017 require reporting and documentation and advise elected bodies to avail themselves of an expert for advice;

- There is currently no legal requirement for a registry of conflict of interest;

- Trustees requested a legal opinion on the practice of the two-third majority vote;

- Trustees sought clarification regarding the custody and control of the files. Executive Officer Giroux noted that the files are the record of the Board and that all records would be subject to MFIPPA. She noted that there is an exemption that may apply to the work of the Integrity Commissioner. Trustees advised that all files should be transferred to the incoming Integrity Commissioner, not just those open;

- Section 3.4 reflects the language within Policy P.073.GOV Board Member Code of Conduct;

- Trustees sought clarification on section 3.5 regarding the ability of the Integrity Commissioner to summon evidence and examine under oath;

- Trustee Scott expressed the view that the complainant should control complaints. She expects the complainant to have made an effort to address the issue independently, following Policy P.073.GOV Board Member Code of Conduct, Policy P.129.GOV Complaints Resolution Policy and Procedure PR.670.GOV: Complaints Resolution Procedure;

- The requirements of the Integrity Commissioner do require knowledge of the law, but the title of lawyer need not be a requirement for the position. The Board may specify whether or not a law degree is required. Trustee Boothby expressed the view that the Integrity Commissioner does not need to be a lawyer. She noted that mediation training and knowledge of the law are preferred;

- Legal opinions would be directed to the District's legal team;

- Trustee Boothby sought clarification on whether or not the Integrity Commissioner will be held to legal advice standard; and

- Many Integrity Commissioners are not lawyers, and a law degree is not a requirement. Should the Integrity Commissioner be a lawyer, the contract must clarify the role of the Integrity Commissioner.

4

Executive Officer Giroux advised that legal counsel will review the document and respond to the questions of the committee. The committee will reconvene to hear results.

Trustee Penny requested that staff seek the advice and input from other boards of education on their experiences in the use of an Integrity Commissioner. Chair Scott advised that Corrie McBain (Chair of the York Region District School Board), Robin Pilkey (Trustee of Toronto District School Board) and Michael Barrett (Chair of the Durham Region School Board) have considerable knowledge on the subject and would be excellent contacts.

Trustee Scott noted that the Ad Hoc Code of Conduct Committee is not the selection committee for the Integrity Commissioner. The Board appoints a selection committee.

5.   New Business -- Information and Inquiries

There was no new business.

6.   Adjournment

The meeting adjourned at 4:59 p.m.

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Donna Blackburn, Chair, Ad Hoc Code of Conduct Committee

5

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

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE (PUBLIC)   **5 November 2019**
Report No. 19-096

Final Measurement Report of the Strategic Plan 2015-2019

Key Contact: Michele Giroux, Executive Officer, 613-596-8211/8310

PURPOSE:

1. To present, for discussion, a final status report on the objectives of the 2015-2019 strategic plan at the end of year four of the plan.

CONTEXT:

2. The OCDSB has a four-year strategic planning cycle. The 2015-2019 plan was built on five (5) key objectives: Equity, Engagement, Learning, Stewardship and Well-Being. The work done under these objectives was aimed at supporting the Board in achieving its key responsibilities of student achievement and student well-being. The following overview is provided to guide a reflection on the progress made on each of the strategic objectives. Attached are the progress reports for four of five strategic objectives: Equity, Engagement, Stewardship and Well-Being. An examination of the District's performance on the Learning objective will be provided with the Annual Student Achievement Report (ASAR). Each progress report includes a one (1) page summary of the work done on each strategic objective over the four (4) years of the plan, and an in-depth exploration of actions and achievement at the end of year four (see Appendix A-D).

KEY CONSIDERATIONS:

3. The 2015-2019 plan was instrumental in moving the District forward as an organization that is effectively guided by and focused on its strategic objectives. The District can be proud of the significant progress that was made over the past four years and there are strategies and lessons learned that will carry forward towards the implementation of the 2019-2023 strategic plan.

    Considering the landscape of the District over the life of this plan, some significant strides were made in the following areas:
    *   implementation of 50/50 kindergarten program;
    *   renewal of elementary and secondary program frameworks;
    *   improved learning conditions for students via school utilization through consolidations;
    *   expanded capacity for engagement; and
    *   Increased environmental stewardship.

Commonalities Across the Implementation of Strategic Objectives

Capacity Building
4. Staff capacity building/training was a key strategy employed to ensure progress on a number of the strategic plan objectives. Over the past four years, the District made investments in professional development and training in support of student learning, well-being and equity. Parent and student development have been addressed and a means to improving overall community/system engagement.

Student Voice
5. Over the life of this plan, the District made a concerted effort to seek and incorporate student voice. This strategy has been activated for example through forums and conferences such as the Black Youth Conference, Date with Diversity, the Indigenous Student Forum, and the Rainbow Youth Forum. Feedback from students involved with these events reveal feelings of pride in taking on leadership roles in working directly with and supporting their peers learning of about identity, experience and culture. Additionally, there was an increase in student voice during consultations on the new strategic plan. The cumulative effect of this is that student voice is increasingly shaping learning and decision-making.

Community Partnerships
6. Community organizations continued to play a significant role, effectively partnering with the OCDSB to fulfill its responsibility and commitments in social and environmental stewardship, and to deliver services in many areas including mental health support for students and staff, affirming student identity, and engaging with 'at risk' students. Moreover, the District has seen an increased use of schools for community events, strengthening the position of the OCDSB as a community hub and integral to community life in the city.

Key Accomplishments - Progress Report
7. Attached as Appendices A-D are the final Progress Reports on Equity, Engagement, Stewardship and Well-Being. Each report includes a one (1) page summary and a detailed narrative report. The following is a narrative overview of some key accomplishments over the past four years.

Equity
8. Over the past four years, the district has significantly increased its understanding of equity issues. The district has built a strong foundation of equity events which help to build awareness and a sense of belonging. While there are many events to be proud of, success in this area was exemplified by the district's very strong presence in the 2019 Pride Parade. These awareness building events were supported by the development of resources which were designed to build system knowledge and capacity. The OCDSB Gender Identity Guidelines are an excellent example of our leadership in this area.

A significant initiative by the Board of Trustees was the adoption of the United Nations (UN) proclamation of the International Decade of People of African Descent. This was an important step in our commitment to acknowledging the history of racism and bias in education and making a commitment to move forward. Other

supporting work was undertaken in the preparation for the collection of identity based data which will help to identify and overcome experience of systemic barriers and bias in the system. Through feedback from the focus groups, the District gained increased knowledge and understanding about barriers, a greater ability to define these barriers and the persons facing them. As such, the OCDSB is now in a stronger position to distinguish and determine relevant supports for students and the means to allocate resources (financial, human, technology, equipment etc.) towards measurable improvements in student outcomes.

Another key area of growth over the life of the plan was the expansion of the Indigenous Education learning team. The allocation of dedicated staff resources has facilitated the direct provision of supports to Indigenous students and families. In a curricular context, the team has been instrumental in providing professional development and resources to all schools to ensure that Indigenous history and culture is embedded into curriculum delivery. Two (2) key examples include the piloting of a grade 11 English course focused on Indigenous education; and the very successful INSTEM project established at Gloucester High School in partnership with ActuaCanada.

Engagement
9. Community engagement remained foundational to our work, both at a project and operational level. Many of our activities provided opportunities for connecting, dialoguing, for meaningful interaction, problem solving and collaboration.

   A key priority in the 2015-2019 plan was the development of tools and resources to facilitate engagement with and amongst our stakeholder communities. The district invested heavily in the communications infrastructure to support engagement. This included the redesign of information and infrastructure of the district and school websites; the development of a staff, student and parental portal; an integrated school to home communication system; a platform of engagement tools; enhanced social media; redesign of the school council newsletter; and the creation of a monthly newsletter to all parents. This work included laying the foundation for improved internal communication which is a priority of the new strategic plan.

   Additionally, an increase in parent and student engagement was observed. In an academic context, there has been increased emphasis on engagement strategies to support student success. For example, these strategies included the role of the Indigenous Student Support Coordinator and the work with the Youth Services Bureau.

Stewardship
10. The 2015-2019 strategic plan recognized the importance of enhancing student learning though effective school accommodation. The district developed a comprehensive school accommodation review process which was intended to run over the four years of the plan. In year one, the district undertook two reviews; the Western Area review which involved 29 schools and the Eastern Secondary Review which involved two (2) secondary schools. The reviews addressed a range of complex and sometimes emotional issues, but resulted in accommodation decisions focused on enhancing student learning opportunities and increasing school

utilization rates. After one year, the province imposed a moratorium on school accommodation reviews.

Other key work in stewardship addressed environmental issues and our commitment to reduce greenhouse gas emissions (see Table 1).

Table 1. GHG Emissions data 2013-2018

	FY2013 (base year)	FY2014	FY2015	FY2016	FY2017	FY2018
GHG Emissions (raw data)	28,679	30,347	27,660	24,356	24,191	25,101
% Change (vs base year)	-	+5.8%	-3.6%	-15.1%	-15.7%	-12.5%
FY2013 GHG Emissions (adjusted) (1)	-	31,439	32,054	27,907	29,162	31,036
% Change (vs base year)	-	-3.5%	-13.7%	-12.7%	-17.1%	-19.1%

With our current trend, the District is well on the way to exceeding our 15% reduction target.

Well-Being

11. The well-being objective in the strategic plan was to enhance the use of resources and supports to improve the well-being of all learners and staff. Over the life of the plan, the district developed a mental health strategy which was operationalized through annual action plans. Staff training was provided in mental health awareness, mental health literacy, as well as suicide and violence prevention. Professional staff (social workers and psychology staff) participated in additional training in trauma-informed practices and in supporting specific population groups to enhance their consultation with school staff and their direct service to students. Several evidence-based/informed mental health promotion and prevention programs have been piloted and evaluated, some of which involved partnering with community mental health agencies. Professional staff also worked closely with community partners to facilitate access to, through and from care. The District allocated budget dollars to support physical activity and implemented a workplace mental health leadership certificate. A key strategy was to build capacity to increase awareness around promoting mental health and to facilitate access to mental health supports by identifying pathways to care. If we consider training as a key awareness building activity, training related to mental health support was provided to staff in 147 sites.

In addition, there were a number of areas with targeted provision of mental health supports. For example, the support provided to 502 Syrian newcomer students in 2015-2016 represented a key piece of work completed. Supports for these students included working closely with community partners to ensure a smooth transition for all newcomers into both schools and the community, as well as programs for sharing information (e.g., police/fire safety workshops, orientation sessions, information on

winter in Canada) and recreational activities (soccer, choir, storytelling, etc. Training was provided from Learning Support Services in welcoming newcomer students.

The School Climate data shows evidence of progress in some areas of student well-being, such as increasing *self-efficacy in math*, and *physical activity,* and *positive relationships,* on par or above the Canadian norm. However, there has also been a decline in performance on a number of other indicators, i.e. *sense of belonging, positive learning climate, and expectations for success, student suspensions and absence rates.* Sustained supports should be implemented to address absenteeism and the declining numbers on several of the well-being indicators. Further exploration of these indicators would be a useful first step in understanding the root causes to address these areas of challenge.

In terms of staff well-being, the District has been able to put a comprehensive plan in place to address barriers to employee well-being. However, rising sick leave usage demonstrates the importance of continuing to engage collaboratively with employees to plan, develop and implement programs and initiatives that will support and promote employee engagement and personal well-being, as well as to mitigate against negative workplace factors.

Implications for the New Plan: 2019-2023

12. Much has been learned through the implementation of and reflection on the 2015-2019 strategic plan, which helped to shape the development of the 2019-2023 plan. This learning will help guide our work as we move into the next plan. *Capacity building, student voice, community partnerships,* as in the last plan are key elements of the goals, strategies and outcomes the District will implement and work towards over the next four (4) years. In light of gains in those areas, there is continuity between both plans. Of note is the feedback obtained through the early stages of engagement on identity-based data collection. Figure 1 below shows important lessons learned that would be useful to guide the District's future actions in furtherance of its commitment to equity.

Figure 1.Summary of Feedback from Identity Based Data Collection Project
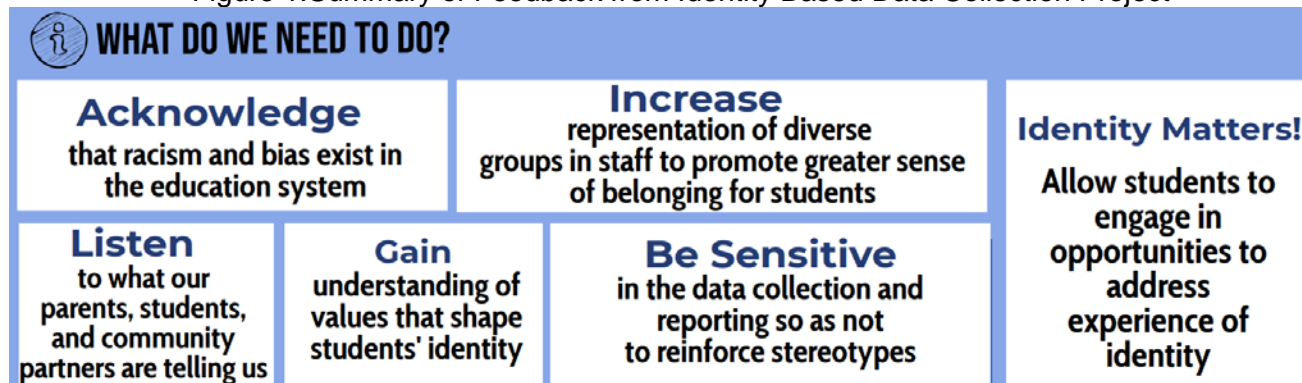
The measurement and reporting structure for progress on the strategic objectives has evolved significantly over the past few years and has led to valuable discussions among the Board. Many of these discussions have focused on the importance of the specific goals, strategies, and performance indicators to move the work forward and the measurement limitations of the last plan. This is reflected in the inclusion of desired outcomes and key performance indicators in the 2019-2023 strategic plan. It

will be important to focus on these elements so as to be able to recognize, assess and communicate achievements to stakeholders.

RESOURCE IMPLICATIONS:

13. Existing District resources support the monitoring and measurement of the strategic plan and support the implementation of strategic initiatives. As such, the District is able to undertake the measurement and reporting of progress within established departmental budgets. These reports are then used to help inform meaningful investments in the future. However, the delay in delivery of the last set of measurement reports presents not just a resource allocation issue but also identify a possible need to adjust expectations. Additionally, reporting of progress has been done within an existing structure. A new reporting structure for the 2019-2023 Plan would require consideration of its resource implications.

COMMUNICATION/CONSULTATION ISSUES:

14. Progress on the strategic objectives has been shared and will continue to be shared with the community through regular reporting. This includes annual measurement reports on each strategic objective, as well as an overview each fall in the Director's Annual Report to the community. The information outlined in this report is a consolidation of that evidence, and will be posted to the District website. Additionally, evidence of practice conversations at the Board are a new model of reporting going forward.

STRATEGIC LINKS:

15. This overview identifies key accomplishments, evidence of progress, and opportunities for growth under the last strategic plan. Now in the first year of a new plan, the information included in this report helps us capture lessons learned, as well as information to develop a framework for assessing our progress for the next 4 years.

GUIDING QUESTIONS:

The following questions are provided to support the discussion of this item by the Board:
- Does the evidence show progress in each of the identified areas?
- How will this information inform our thinking about measuring success in the next strategic plan?
- What lessons can be learned from the implementation of this plan that would improve our capacity for multi-year planning going forward?

Michele Giroux	Camille Williams-Taylor
Executive Officer, Corporate Services	Director of Education and Secretary of the Board

APPENDICES
Appendix A: Progress on Equity
Appendix B: Progress on Engagement
Appendix C: Progress on Stewardship
Appendix D: Progress on Well-Being

Summary of Progress

By 2019, the District will reduce barriers to learning to improve equity of access and opportunity for all students.

Strategies and Actions

Strategy #1-Develop and implement enhanced methodologies to differentiate the allocation of resources to improve equity of opportunity for all students

- CRRP team facilitated several professional learning activities around instructional and personal equity;
- Updated Resource Allocation Index based on Socioeconomics (RAISE);
- Reviewed school fees;
- Increased efficiencies in school budgets/finances;
- Differentiated staffing.

Strategy #2-Identify students and groups of students who face barriers to learning and differentiate supports to close achievement gaps

- Hosted Black Youth Conference, Rainbow Youth Forum, and Indigenous Youth Symposium;
- Hosted A Date with Diversity;
- Launched Identity-Based Data Collection Project;
- Increased supports for English Language Learners;
- Adopted the UN proclamation of the International Declaration for People of African Descent.

Strategy #3-Review and ensure effective use of First Nations, Métis, and Inuit funding to increase First Nations, Métis, and Inuit graduation rates

- Continued phase-in of the compulsory grade 11 English course (NBE3U/C/E) with Indigenous focus;
- Piloted Indigenous STEM;
- Introduced 'Mathematics through beading' and 'Collaborative Inquiry for transition of Inuit Students' to address achievement gaps;
- Expanded Indigenous Education team;
- Established Indigenous Education Advisory Council.

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Evidence of Progress[1]

InSTEM:
15 students enrolled;
10 credits obtained

85% of sites have inclusive washrooms

EQAO Assessments 2018-2019: Achievement gaps for identified groups

	No gap	Widened	Same	Narrowed
ELLs		9		1
SpEd	1	4	3	2
Gender	1	7	1	1
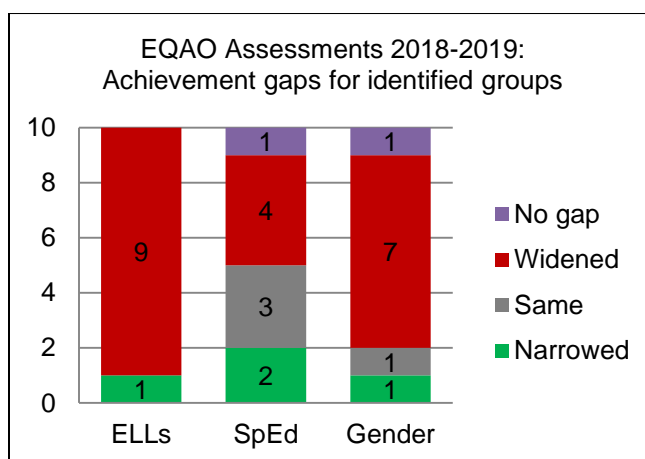
Observations

Student voice was pursued and given an integral place in the process of identifying and addressing barriers to learning and in reducing achievement gaps. The District took wide-ranging actions to improve the delivery of Indigenous Education and to meet the needs of Indigenous students. Despite the actions taken to advance this objective, the District was unable to make significant inroads to reducing the achievement gaps, especially amongst English Language Learners. Future interventions need to be more focused.

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[1] More information on the District's EQAO performance will be available in the ASAR (2018-2019).

The Ottawa-Carleton District School Board promotes "a culture that continually balances equity of opportunity and access for all". We aim to ensure all students feel safe, welcomed and accepted, and inspired to succeed in a culture of high expectations. The equity objective states: "By 2019, the District will reduce barriers to learning to improve equity of access and opportunity for all students".

This report outlines the actions, initiatives, programs and projects that helped to advance equity at the OCDSB over the past year. For the purposes of this report, progress on the equity objective is organized according to the strategies outlined in the strategic plan.

Culturally Relevant and Responsive Pedagogy (CRRP)

To establish an inclusive culture, the following three dimensions have been identified as foundational:
- Institutional equity – refers to the system and the values developed and reflected in the school board policies, practices and procedures;
- Personal equity – refers to the mindset of the educators and the practices they engage in; and
- Instructional equity – includes knowing learners well and considering the curriculum, classroom practices and conditions which lead to a culturally responsive classroom.

Culturally Relevant and Responsive Pedagogy (CRRP) is a process that guides the development of our work by incorporating students' lives and identities into the curriculum in meaningful ways. CRRP focuses on several components, such as holding high expectations; building a community where learners see themselves; and adopting a critically conscious view which includes examining issues of power and privilege and exploring such issues as racism, classism, sexism, heterosexism/ homophobia, ableism, and other forms of oppression, and how these play out in the world and in schools.

The CRRP team engaged in a number of areas/audiences in facilitating professional learning around *instructional* and *personal equity* in 2018-2019. In general, the learning was around the following:
  (1) the importance of identity and having our students see their identities and lived experiences evident in their curriculum/learning spaces, and;
  (2) identifying systemic barriers.

Some specifics which varied depending on the audience are captured in Table 1.

Progress on Equity
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Table 1- Culturally Relevant and Responsive Pedagogy Professional Learning

Professional Learning Areas	Audiences
Full year collaborative inquiry; sustained equity learning	• All Curriculum Services instructional coaches
Support for Trans students; Syrian newcomer mental health	• Psychologists and social workers from the LSS department, with a specific follow-up for Social Workers
Instructional and Personal Equity	• Ongoing learning with Student Success Teachers and Intermediate Students Success Teachers; Multicultural Liaison Officers; Family Reception Centre team; • Principals, Senior/Central staff; • Teachers in the Saturday languages program; • Distribution of Rainbow flags to all OCDSB sites; • Active feedback for the Identity Based Data Collection process; and • Further expansion of inclusive washrooms (currently at 85%).
Stories of Identity collection: further resource distribution	• Selected secondary schools
Indigenous Voices (NBE3C/E/U) as a compulsory Grade 11 English course : Implementation Support	• 9 OCDSB secondary sites (to increase to 15 sites in September 2019); 1400 students were enrolled in the course in 2018-2019.
Ottawa University: Associate Teacher Day	• Facilitated learning for teacher candidates and associate teachers; Parent conference
Get Real Movement	Continued facilitation of LGBTQ2S student presentations: • 40 schools in total; and • 20 schools in 2018-19 (8 high schools, 12 elementary).

Other Resources 2018-2019
- No Athletics Fees collected from schools to support elementary athletics this year; additional central funding was provided in the 2018-2019 budget to offset these costs.
- FSL collaborative inquiry with a focus on oral communication and production provided to teams of FSL grade 9-12 teachers interested in professional learning in a Collaborative Inquiry Learning format.
- STEPs to Success Planning Model provided to support elementary teachers of English language learners. Each elementary school with an ESL/ELD lead received (1) day of release to receive training on the STEPs to Success planning model.

4

Progress on Equity
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Develop and implement enhanced methodologies to differentiate the allocation of resources to improve equity of opportunity for all students

Identity-Based Data Collection

One action the District has undertaken in the last year to understand and address barriers to learning is through the collection of identity-based data. This data collection will commence in November 2019. The data will serve as a means to better understand and eliminate systemic barriers.

In May 2018, the District received $103,000 in one-time funding through a Transfer Payment Agreement to support the work related to the focus groups. The 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.

Details on the project implementation to date include:
- In preparation for Identity-Based Data Collection Project staff met with community partners, staff and students to get a better understanding of biases. In June 2019, feedback was collected through stakeholder focus groups and feedback sessions with students and parents. The diagram below captures the participation numbers at these sessions.

Figure 1. Participation at the focus groups/feedback sessions
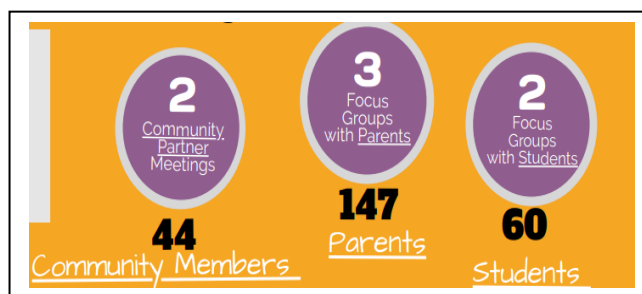
- During the period September 2018 – June 2019, the following staff capacity building activities were undertaken:
  - ✓ Equity and bias training for senior team and other leaders;
  - ✓ Development of a training strategy based on learning needs by role;
  - ✓ Review and analysis of provincial data standards;
  - ✓ Consideration of how identity-based data could inform other reporting and analysis;
  - ✓ Development of new resources and tools;
  - ✓ Appropriate privacy framework and impact assessment in place; and
  - ✓ Preparation for the questions that the District should ask and will be asked by the community.

- During the period January- April 2019, the following communication and relationship building activities were undertaken:
  - ✓ Provided the community information about the ideas, built trust and maximized participation;
  - ✓ Communicated information about the data standards;
  - ✓ Communicated the importance and benefits of expanding student data to include identity based data;
  - ✓ Clarified the alignment of this project with principles, guidelines and identity categories;
  - ✓ Worked with community partners including community leaders, local organizations, youth leaders, and the community at large to build trust in the process and data collection;
  - ✓ Extensive outreach into different communities including discussions, information collected will be used to guide the design of our next steps; and
  - ✓ Communication to build confidence in the collection of data.

Updates to Resource Allocation Index based on Socioeconomics (RAISE).

The overall goal for using RAISE is to help mitigate the effects of socioeconomic or demographic barriers to learning. There are two methodologies for the allocation of the RAISE funds:

1) A *baseline* per pupil amount is allocated annually to the operating budget of elementary schools identified in the RAISE index, to help close the 'opportunity gap' for students. Over the last two years, the allocations were as follows:

Table 2. RAISE Baseline Funding

2017-2018 Baseline funding provided to elementary schools at $9.35 per pupil	2018-2019 Baseline funding provided to elementary schools at $18.70 per pupil
$70, 761.00	$137,100.00

2) *Supplementary funding,* based on school request, was increased in 2013-2014, budgeted at $252,515.00. It is available, on an as needed basis, to both elementary and secondary schools, through an application process to the superintendent of instruction, based on criteria aimed at closing the opportunity gap. This amount has remained the same in the intervening years.

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Table 3. RAISE Supplementary Funding

2017-2018 Supplementary Funding use of allocation	2018-2019 Supplementary Funding used of allocation
$252,515.00 (100% used)	$222,687.00 (88% used)

For the 2018-2019 school year, supplementary funds were allocated as presented in the graph below:

Figure 2. Use of Raise Funding 2018-2019
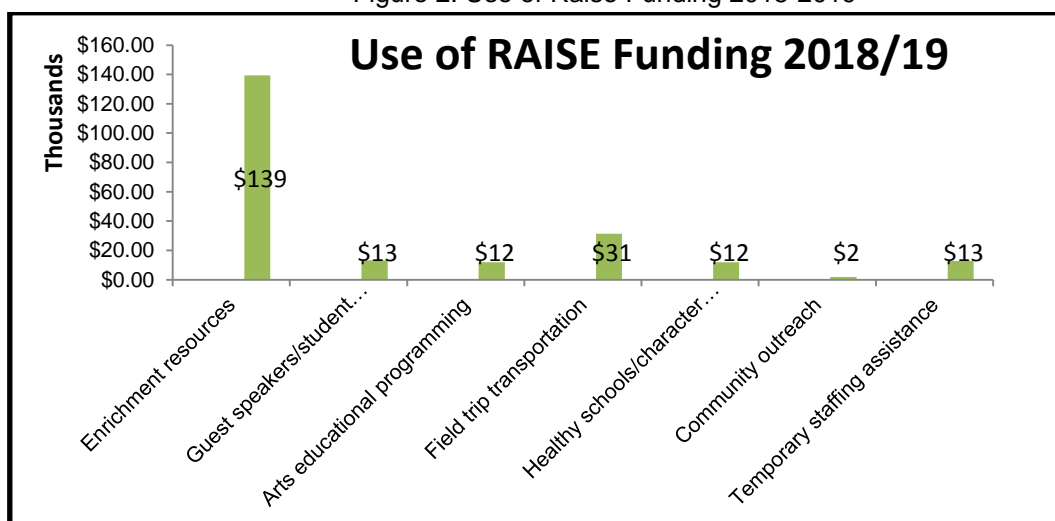
Total spending on RAISE schools increased as follows:

Table 4: RAISE Spending Baseline and Supplementary (2018-2019)

Total RAISE funds (baseline and supplementary) 2017-2018	Total RAISE funds (baseline and supplementary) 2018-2019
$323,276.00	$359,787.00

Schools were appreciative of the supplementary funding, and hundreds of students throughout the District benefited from participating in opportunities that they would not have otherwise enjoyed.

Cultural Proficiency and Bias Aware Training for Senior Staff and other Hiring Managers

Senior staff and other central managers involved in the district's equity and anti-racism work participated in anti-racism and anti-oppression training with external facilitators.

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Other training included:
- continuation of unconscious bias training, including to principal assessors in the principal/vice-principal selection process;
- all principals and managers were invited to participate in a 1/2 day session led by Njeri Damali Sojourner-Campbell, human rights lawyer at Hicks Morley on the Ontario Human Rights Code and its implications for school administrators; similar session planned for VPs and other supervisors had to be cancelled but has been rescheduled for Oct. 30;
- (4) OCDSB staff (Associate Director, SO with Equity responsibilities, SO for Human Resources and Equity and Diversity Coordinator) participated in a certificate program through Osgoode Hall Law School's continuing education on Human Rights and Education, led by Patrick Case, Equity Secretariat, that was designed specifically for school boards; and
- (2) two on-line modules were developed for all staff in cooperation with Canadian Centre for Diversity and Inclusion - Equity and Inclusion Awareness and Unconscious Bias - to be rolled out this year, beginning with principals as part of a 1/2 day professional learning session in October.

Equity Events

Through a number of events, the District has been able to improve its capacity to empower student voice, identify students facing barriers and to differentiate needed supports. The events that took place in 2018-2019 include:
- *Rainbow Youth Forum*   *(*500 in attendance*)*
- *Rainbow Spring Fling*   (186 student attendees; approx. 40 staff volunteers)
- *Indigenous Youth Symposium* (150 students, 35 educators, 20 community partners)
- *Black Student Forum*
- *Date with Diversity*   *(*approx.170 students, staff and community members)
- *Get REAL presentations in schools (*20 schools in 2018-19: eight (8) high schools, 12 elementary).
  - Get REAL is a fun and friendly one (1) hour workshop: up to two (2) performances within the same day per school that is focused on building inclusivity and peer-support, unlearning 2SLGBTQ+ discrimination and bullying, and showing through interactive activities that everyone has unique challenges in their lives, a story to share, and a chance to impact someone else's life for the better. A mini documentary showcasing their work was created: **https://vimeo.com/283320415**.
- *Youth Ottawa*
  - (5) schools collaborated with community partner, Youth Ottawa, on student-led equity and social change projects.
- *Community Partner WE*
  - 30 schools collaborated with community partner WE.
- *Merivale Social Changemakers Club*
  - (5) schools participated in a 2-day equity training called Social Changemakers, led by Harmony Movement.

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Use of Special Provisions

For the 2017-2018 EQAO administration, special provisions for ELL students were discontinued. There is no longer a requirement for special provisions for individual or quiet setting. 16% of Grade 3 students and 22% of Grade 6 students were ELLs.

Identify students and groups of students who face barriers to learning and (2) differentiate supports to close achievement gaps

EQAO Performance

The results of the EQAO assessment allow the Board to identify groups of students that are under-performing and the extent of the disparity or achievement gap between these students and all other students in OCDSB. These results also form a basis for further investigation of the barriers to learning, and help to inform decision making around the different supports needed to close the achievement gaps.

EQAO Performance- Numeracy[2]

In examining trends in *Mathematics scores* for 2014-2018, as captured in Figure 3 below, a decline in performance in Grade 3 Math across groups was observed.

- ELLs- 17% decrease (55% to 38%)
- SpecEd- 5% decrease (38% to 33%)
- FNMI- 17% decrease (53% to 36%)
- SES- 6% decrease (51% to 45%)

Figure 3. Grade 3 Math- Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES
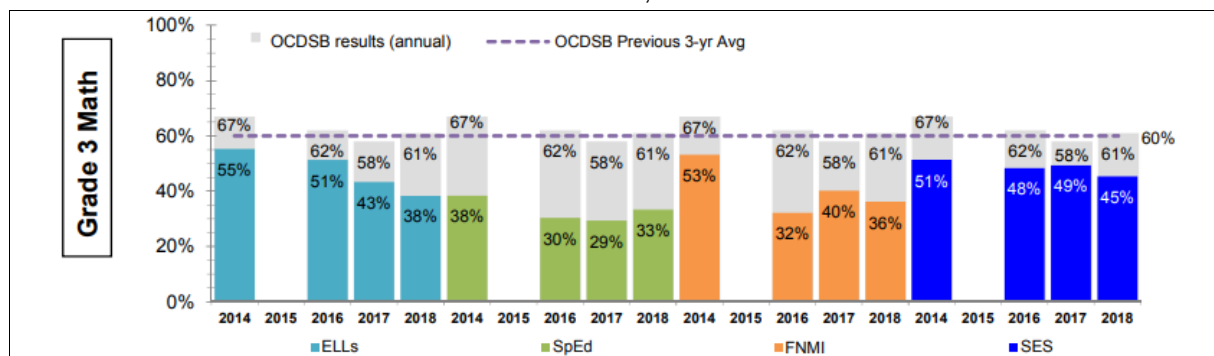
The trend observed with Grade 6 Math scores was a decline in all groups except for SpecEd where a 4% increase was noted:

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[2] OCDSB (2018). Annual Student Achievement Report (2017-2018).

- ELLs- 4% decrease (44% to 40%)
- SpecEd- 4% increase (20% to 24%)
- FNMI-7% decrease (43 to 36%)
- SES-4% decrease (41% to 37%)

Figure 4. Grade 6 Math-Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES
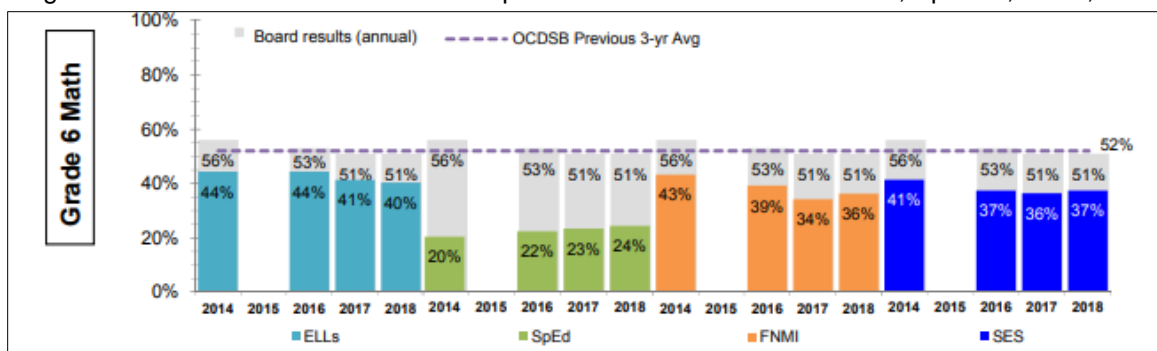
The trend observed with Grade 9 Applied and Academic Math was an increase in performance for Academic Math for all groups except FNMI students, and a decrease in performance in Applied Math for all groups except SpecEd:

Academic Math

- ELLs- 2% increase (76% to 78%)
- SpecEd- 3% increase (77% to 80%)
- FNMI-4% decrease (84% to 80%)
- SES-4% increase (77% to 81%)

Figure 5. Grade 9 Academic Math-Achievement Gaps Between All Students
and ELL, SpecEd, FNMI, SES
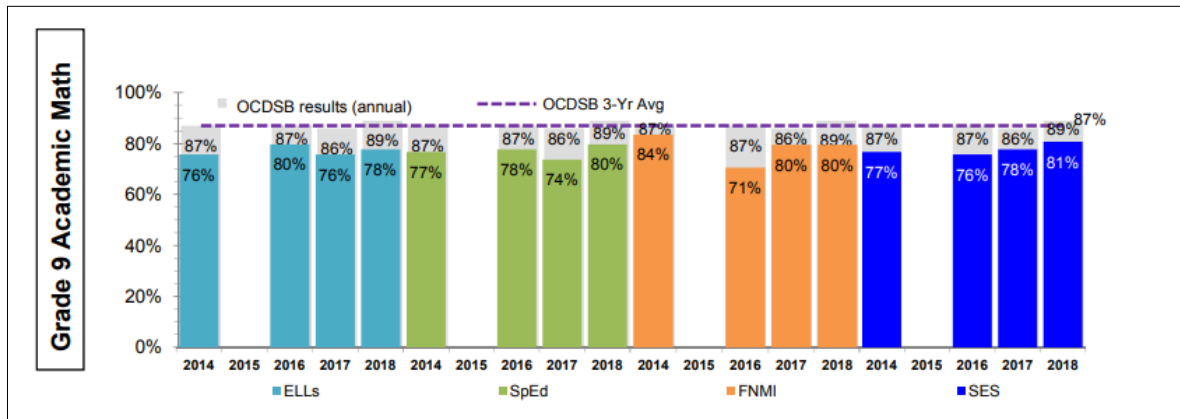
Applied Math

- ELLs-5% decrease (28% to 23%)
- SpecEd-7% increase (40 % to 47%)
- FNMI-7% decrease (50% to 43%)
- SES- 6% decrease (37% to 31%)

Figure 6. Grade 9 Applied Math- Achievement Gaps Between All Students
and ELL, SpecEd, FNMI, SES
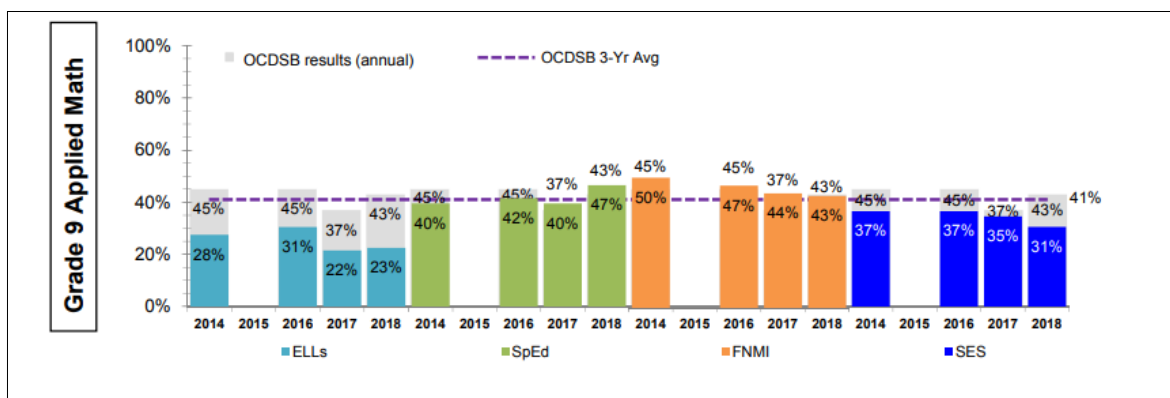
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EQAO Performance-Literacy

Similar trends were observed in Literacy performance. As reflected in Figure 7 below, Grade 3 Reading scores declined for ELLs and FNMI students over the 2014-2018 period:

Results for Grade 3 Reading
- o ELLs-6% decrease (57% to 51%)
- o Spec.Ed-8% increase (43% to 51%)
- o FNMI-5% decrease (64% to 59%)
- o SES-3% increase (58% to 61%)

Figure 7. Grade 3 Reading -Achievement Gaps Between All Students and
ELL, SpecEd, FNMI, SES
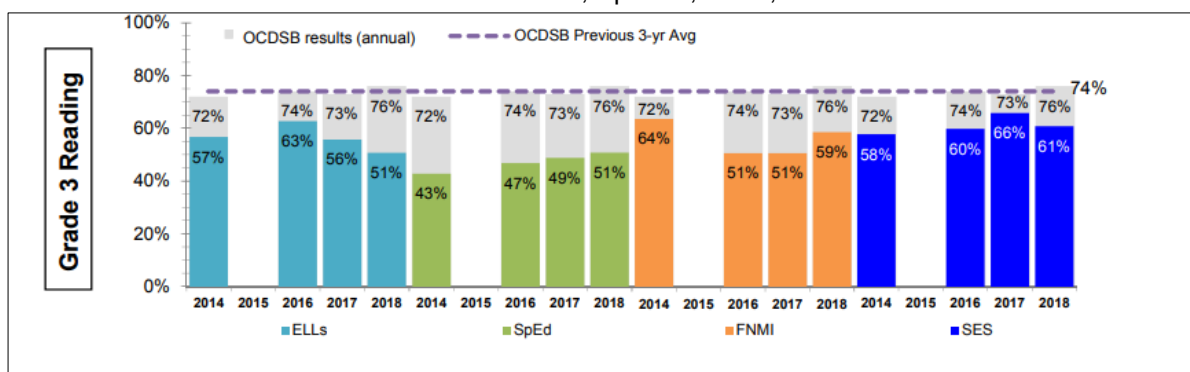
A decline in performance for all groups was noted in Grade 3 Writing:
- ▪ ELL-14% decrease (68%-54%)
- ▪ SpecEd-6% decrease (57% to 51%)
- ▪ FNMI-16% decrease (69% to 53%)
- ▪ SES-9% decrease (66% to 57%)

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Figure 8. Grade 3 Writing -Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES
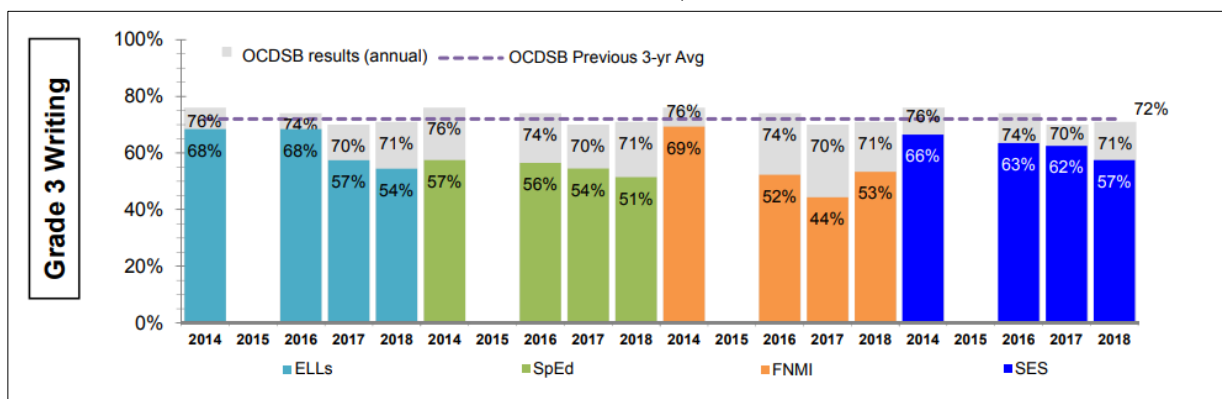
An increase in performance for all groups was observed for Grade 6 Reading:

- ELLs-4%increase (65% to 69%)
- SpecEd-10% increase (52% to 62%)
- FNMI-10% increase (70 % to 80%)
- SES-4% increase (68% to 72%)

Figure 9. Grade 6 Reading -Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES
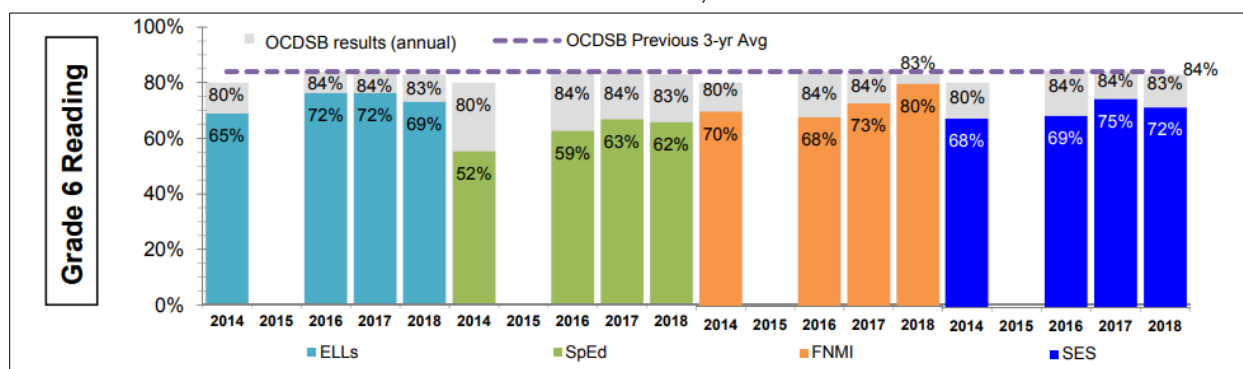
An increase in performance for SpecEd and FNMI students was observed in Grade 6 Writing, and no change amongst ELLs and the SES group.

- ELLs-0% no change (71% to 71%)
- SpecEd-6% increase (67% to 74%)
- FNMI-7% increase (67% to 74%)
- SES-0% change (71% to 71%)

Figure 10. Grade 6 Writing -Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES
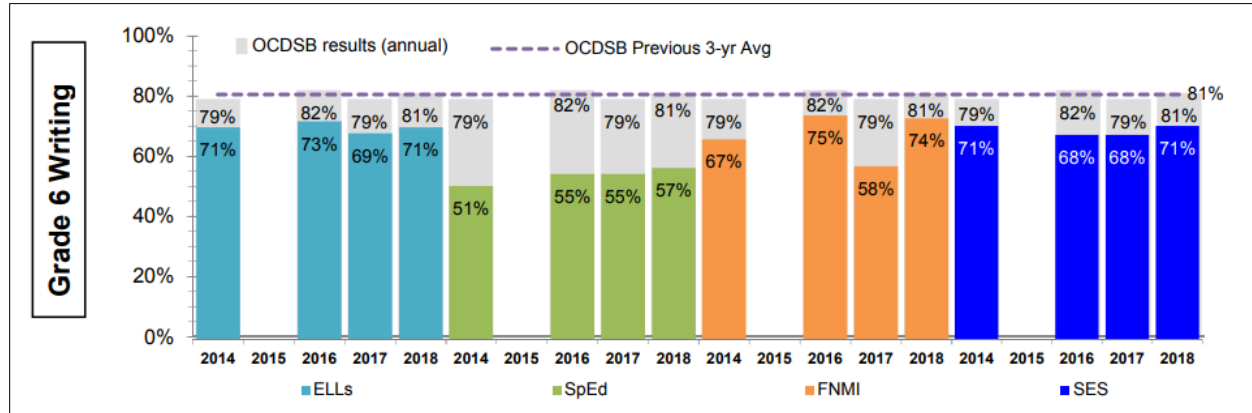
Results from OSSLT

Figure 11. OSSLT FTE
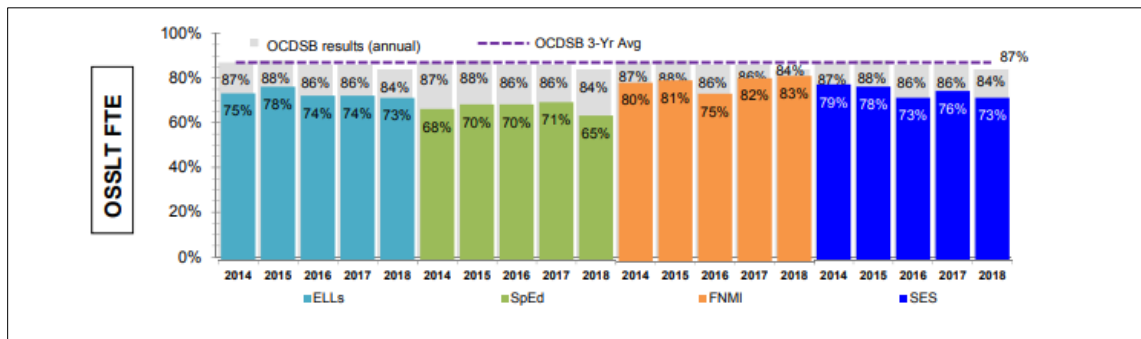
Figure 12. OSSLT PE
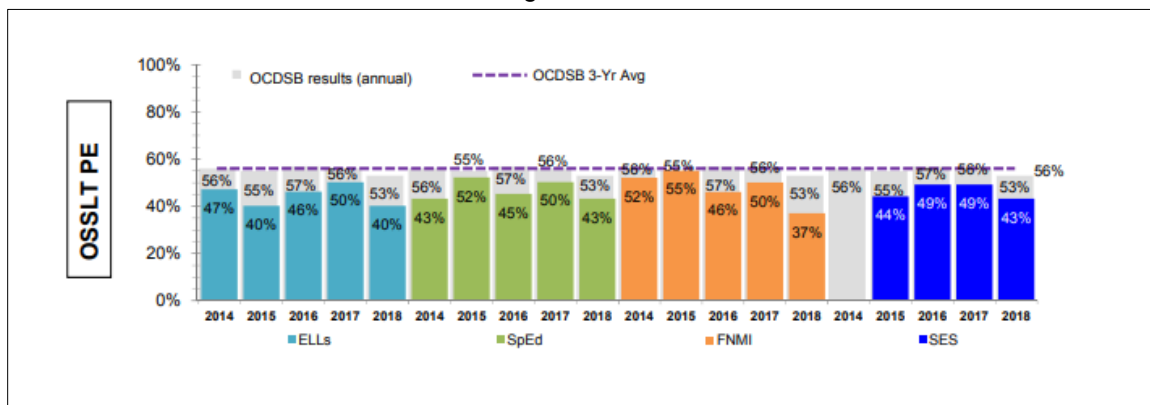
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Review and ensure effective use of First Nations, Metis and Inuit funding to increase First Nations, Metis and Inuit graduation rates

i. Indigenous Education Advisory Council (IEAC)

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

ii. Indigenous Itinerant Teacher (IIT)[3]

The IIT embedded professional learning in classes with educators to develop, model, co-plan, and co-teach programming designed to build awareness and confidence. This work made a difference in building staff confidence and capacity while developing student awareness, and allowing Indigenous students to see themselves reflected in their learning. Although very closely engaged at the beginning, the IIT was able to step back and serve more as a resource as teachers took on a greater role in developing and implementing programming. Over the year, additional teachers in schools reached out to the IIT to further their learning and embed Indigenous perspectives in their classes. Learnings from this experience reinforced the need to engage with more schools.

The Difference Observed for Students:
- they shifted from a place of receiving information to a place of requesting additional learning;
- asked to learn more about Indigenous issues (such as water issues, access to health care, etc.); and
- asked to further engage in matters around social justice.

The Difference Observed for Indigenous Students:
- they expressed validation and pride in seeing themselves and their cultures reflected in their learning.

iii. Initiative to Close Achievement Gaps

Provincial and District data through the measurement report indicators continues to show a gap in achievement for students who self-identify as Indigenous. In 2017-2018, achievement gaps for students who self-identified as Indigenous narrowed in (7) of the (10) EQAO Assessments. A three (3) year trend analysis showed that the largest gaps appear in primary reading, writing, and mathematics and in junior mathematics (See EQAO performance section). The work

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[3] Information extracted from Committee of the Whole report of 21 May, 2019, Report 19-059, Supporting Indigenous Learners at the OCDSB.

facilitated by the Indigenous Education Learning Team in supporting Indigenous students' achievement and well-being is foundational to seeing changes in data; specifically in the narrowing of learning gaps. The Indigenous Education Learning Team piloted several initiatives in 2017-2018 to respond to these gaps.

Mathematics Through Beading

The Indigenous Instructional Coach worked with students and educators at the junior level to focus on mathematical learning through beading. This work made a difference for Indigenous students who expressed greater confidence in their mathematical ability. The students took pride in their culture by seeing elements of it as a central part of their learning and in taking on leadership roles, working directly with and supporting their peers' learning. All students expressed a greater awareness of the application of mathematical thinking in different and authentic settings.

Collaborative Inquiry for Transition of Inuit Students

Successful transitions can be the first step in setting students up to be successful in their learning. To support this priority, the instructional coach facilitated community connections to develop a collaborative inquiry with community partners and educators focused on supporting increased Inuit cultural understanding and transitions for Inuit students at the primary level.

Results of the inquiry included:
- best practices and resources to support greater awareness of Inuit cultures and perspectives that were used to create a more smooth transition for Inuit students;
- further embedded professional learning, identified as a need by the participants, to ensure sharing learning with other educators seeking to support transitions for Inuit children.

iv.   English Course: Understanding Contemporary First Nations, Metis and Inuit Voices
The OCDSB has partnered with Indigenous Elders, Knowledge Keepers and community partners to create rich, relevant learning opportunities through the development of the *English - Understanding Contemporary First Nations, Métis and Inuit Voices (NBE3U/C/E) course*.

Nine (9) secondary schools requested to be part of this planning to offer the NBE course as the compulsory grade 11 English course for the 2018-2019 school year; 1400 students enrolled in the course. Participating schools benefited from the following:
- the knowledge shared with the OCDSB by Indigenous partners (both at the planning stages and at the implementation phase), through continued Indigenous cultural competency learning;
- diving deeper into the revised Indigenous Studies curriculum;
- developing a compilation of resources; and
- the introduction of a virtual learning environment.

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

v.   InSTEM Program

Gloucester students participated in incorporating Indigenous knowledge and content in Science, Technology, Engineering, and Mathematics:

- 15 students enrolled
- 10 credits attained

Reflections

A great amount of work was done over the past year to advance equity in the OCDSB. This work included training, structural changes, equity events, and strategies to heighten student voice and to leverage community partnership in seeking to reduce achievement gaps. Additionally, through the data collection process of the Identity-Based Data collection project, the District gained increased knowledge and understanding about barriers, a greater ability to define these barriers and the persons facing them. In light of this, the OCDSB is in a stronger position to distinguish and determine relevant supports for students and the means to allocate resources (financial, human, technology, equipment etc.), as strategy to realizing measurable improvement in student outcomes.

Summary of Progress
By 2019, the District will increase opportunities for engagement with and among our students, staff, families and broader community.

Strategies and Actions
Strategy #1-Develop tools to support parent involvement in learning and well-being
- Updated District and School websites to enhance communication;
- Encouraged use of parent, staff, and student portals;
- Continued use of Keeping You Connected Newsletter;
- Developed an OCDSB app;
- Obtained a license agreement for a platform for interactive engagement.

Strategy #2- Develop strategies to enhance communication and dialogue with and among staff, students, families and community partners to improve the delivery of public education
- Hosted annual Parent Conference and regular Speaker Series;
- Continued targeted engagement of at-risk populations;
- Implemented orientation program for new Board and Director;
- Undertook consultation and developed new strategic plan;
- Supported initiatives funded through the Ministry of Education's Parents Reaching Out Grant;
- Engaged in professional collaboration with federations;
- Developed and implemented a Complaint Resolution Policy.

Evidence of Progress

Participation in Strategic Planning consultation
6,441 participated
10,296 thoughts
178,131 stars

Parent participation:
33% increase in attendance from 2017

Social Media presence
23.4K Twitter followers

OSSD certification through Youth Services Bureau support increased from 3 to 11 students
(2015-2019)

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Grade 3 EQAO Questionnaire - Parent Engagement

Legend:
- OCDSB prev. 3-yr avg
- OCDSB ('18-'19)
- Province ('18-'19)

Category	OCDSB prev. 3-yr avg	OCDSB ('18-'19)	Province ('18-'19)
We talk about the activities I do in school.	49%	51%	54%
We talk about the reading and writing work I do in school.	29%	31%	33%
We talk about the mathematics work I do in school.	32%	33%	37%
We read together.	32%	30%	27%
We look at my school agenda.	35%	27%	42%
We use a computer together.	13%	14%	14%

Grade 6 EQAO Questionnaire - Parent Engagement

Category	OCDSB prev. 3-yr avg	OCDSB ('18-'19)	Province ('18-'19)
We talk about the activities I do in school.	49%	55%	58%
We talk about the reading and writing work I do in school.	25%	32%	31%
We talk about the mathematics work I do in school.	32%	38%	40%
We read together.	9%	10%	7%
We look at my school agenda.	18%	14%	22%
We use a computer together.	10%	11%	10%

Observations

Significant progress has been made in the area of engagement, as can be observed in the levels of engagement through social media, EQAO scores, parent conference, and parent involvement in setting the direction of the Board through the strategic planning process. Additionally, higher levels of engagement have translated in improvements in the achievements of 'at risk' youth.

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The Ottawa-Carleton District School Board promotes "a culture which actively encourages involvement in public education to support positive outcomes". The engagement objective states: "By 2019, the District will increase opportunities for engagement with and among our students, staff, families and broader community". This report outlines the actions, initiatives, programs and projects that helped to advance engagement at the OCDSB over the past year. For the purposes of this report, progress on the Engagement objective is organized according to the strategies outlined in the strategic plan.

Strategy #1 Develop tools to support parent involvement in learning and well-being

Expand Functionality of Parent and Staff Portals

The district invested heavily in the communications infrastructure to support engagement. This investment included the redesign of information and infrastructure of the district and school websites, and the development of a staff, student and parent portal.

Social Media Presence

The growth in technology use has changed the way in which the District engages with the parent community and has introduced further opportunities for interactive communication. The OCDSB has District accounts for Twitter, Facebook, LinkedIn and YouTube, and schools manage additional social media platforms for their individual communities. The District has used social media, YouTube specifically, as a tool for improving parent access to Board meetings. In February 2017, the OCDSB began using YouTube as a platform for livestreaming meetings so that parents and community members can watch anytime, from any location, removing the barriers associated with physical attendance at Board meetings. The table below shows current activity level through social media tools and the District website.

Table 1. Social media and website activity as of October 1, 2019

Twitter	Facebook	LinkedIn	YouTube	OCDSB Website
23.4K Followers	9,626 Followers	8,206 Followers	469 Subscribers	5,325,235 page views

Parent Engagement Matrix

Each fall, school teams develop strategies to support student learning and well-being through School Learning Plans (SLPs). SLPs are an important tool for schools, as school staff aim to focus their work and areas of growth, plan for monitoring progress, and communicate the plan to their community. To optimize the use of SLPs, the OCDSB has been encouraging student and parent engagement in this process. A parent engagement matrix was designed in 2018-2019. Further work needs to be done to complete and implement this tool.

Strategy #2 Develop strategies to enhance communication and dialogue with and among staff, students, families and community partners to improve the delivery of public education.

This strategy is focused on giving stakeholders a voice and really listening to what they have to say. By enhancing communication with and among stakeholders, the OCDSB gains perspective and is better able to serve our students. The OCDSB has undertaken a variety of projects to better engage stakeholders, including:

- Initiatives funded through the Ministry of Education's Parents Reaching Out Grant (PRO):
    o Speaker Series
    o Parent Conference
- Use of an online chat platform during meetings;
- Analysis of survey data to inform practice; and
- Targeted engagement of 'at-risk' populations:
    o Indigenous students/families
    o The LGBTQ+ community
    o English Language Learners
    o Youth who are homeless/at risk of homelessness.

Speaker Series

The OCDSB Speaker Series offers free presentations to the community and seeks to provide parents and educators with access to leading ideas in education. The series is sponsored by the District's Parent Involvement Committee (PIC) and supported through the PRO grant funding. Last year, parents who attended the Speaker Series had the opportunity to learn more about technology and teen years, how to support the mental health of students with autism, how to become an unstoppable oneself, the legalization of cannabis, and concussion. By hosting these events for the community, the OCDSB provides families and educators the opportunity to learn collaboratively in support of student learning and well-being.

Parent Conference

The OCDSB's annual Parent Conference is a highly-valued opportunity for parents and educators to learn together. The conference was initiated in 2015-2016 by the Parent Involvement Committee (PIC), with the support of the OCDSB, Ottawa-Carleton Assembly of School Councils (OCASC), and the Ministry of Education's PRO Grant. To ensure equity of access for all parents, the OCDSB offers free registration, child care, parking, and refreshments at this annual event. Since 2016-2017, the conference has been held in conjunction with School Council Training Day.

The 2018-2019 conference was a successful event, attracting over 200 parents, an increase from the 2017-2018 attendance of 150 persons. The conference gave parents the opportunity to interact with trustees as well as board staff, including the Director and superintendents.

Feedback was very positive with respondents to the post-conference survey reporting that (see Figure 3 below):

- the conference was 'very' or 'extremely organized' (85%);
- the keynote speaker was 'very' or 'extremely engaging' (79%);
- the information provided by the keynote speaker was 'very' or 'extremely useful' (76%);
- the workshops they attended were 'very' or 'extremely engaging' (66%);
- they found it useful having various partners with information booths available (68%); and
- overall, they were 'very' or 'extremely satisfied' with the conference (82%).

Figure 3. Feedback on Parent Conference (2018-2019)
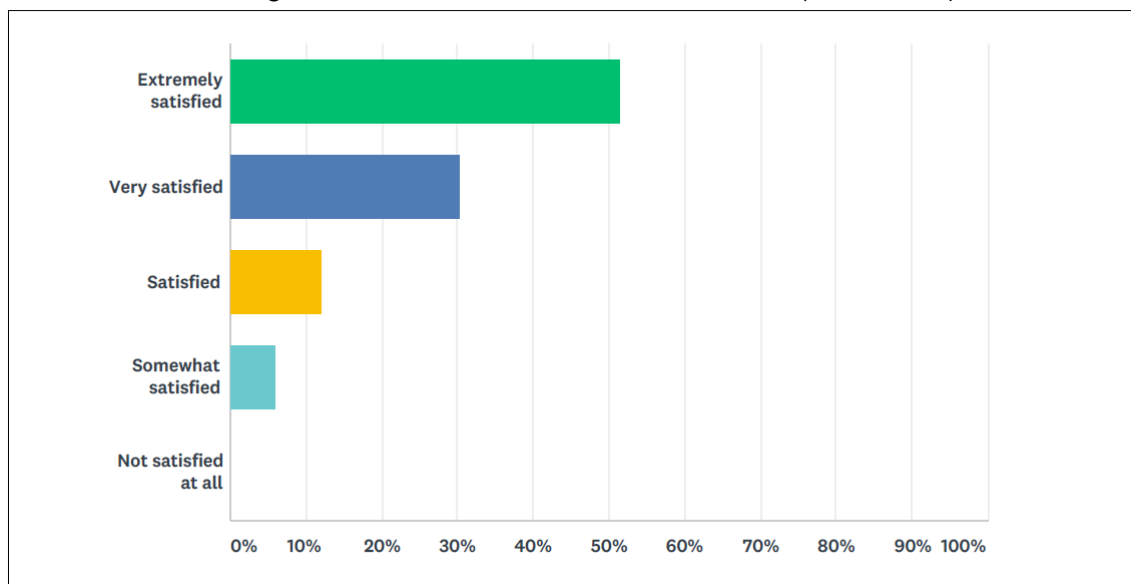
Orientation Program for New Board and Director

A number of sessions were held, beginning in November 2018, to support the orientation of the new board and Director of Education. The orientation covered the areas of the governance and executive frameworks, Board and Committee meetings, preparing for the inaugural Board meeting, review of consultation results and development of the new strategic plan, academic staffing, and collective bargaining/labour negotiations process. During the month of December 2018, the new Director had the opportunity to job-shadow the outgoing director before assuming full duties in January 2019.

EQAO Questionnaire Data

The EQAO Questionnaire is administered to students every year, and provides useful insight on the supports that grade 3 and 6 students receive from their parents at home. The graphs below depict the proportion of students who responded 'every day or almost every day' to various statements about parent engagement in comparison to the average across the three previous years as well as the provincial average from last year (2018-2019).

OCDSB students tend to report reading with their parents more often than students province-wide. However, responses to the other items demonstrate that OCDSB reports of engagement tend to be lower than the province. Comparisons to the average across the last three years suggest that engagement is either increasing or fairly stable in most areas. The one area where there has been a notable decline for both grades is: "We look at my school agenda".

Parent Engagement- Grade 3 & 6

Figure 4. Grade 3- Parent Engagement
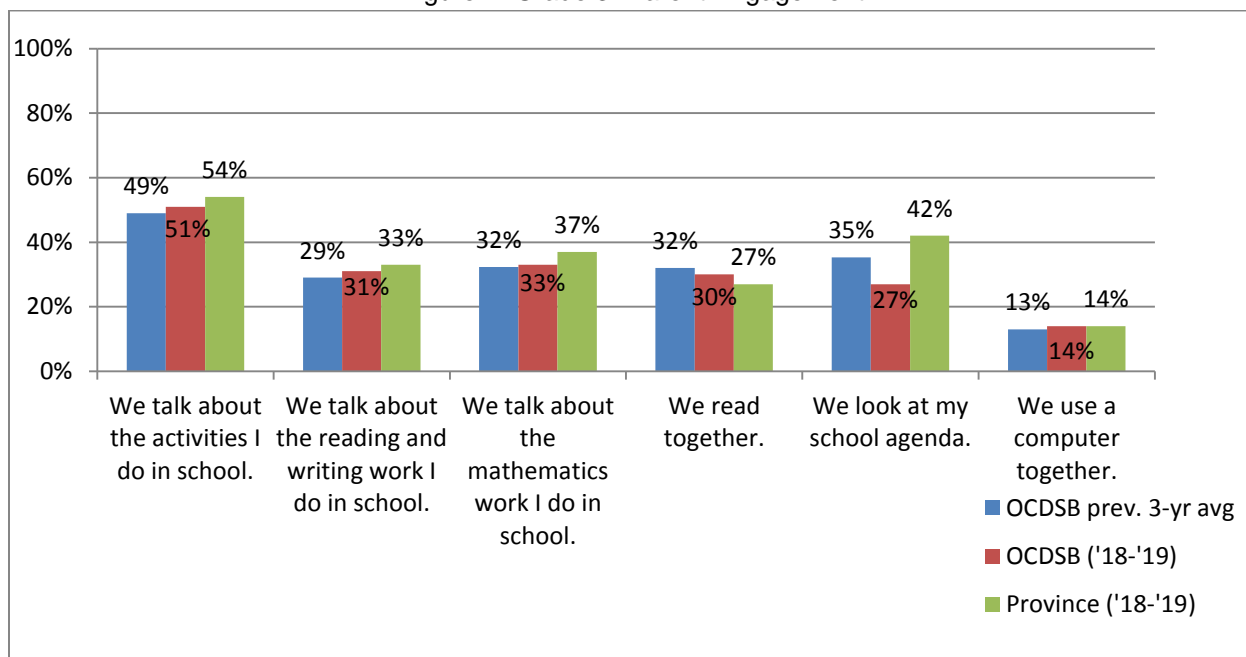
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Figure 5. Grade 6 – Parent Engagement
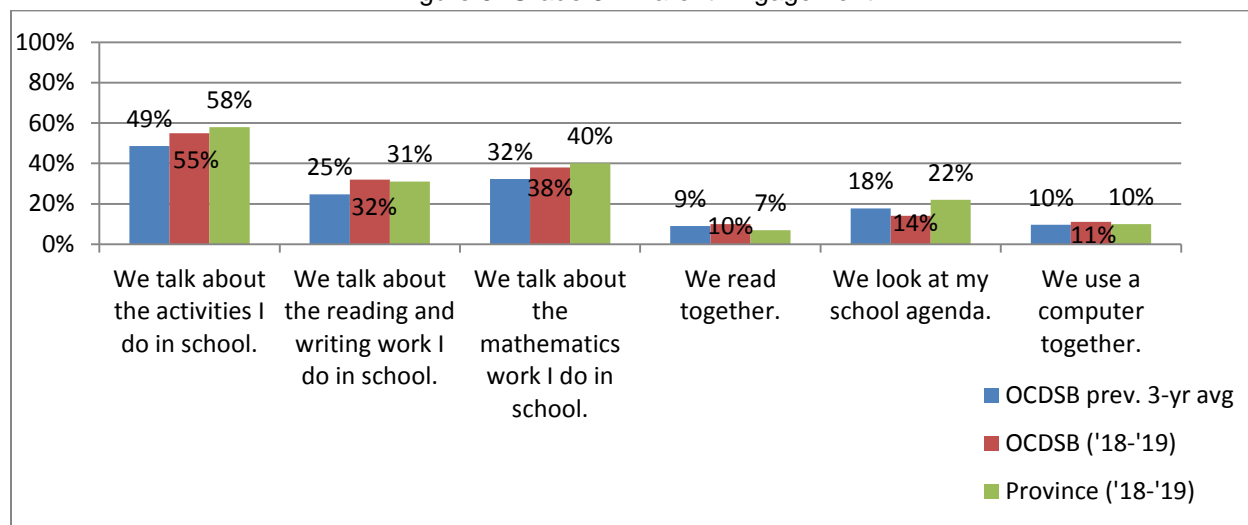
The EQAO Questionnaire also asks questions about student engagement, particularly around reading, writing, and mathematics. The graphs below show the proportion of OCDSB students who responded 'most of the time' to each item on the EQAO Questionnaire last year (2018-2019) in comparison to the average across the three previous years as well as the provincial average. The results demonstrate that OCDSB students tend to be more engaged than their provincial counterparts, especially in Grade 9 academic mathematics.

Student Engagement –Grade 3, 6 &9

Figure 6. Grade 3- Student Engagement
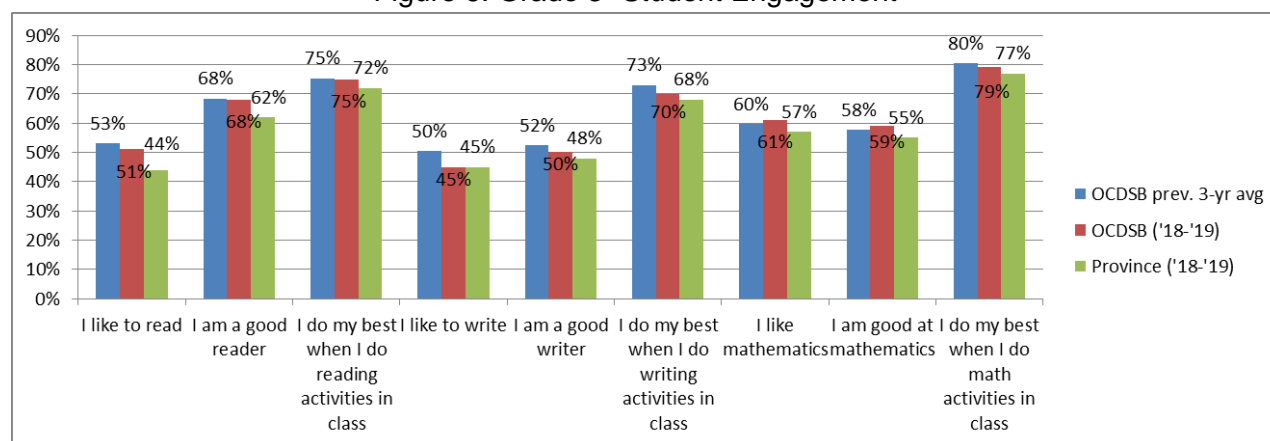
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Figure 7. Grade 6- Student Engagement
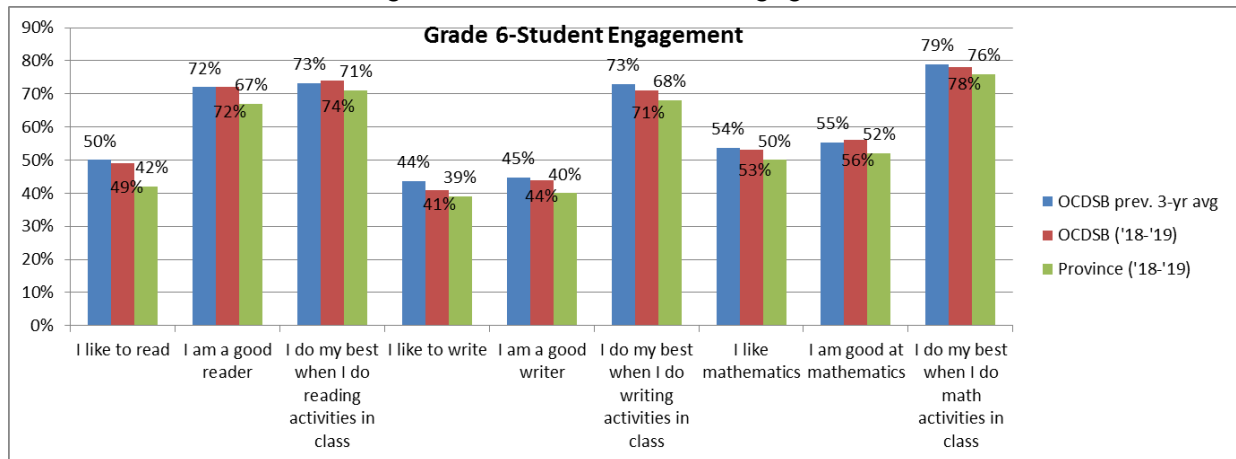
Figure 8. Grade 9 - Student Engagement
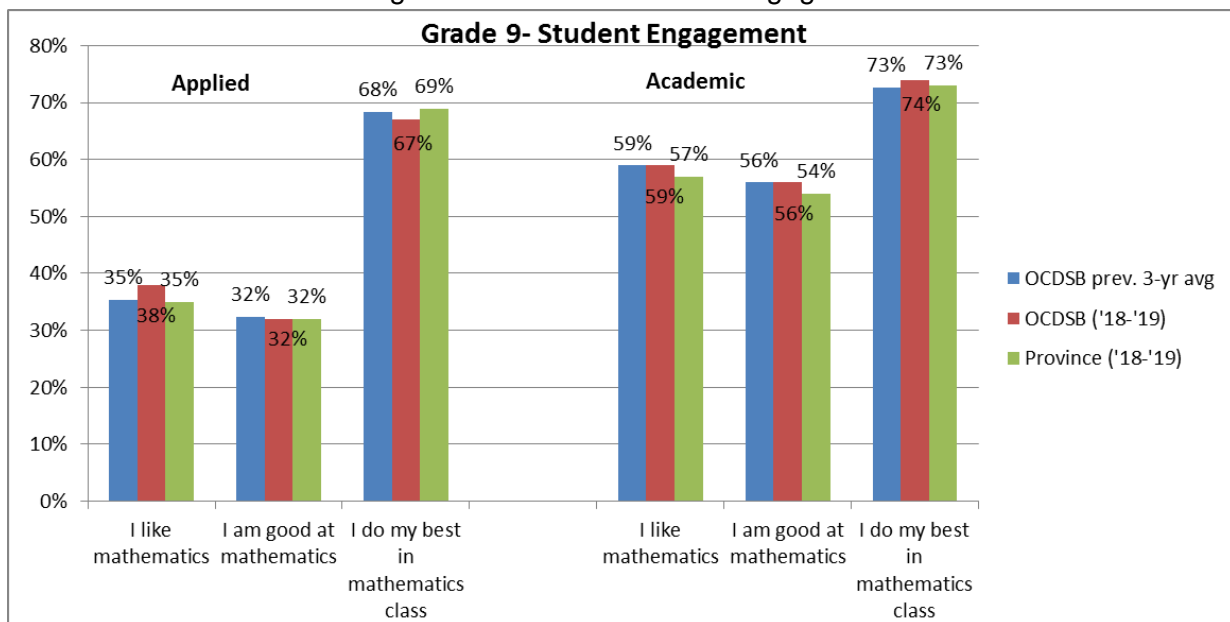
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Consultation on Strategic Plan 2019-2023

The Strategic Planning consultation process entailed four (4) stages of engagement as follows:

    i.   Pre-consultation   (October/November 2018)
   ii.   Idea Exchange   (November/December 2018)
  iii.   Developing Strategies and Action   (January 2019)
  iv.   Feedback on Draft Plan   (May 2019)

These stages are explained in the diagram below:

Figure 9. Strategic Planning Consultation Process

    i.   *Pre-Consultation:*

The pre-consultation stage provided an opportunity for the district to get feedback from its most engaged stakeholders about strategies to help to increase participation in the consultation process. In particular, these sessions provided strategies to engage members of school communities who were traditionally less engaged. During the pre-consultation stage, from October to November 2018, staff met with members of the Advisory Committee on Equity (ACE), Student Senate, Ottawa-Carleton Assembly of School Councils, (OCASC), Multicultural Liaison Officers, and the Federations.

ii.   Thoughtexchange Participation:

The online consultation was open from November 21, 2018 to December 17, 2018. To allow for conversations by panel and by groups, 14 exchanges were created. There were four exchanges for elementary parents, four exchanges for secondary parents, one exchange for students in Grade 7-8, one exchange for students in Grade 9-12, one for elementary staff, one for secondary staff, one for District and centrally assigned, and one for community members. The diagram below shows the participation details from the exchange.

Figure 10. Participation numbers from the Strategic Planning exchange

6,441	10,296	178,131
People PARTICIPATED	**Thoughts** CONTRIBUTED	**Stars** ASSIGNED

iii.   Strategies and Action

In January 2019, the OCDSB hosted forums with the Parent Involvement Committee (PIC), members of the advisory committees, with Student Senate, with members of various community organizations[1], and with parents at Cairine Wilson High School[2]. These sessions were designed to gather strategies and actions for implementing the top ideas/themes which emerged during the exchange.

iv.   Feedback on Draft Strategic Plan

Feedback on the Draft Strategic Plan was collected in May 2019. Figure 11 and 12 show the participation levels of different group, and overall views of groups on the direction of the plan.

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[1] Participating organizations at OCDBS community strategies and action session included: OLIP, Crime Prevention Ottawa, Huntley Community Association, Pinecrest Queensway Community Health Centre, Growing Up Great, Tungasuvvingatinuit, Ottawa Public Health, Ottawa Network of Education, and Children's Village.
[2] The parent forum at Sir Robert Borden High School was cancelled due to inclement winter weather.

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Figure 11. Participation levels by respondent category

ANSWER CHOICES	RESPONSES	
Parent/Guardian	19.82%	43
Student	35.48%	77
Staff Member	47.93%	104
Community Member	0.46%	1
Partner	0.92%	2
Other	0.46%	1
Total Respondents: 217		
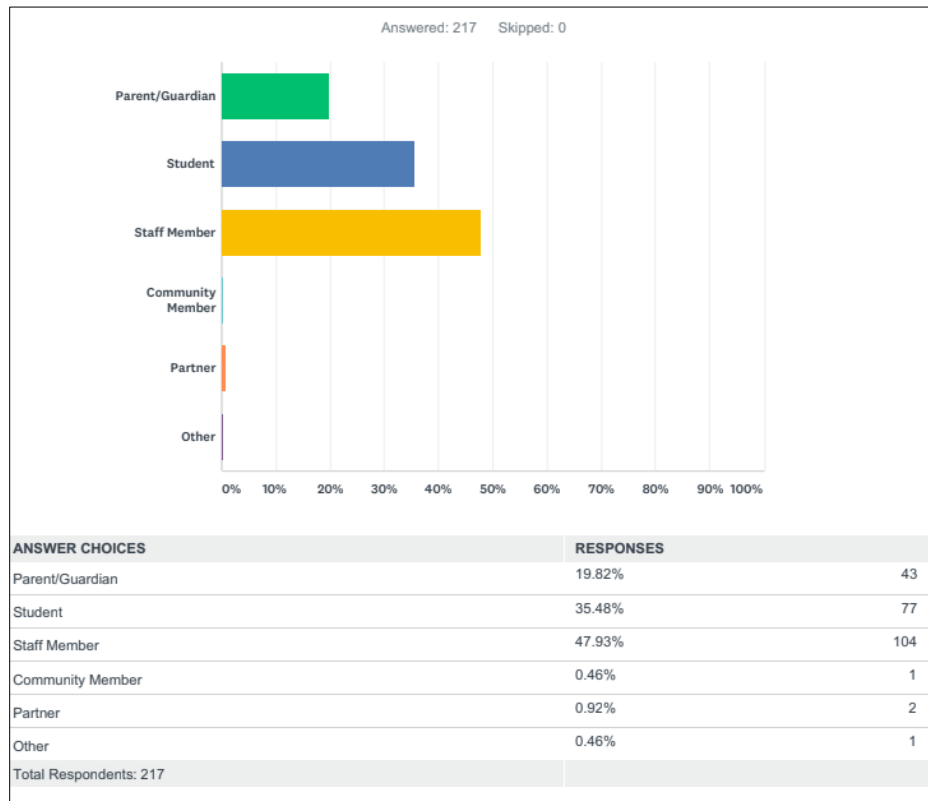
Figure 12. Responses to the Strategic Plan direction
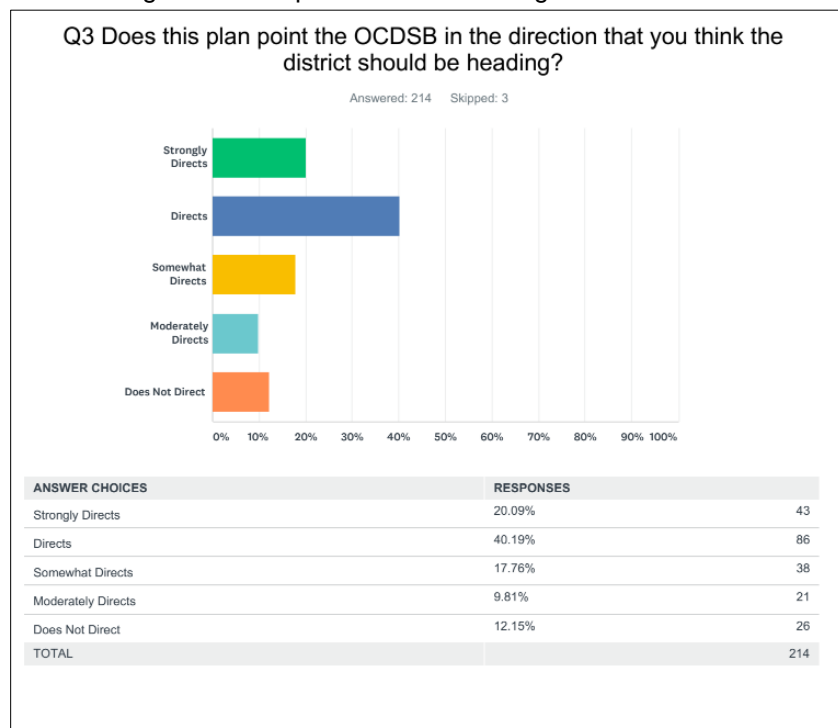
ANSWER CHOICES	RESPONSES	
Strongly Directs	20.09%	43
Directs	40.19%	86
Somewhat Directs	17.76%	38
Moderately Directs	9.81%	21
Does Not Direct	12.15%	26
TOTAL		214

Engaging Indigenous Students/Families

In the 2017-2018 school year, the Indigenous Student Success and Re-Engagement Coordinator (ISSRC) engaged in a range of activities as captured in Table 2 below:

Table 2. 2017-2018 Activities of the Indigenous Student Success and Re-engagement Coordinator (ISSRC)

Number of…	
Schools supported (K-12)	30
Students worked with/supported	353
Facilitated student circles	60
Parent/guardian meetings	77
School staff meetings	191

Additionally, the ISSRC provided intensive and ongoing support to students and staff at Gloucester High school to assist in the transition of students from Rideau High School, and with Ottawa Technical Secondary School which has one of the highest representations of self-identified Indigenous students in our District. During the 2017-2018 school year, the ISSRC made referrals to several community agencies and established a waiting list as he was unable to keep up with the increasing demand. *A stated outcome of the ISSRC role* is that it has made a difference with students and staff by building relationships and fostering a culture of trust that is evident in the increasing number of students and educators who seek to engage with the ISSRC and who seek support from the ISSRC to further their learning as a school community. This reality reinforces our need to explore options to increase staffing in order to provide greater support for students and educators.

The *Indigenous Youth Symposium in March 2018* provided the opportunity for attendees to listen to Indigenous student voices and learn their need to:
- ➢ have opportunities to get together;
- ➢ have opportunities to lead;
- ➢ have opportunities to celebrate who they are;
- ➢ have the opportunity to share their stories;
- ➢ know someone is listening to them;
- ➢ know that there will be action on their concerns;
- ➢ know that they are not alone;
- ➢ have more and better Indigenous content in their learning;
- ➢ stop being called on as experts in Indigenous Education;
- ➢ stop feeling unsafe in school; and
- ➢ learn from Elders and Knowledge Keepers.

These learnings were shared with educators through professional learning opportunities and applied to the planning for our work in supporting Indigenous student well-being and achievement and in efforts to close learning gaps. The learnings were also used as the

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foundation for the enhancement and/or creation of various experiences and student led initiatives including:

- the Indigenous Leadership Camp;
- the Gloucester High School Pow Wow, Mamawii Together;
- the OCDSB Date with Diversity; and
- Indigenous students led learning at the OCDSB Rainbow Youth Forum.

The feedback also provided insight to teachers around:
- the importance of seeing Indigenous students in the curriculum; and
- sharing their stories and experiences.

This learning reinforced the need to further empower Indigenous students as leaders and difference makers in the OCDSB.

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Community Engagement with Youth Ottawa to Support 2SLGBTQ+ Students and other Racialized Students

The mural hangs on a dramatic black background on a Glebe Collegiate staircase.

Photo: **Hot Shoe Productions**

Working in collaboration with Youth Ottawa, students at Glebe Collegiate Grade 11 Gender Studies class worked for eight (8) months to create a mural depicting key moments in the history of LGBTQ2S+ people. Students of the Rainbow Alliance Club decided that a mural in the main stairway would encourage an inclusive and caring space for students for years to come.

Youth Ottawa worked with *Merivale Changemakers Club* to create a project around the theme of social justice. They designed a large-scale "Representation Matters" art mural on the wall of their recently amalgamated high school. Community artist Hasina Kamanzi worked alongside students, and the mural will feature student-designed images of Black, racialized, Indigenous, LGBTQ+, multiple-abled, multi-faith, trans and gender diverse students.

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Engaging with At-Risk Youth and Youth who are Homeless

Youth who are homeless or at-risk of homelessness tend to be a disengaged population and so the OCDSB has been working directly with Youth Services Bureau to engage this community. Schools provide a support network for homeless youth that can have an incredible impact. At Youth Services Bureau, students are provided with flexible opportunities to complete courses, volunteer hours, the Ontario Secondary School Literacy Test (OSSLT), earn an Ontario Secondary School Diploma (OSSD) or certificate, and apply to post-secondary education. Table 3 captures data on student achievement over the 2015-2019 period.

Table 3. Student Performance (YSB/OCDSB partnership)

Number of…	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students registered in school	48	52	102	78	65
Credits earned	34	92.5	151	86	114.5
OSSDs granted	4	3	4	4	11
Students who logged volunteer hours	3	6	9	5	15
Successful OSSLT completions	3	3	6	3	1

Engaging English Language Learners

One of the ways that the OCDSB works to engage English Language Learners (ELLs) is through the translation of communication materials. Changes to the District's website supported this work through its new translation capacity. In 2018-2019, throughout the consultation process for the new strategic plan, actions were taken to address the language barrier to participation. For example, the Thoughtexchange interactive insight platform offered a google translate feature to enable greater participation of persons who may have been previously disengaged due to a language barrier.

Reflections

An examination of EQAO assessment results showed the level of parent engagement increased in the District especially at the grade 6 level. In grade 9 academic mathematics, OCDSB students showed high levels of engagement, above their provincial counterparts. Staff and community partners played a key role in engaging with students particularly in the areas of affirming student identity, building student voice, and engaging with 'at risk' students to improve academic performance.

Continued parent and student engagement is important to future work done in the District. Strengthening of stakeholders' voice and supports builds inclusion in the decision making, and validates ideas and perspectives, thereby creating a greater sense of belonging.

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Summary of Progress
By 2019, the District will optimize learning conditions for all students through the responsible and sustainable management of resources.

Strategies and Actions
Strategy #1: Improve access to learning environments and optimize the use of all resources through school accommodation and program review planning.

- Merivale High School- a second site for the International Baccalaureate (IB) Program;
- Stittsville Secondary School approval;
- Improved secondary school utilization;
- Reviewed boundaries and program locations for 29 schools;
- Allowed targeted investments in schools to enhance learning spaces;
- Declared surplus properties.

Strategy #2: Enhance operational practices to effectively and responsibly manage human and financial resources in support of students.

- Revised estimates forecast a budget surplus in 2018-2019;
- The early year's department currently moving to an electronic information system;
- Developed 3-year technology plan;
- Eliminated deficit and balanced budget;
- Invested in learning spaces and school-based supports;
- Provided operational training for principals;
- Developed School Council Funds Management Guide;
- Enhanced process for management of Designated Occasional Teachers.

Strategy #3: Model sustainability, smart energy use and sound environmental practices for students.

- Supported opportunities for students (e.g., Growing Up Organic; Outdoor Education Centers);
- Reduced carbon emission;
- (9) sites have net-metering solar power generation systems installed.

Evidence of Progress

Energy Management ⚡⚡⚡
Since 2009, our energy saving initiatives have resulted in a cost avoidance of $8.7 Million in utilities costs.

Green Energy
We are leaders in the solar power generation with green energy installations at 50 schools.

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Elementary Utilization Rates

◆ Mean ■ Lower Level ▲ Upper Level

	2014	2015	2016	2017	2018
Upper Level	159%	164%	163%	163%	163%
Mean	85%	83%	81%	83%	84%
Lower Level	25%	36%	36%	34%	27%

Secondary Utilization Rates

◆ Mean ■ Lower Level ▲ Upper Level

	2014	2015	2016	2017	2018
Upper Level	153%	139%	141%	144%	132%
Mean	88%	84%	87%	96%	97%
Lower Level	42%	40%	39%	49%	52%
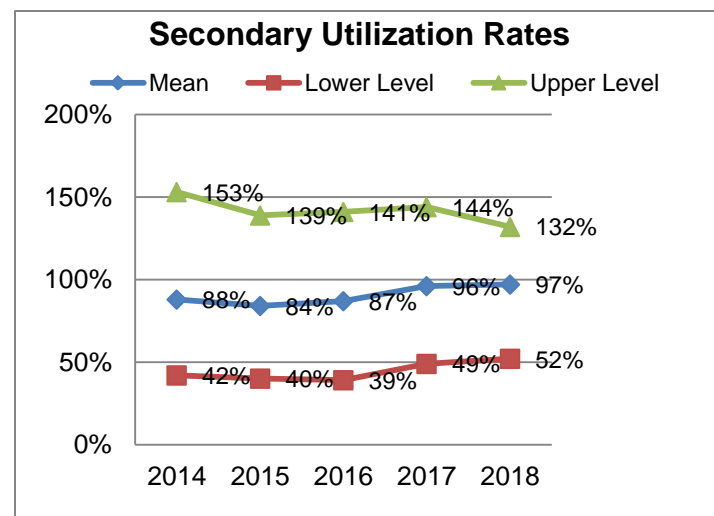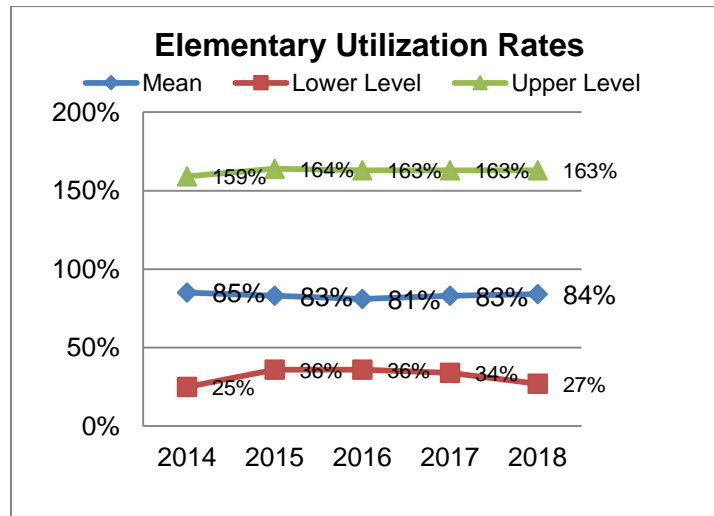
Observations

The District's stewardship interventions seemed to have had the greatest impact on improving the learning environments. One way this is reflected is in gains with school utilization, the development operational efficiencies with the Early Year's program, and in developing a path forward for technology use with a new technology plan. Additionally, the District has made considerable progress in environmental and financial stewardship.

2

The Ottawa-Carleton District School Board promotes "a culture that practices ethical decision-making, and social, economic and environmental sustainability". The Stewardship objective states: "By 2019, the District will optimize learning conditions for all students through the responsible and sustainable management of resources." Stewardship at the OCDSB can be approached in two ways:

1) we work to promote and support sustainability in the organization and in our community; and
2) we work to inspire stewardship in our students.

Importantly, stewardship supports progress on the other strategic objectives. Through responsible and sustainable management of resources, we are able to invest in supports for learning, equity, well-being, and engagement. This report provides an overview of the work which has been underway to enhance stewardship at the OCDSB and provides evidence of our progress on this strategic objective. The Stewardship objective is supported by three specific strategies which will be discussed in turn.

Strategy #1: Improve access to learning environments and optimize the use of all resources through school accommodation and program review planning.

Stittsville Secondary School

Work on the new Stittsville Secondary School focused on site acquisition, preparation and plans for design and construction. Funding was confirmed in January 2018 and the boundary review for the new school will occur in 2019-2020.

Merivale High School- Second Site for the International Baccalaureate (IB) Program

The OCDSB worked to optimize learning environments by establishing a second site for the International Baccalaureate (IB) Diploma Program. One of the approved recommendations resulting from the Secondary School Program Review (June, 2016) included the implementation of a second IB program in the western area of the District. The Western Area Accommodation Review identified both the site location (Merivale High School) and implementation date (September 2019, subject to the accreditation by the International Baccalaureate Organization). Establishment of a second IB site will improve equity of access to enhanced programming and address the issue of demand versus capacity. Program accreditation was received in the spring of 2019 with space for 140 students, and grade 9 students were welcomed to the school in September.

School Utilization Rates

In order to optimize the use of all resources, student enrolment is distributed so that schools operate at their ideal capacity. Optimizing school utilization rates (i.e., number of students enrolled relative to the school's capacity) supports stewardship by efficiently managing school space, increasing options for depth of programming, and strengthening enrolment – all of which positively affect program streams. It is important to note that utilization rates are a single indicator, to be considered alongside other factors. Nevertheless, they highlight the important

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work being done through accommodation reviews to realign programs and services, consolidate supports for students, and manage costs associated with surplus space in schools.

The figures below show the average school utilization rate (unweighted; with each school's utilization rate representing an equal portion in the equation), as well as the range of individual school utilization rates. A utilization rate below 100% indicates that a school might be under-utilized, while a rate above 100% indicates that a school might be over-capacity. For both the elementary and secondary panels, the average school utilization rate increased in 2018-2019.

Figure 1. Elementary School Utilization Rates
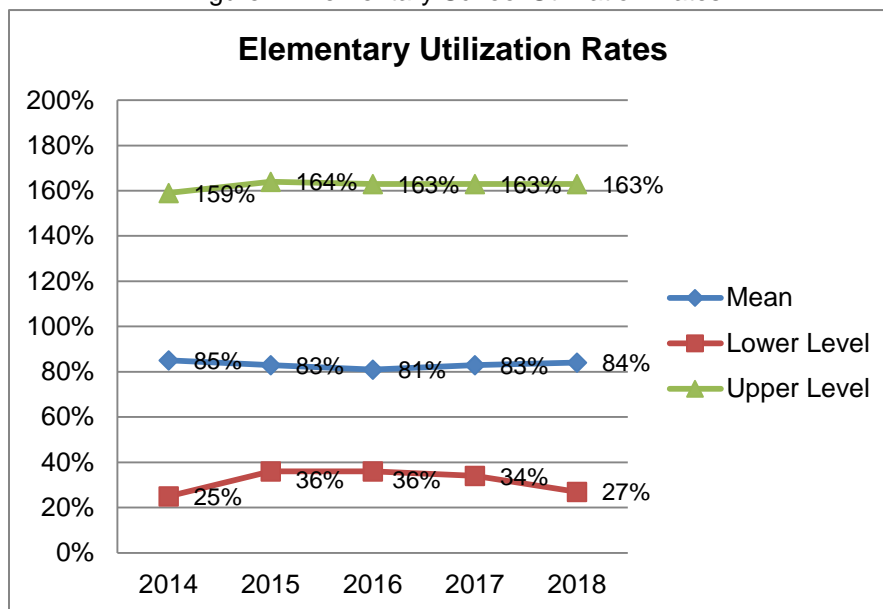
Figure 2. Secondary School Utilization Rates
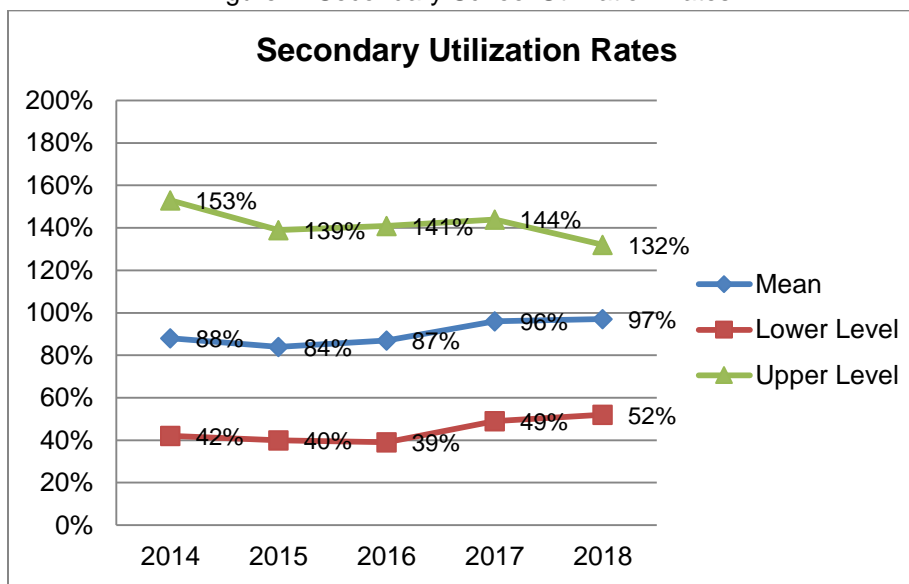
Figures 1 and 2, Five year trend for school utilization rates (elementary and secondary). Diamond represents average utilization rate as of October 31 each year; end markers represent range across all OCDSB schools. Capacity includes relocatable classroom modules and leased space.

4

Strategy #2: Enhance operational practices to effectively and responsibly manage human and financial resources in support of students.

Succession Planning

Work in this area is on-going. Over the course of last year, some of the work included:
- developing a set of leadership competencies that will be used for purposes of selection of leaders and leadership development; the competencies will be used as part of this year's P/VP selection process;
- staff identified need for additional resources to move the work forward - an additional FTE was approved through the 2019-2020 budget for leadership development and succession planning;
- mentorship programs for newly appointed principals and VPs were reviewed and revised to increase support and development of new leaders; new program developed and is being rolled out this year with the Associate Director as lead.

The Budget

The 2018-2019 Budget was designed to support student learning and well-being, making meaningful investments in areas that address the objectives of the 2015-2019 Strategic Plan. Figure 3 below captures the allocations by strategic areas. The budget made noteworthy investments in supports for students, front line supports to schools, and increases to operating budgets (see Report 18-072 for the full report). These investments were made while demonstrating the Board's continued prudent and sustainable management of the District's financial position, balancing revenues and expenditures without reliance on unappropriated accumulated surplus.

Figure 3- Strategic Investments by Priority Areas - Budget 2018-2019

Strategic Business Investment by Priorities

$2.5M · $1.5M · 0.449M · $1.2M · $3M

Equity · Engagement · Learning · Stewardship · Well-being

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Funds Spent Relative to those Allocated in the Budget

The establishment of a responsible and sustainable budget demonstrates progress on the stewardship objective. The District approved a balanced budget in 2018-2019 of $974.3 million, representing a 5% increase from the previous year's budget. Details are captured in the Table 1 below.

Table 1. Summary of Financial Results

Summary of Financial Results	2017-2018 Approved Budget	2018-2019 Approved Budget	Year over Year Change $	%
Revenue				
Grants for Student Needs	$ 810,153,292	$ 844,813,043	$ 34,659,751	4.3%
Capital Grants and Other	117,973,653	129,487,511	11,513,858	9.8%
Total Revenue	**$ 928,126,945**	**$ 974,300,554**	**$ 46,173,609**	**5.0%**
Expenditures				
Instruction	$ 687,267,651	$ 721,664,657	$ 34,397,006	5.0%
Continuing Education	9,935,838	10,954,538	1,018,700	10.3%
Transportation	40,132,990	41,461,358	1,328,368	3.3%
Facilities/Learning Environment	90,201,804	91,583,899	1,382,095	1.5%
Central Administration	19,455,702	20,208,432	752,730	3.9%
Amortization and Other	81,128,960	88,427,670	7,298,710	9.0%
Total Expenditures	**$ 928,122,945**	**$ 974,300,554**	**$ 46,177,609**	**5.0%**
Projected Surplus (Shortfall)	**$ 4,000**	**$ -**	**$ (4,000)**	**(100.0%)**

Numbers may not add due to rounding

It is also necessary to examine how well the budget is adhered to by the end of the year. Revised estimates for year ended 31st August, 2019 revealed a 6% increase in revenues at $980.1 million, and 2% decrease in expenses at $972.3 million with a surplus of $7.8 million and a healthy accumulated surplus of $42.7 million[1].

Extended Day Program (EDP) Improvements

The chief recommendation from the internal audit was that the department streamlined its process for administrative tasks by investing in an EDP information system that would automate the registration, withdrawal and payment processes. The early year's department is currently moving to the electronic system and this work will carry-over into the 2019-2020 financial year. Both Finance and Early Learning would benefit from significant time savings and a reduced risk of input errors from the automation of identified processes. Other efficiencies will be realized with staff having more time to do other tasks, instead of conducting registration by hand.

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[1] OCDSB (2019), Report 19-066, 2019-2020 Staff Recommended Budget:
https://ocdsb.ca/common/pages/DisplayFile.aspx?itemId=29525948

Technology Plan

Work commenced on the development of the 3-year technology plan. The plan focuses on four key areas and is aligned with the 2019-2023 Strategic Plan. The four areas of the technology plan are modern learning, seamless and innovation technologies, privacy and security, and digital transformation. Additionally, deliverables, measures of progress, goals, outcomes and the connection to the OCDSB's Exit Outcomes have been identified for each of the core areas. Strategies to support the achievement of the four goals are as follows:

- Professional learning and training to assist staff in building their capacity to achieve the desired outcomes in each area of the plan;
- Foster the conditions to support staff in having an open learning stance to use technology in new ways;
- Collaborate with departments in the District to ensure alignment of tools and processes across the District;
- Develop a communication plan to ensure all stakeholders are aware of the 3-year technology plan and the goals within;
- Align the work of the technology plan with the OCDSB Strategic Plan (2019–2023); and
- Create an implementation and monitoring process to ensure the 3-year technology plan is effectively implemented and monitored for impact.

Community Use of Schools

As a district, one of our resources is space. This resource is used to support our students, families, and communities. Through Community Use of Schools, we support a broad range of community and health organizations, working closely together to find suitable school spaces for program delivery to those in need. Some of our partner agencies included: Lowertown Community Resource Centre, Sandy Hill Community Centre, Somerset West Community Health Centre, Pinecrest-Queensway Community Health Centre, Ottawa Community Housing Centres (Winthrop Court, Confederation Court, Morrison Gardens), Boys and Girls Club of Ottawa, Big Brothers, Big Sisters (Ottawa), Autism Ontario, Ottawa Community Immigrant Services Organization, Catholic Centre for Immigrants, Somali Centre for Family Services, Inuuqatigiit Centre for Inuit Children, Youth and Families (formerly Ottawa Inuit Children's Centre), and OrKidstra.

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"Thanks to the space that has been provided to us, we continue to support these children and enhance their literacy, their confidence and their outlook on being a newcomer living in our community."
- The Somali Centre for Family Services

"We are grateful to the Community Use of Schools program as it has provided area children with a recreation opportunity that otherwise would not be available to them."
- Winthrop Court Community House

"With over 700 children from over 62 cultural and linguistic backgrounds, OrKidstra is far more than a music program – it is first and foremost a social development program, giving children a sense of belonging and achievement and fostering life skills."
- OrKidstra

In addition, substantial work has been completed with Rideau Rockcliffe Community Resource Centre and the Odawa Friendship Centre in the establishment of a new hub at the former Rideau High School. The hub is expected to be formally launched later in 2019.

Community-use hours have remained consistently high in recent years, with consideration of some reductions in site availability. Sports and recreation activities attribute for the most frequent use of space. Other consistent uses of school space include educational purposes, supports for low-income communities, child care programs, and programs supporting recent immigrants. Note, the use of space can be considered under multiple categories, thus the totals shown across categories (Figure 5) will be larger than the totals shown in hours (Figure 4).

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Figure 4. Community use hours over time
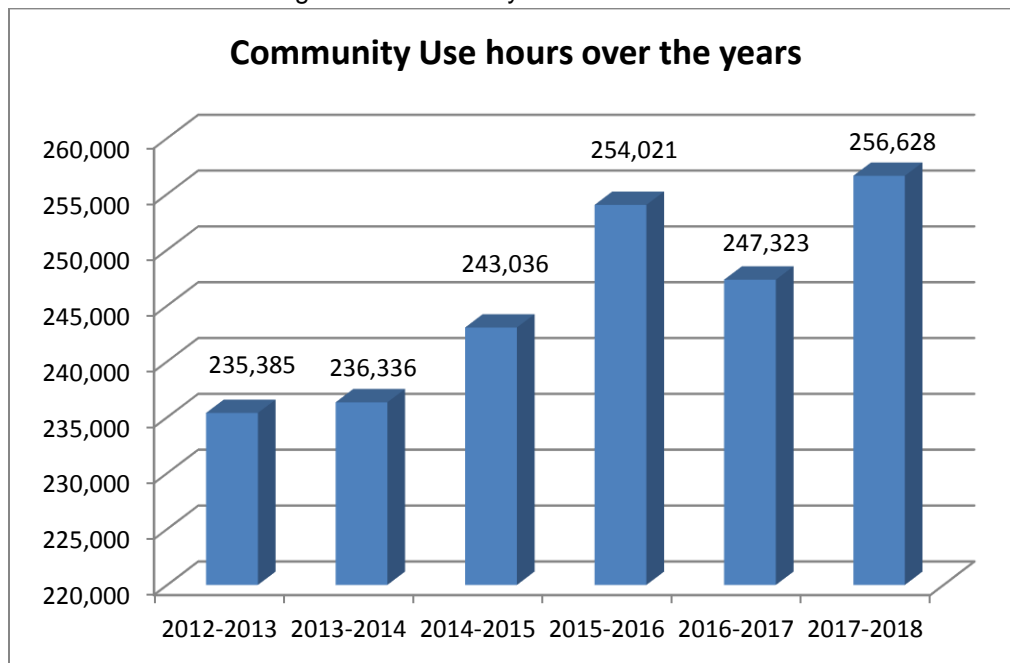
Community Use hours over the years

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Figure 5. Community Use hours by category (2017-2018);
Breakdown of categories can cover multiple permits
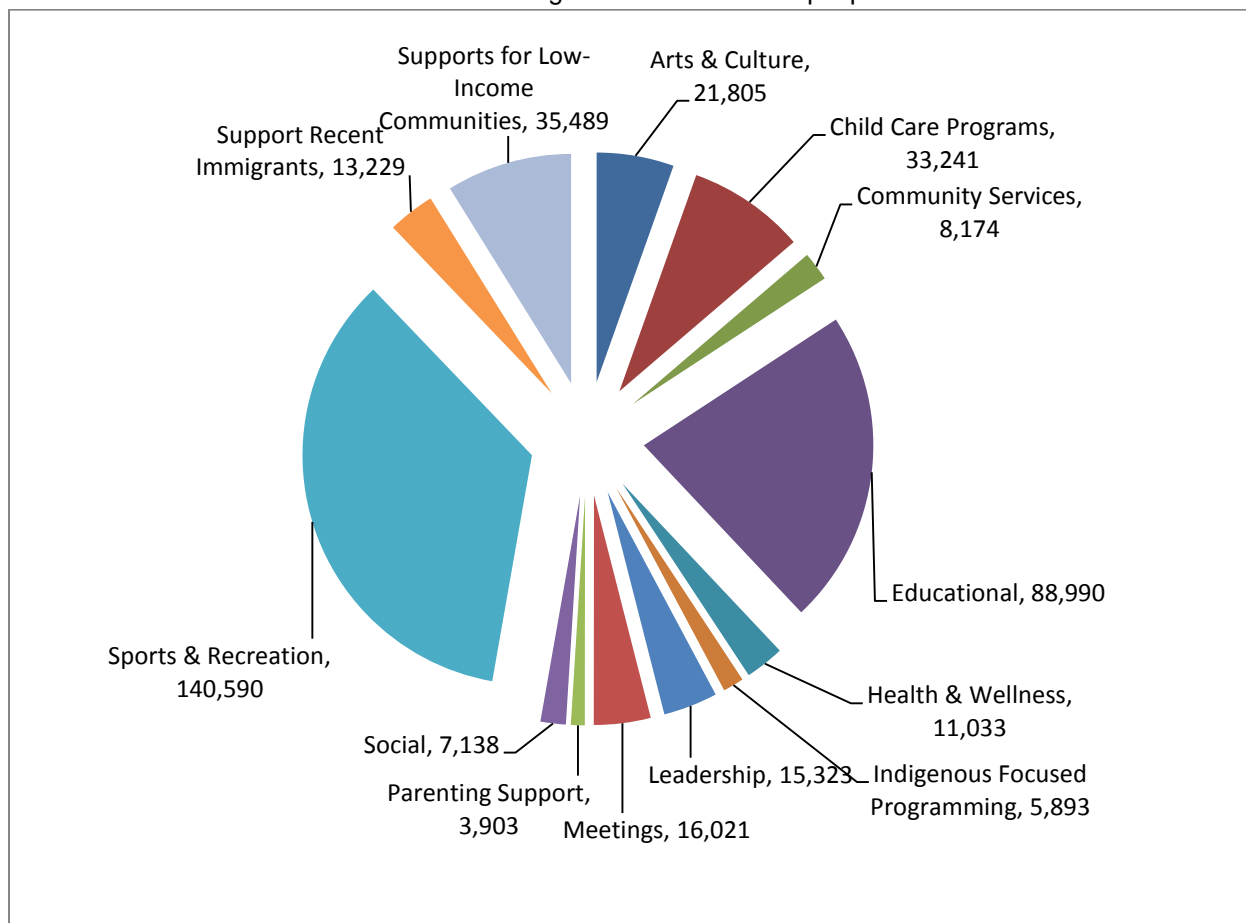
Strategy #3: Model sustainability, smart energy use and sound environmental practices for students.

Reductions in Energy Consumption

Energy Use Intensity (EUI) is an indication of overall energy efficiency. It is expressed as the energy consumption per area or equivalent kWh per square meter, and takes into account both heating energy and electricity. When comparing FY 2018 to the baseline year (FY 2009), a reduction in EUI of 9.9% has been observed, a clear indication of the positive impact of the energy saving initiatives. The District continues to meet and exceed our annual reduction targets. The cumulative cost avoidance through reduction in utilities from 2009-10 to 2017-18 is $8.7million, as shown in the table below.

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Table 2. Cumulative Cost Avoidance

Cumulative Cost Avoidance[2] 2009/10 to 2017/18	
Electricity	$ 8,271,582.00
Natural Gas	$ 402,876.00
Solar Generation (consumed)	$ 64,173.00
Total	**$ 8,738,631.00**

Solar Power Generation – Feed-In-Tariff (FIT) program

In addition to reducing the amount of energy used, the OCDSB has been working to create green energy. The District owns green energy installations at several locations. One type of installation is a solar hot water heating system which is installed at one of our high schools. There are 13 small (10 kW) solar photovoltaic (PV) MicroFIT arrays on the roof of 13 individual schools. The District also has larger solar PV systems under a lease agreement at 28 schools through the FIT program. These arrays generate 50 to 250KW depending on the size of the installation.

Table 3. Revenues from the Solar power generation – Feed-In-Tariff (FIT) program

Solar FIT Summary

Year	Micro-FIT Revenues	FIT Revenues	Total FIT Revenues	Revenue Commitment	Amount above Commitment
2017-2018	$119,115	$249,984	$369,099	$250,000	$119,099
2018-2019	$119,115	$250,000	$369,115	$250,000	$119,115
2019-2020	$119,115	$250,000	$369,115	$250,000	$119,115
2019-2020	$119,115	$250,000	$369,115	$250,000	$119,115

2018-2021 Estimated values

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[2] Notes: For the Cost Avoidance calculation, the Baseline values have been adjusted for known factors such as Utility rate increases, weather and facilities area changes. Other unknown factors that increase the annual energy consumption include: increases to hours of operation (Community Use of Schools, Extended Day Program and Childcare), increased consumption due to construction activity and the addition of air conditioning into existing facilities. These factors have not been quantified and are not factored into the Cost Avoidance calculation.

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Solar Power Generation – Self-Consumption Systems
   o Solar net-metering systems provide the District with the ability to consume the electricity generated on site;
   o As part of a new initiative in 2018, five (5) sites had net-metering solar power generation systems installed;
   o An additional four (4) sites have systems being installed in 2019;
   o Further installations are being planned as future funding becomes available;
   o In 2019, we will have net-metering systems in operation with a 1161 kW AC capacity; and
   o On sunny days in spring and summer at these schools, 100% of the school's electricity will be generated from the solar systems with 0% coming from the hydro grid.

Table 4. Solar Net-Metering Summary

Solar Generation FY2018	Cost Avoidance FY2018	Solar Generation FY2019	Cost Avoidance FY2019
367,963 kWh	$61,045	887,885 kWh	$154,847

Reduction in Greenhouse Gas Emissions (GHG)

The province of Ontario has announced a target for reduction in greenhouse gas emissions by 80% from 1990 levels, by 2050. The OCDSB calculates emissions annually and this is reported on the Utilities Consumption Database submitted to the Ministry as part of our legislated reporting requirements. Like other school Districts, we had set a reduction target of 10% by the year 2023 or approximately 1% annually using a starting baseline year of 2013. This is reflected in our five-year Conservation and Demand Management Plan and is consistent with the original targets set by the City of Ottawa. Based on our early success, we have further increased our 10-year (2023) GHG reduction target to 15% to help maintain our focus. As a leader in the community and recognizing the national priority of GHG reduction initiatives, we continue to identify ways to significantly accelerate the existing 10-year target. However, we recognize that this can only be achieved with increased funding from the province to assist with further building retrofits and ongoing maintenance. In the table below, base year raw data (28,679 tons) has been adjusted to reflect the change in total buildings area and the winter weather (heating degree days) for each year. Following describes our methodology which is the accepted methodology in the sector:
   • 85% of our GHG emissions are a result of our gas consumption, which is dependent on both our buildings performance and the weather;

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- the 'raw data' fluctuates (-) from year to year mainly due to weather and is not necessarily reflective of the buildings performance;
- in order to evaluate buildings' performance and the impact that our GHG emission reduction measures are having, staff 'adjust' the raw data based on the severity of weather for that year (measured in Heating Degree Days);
- this provides an adjusted baseline value for each year. The raw data for that year is then compared with the adjusted baseline to give a better indication of the impact of our GHG emission reduction initiatives;
- for example, in 2014 based on raw data there was an increase of 5.8%. This was due to a much colder winter in 2014 and not reflective of our buildings performance. When the data was adjusted for weather, a *decrease* of 3.5% was calculated which is more reflective of the impact of our GHG emission reduction initiatives.

Table 5. GHG Emissions data 2013-2018[3]

	FY2013 (base year)	FY2014	FY2015	FY2016	FY2017	FY2018
GHG Emissions (raw data)	28,679	30,347	27,660	24,356	24,191	25,101
% Change (vs base year)	-	+5.8%	-3.6%	-15.1%	-15.7%	-12.5%
FY2013 GHG Emissions (adjusted) (1)	-	31,439	32,054	27,907	29,162	31,036
% Change (vs base year)	-	-3.5%	-13.7%	-12.7%	-17.1%	-19.1%
Heating Degree Days	4287	4733	4782	4059	4190	4355

(1) Base year raw data (28,679 tons) has been adjusted to reflect the change in total buildings area and the winter weather (heating degree days) for each year

Waste Diversion

The budget for solid waste management and collection continues to be decreased. We have gone from $1,045,000 budget in FY 2010 to $650,000 budget for FY 2019. This decreasing trend is attributed to the implementation of the two stream recycling and composting (green bin) programs, improved participation in the recycling and green bin programs within schools and a more aggressive tracking & scheduling of pick-ups administered through our EMC division. This budget line includes the collection and disposal of solid waste from all District facilities and the

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[3] FY 2013 GHG Emissions (adjusted): Base year raw data (28,679 tons) has been adjusted to reflect the change in total buildings area and the winter weather (heating degree days) for each year.

collection and recycling of mixed paper, cardboard and plastic containers. Through the sale of our recycled materials we were able to generate revenues for the District in the amount of $51,685 for FY2018 which was used to offset some of the waste collection costs.

Collection of organic materials (composting) is currently being offered by the City of Ottawa under the 'Green Bins in Schools' program at no cost to the District. We continue to support schools interested in participating in this program. In 2018-2019, 84 schools participated in the program. Detailed information on waste, recycling, and composting is gathered for each facility and provided to the facility administrator to assist them in preparing their reports for compliance with the Ministry of the Environment O.Reg 102/94 Waste Audits and Waste Reduction Plans and 103/94 ICI Source Separation Programs. The chart below summarizes the District's waste collection by weight. While we had a significant increase in our Diversion rate in the previous year, the chart below indicates that our overall diversion rate in 2017-2018 has decreased slightly compared with the previous year. Through ongoing promotion we hope to continue to reduce our total refuse generated and increase school participation in our recycling and composting programs.

Table 6. Waste Diversion Rates

Items	2016-2017		2017-2018	
	Weight (kg)	Diversion %	Weight (kg)	*Diversion %*
Refuse (landfill)	1,886,860		2,056,760	
Fibre Stream (black box)	469,440	18.1	469,380	17.3
Container Stream (blue box)	106,560	4.2	95,740	3.5
Composting (green bin)	126,000	4.9	95,740	3.5
Total	**2,588,860**	**27.2**	**2,717,620**	**24.3**

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Reduction in Plastic Bottles through Water Fill Stations

In support of the environmental initiative to reduce the amount of single use water bottles consumed within our schools, water bottle filling stations were installed throughout the District in 2011. To date an equivalent of over 5.9 million 16 oz. water bottles have been filled using the water bottle filling stations.

Plastic Water Bottles
Water bottle filling stations installed in 2011. To date, over 5.9 million 16oz. bottles have been filled using these stations.
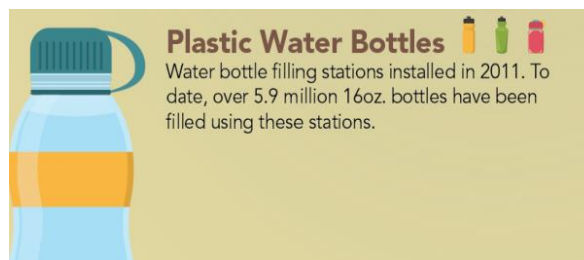
EcoSchools Program[4]

The Ontario EcoSchools Program is an initiative that focuses on staff and students. It promotes energy conservation and waste minimization through occupant behavior and is supported by staff from both leading and learning services. Many schools were actively participating in the EcoSchools program in 2018-2019 with 39 schools achieving certification (2 Platinum,16 Gold,16 Silver, 4 Bronze,1 Outdoor and Environmental Education Centre). Continued promotion of participation in the EcoSchools program should result in more schools coming on board in 2019-2020. Figure (6) below captures the EcoSchools program over the 2015-2019 period.

Figure 6. EcoSchools Certification (# of schools) 2015-2019

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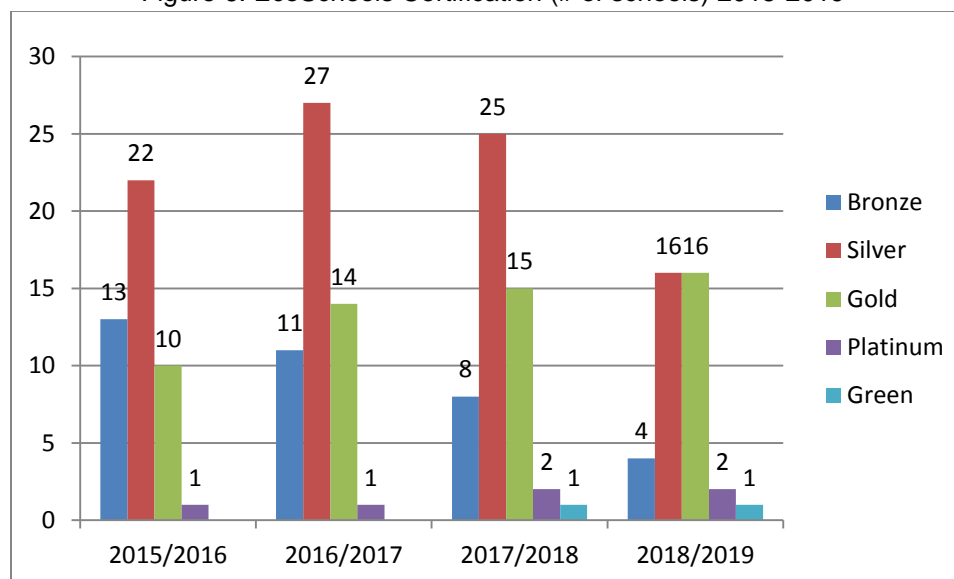
[4]   OCDSB (2019). Report 19-025 Multi-Year Energy Management Plan 2018-2021.

Active Transportation

One way in which the OCDSB supports active transportation to school is through Ottawa Student Transportation Authority's (OSTA) Walking School Bus. This initiative encourages students to walk to school in a group of their peers, under the supervision of adult. The program aims to promote active living as well as strategies for reducing our carbon footprint. In 2018-2019, there were 11 Walking School Bus Routes at the OCDSB, with 173 participants. In comparison to 2017-2018 numbers, there was an increase of 2 schools and 63 participants.

Table 7. Walking School Bus Activity

Year	Walking School Bus Routes	Participants
2017-2018	9	110
2018-2019	11	173

In partnership with the Ottawa Safety Council, the City of Ottawa, and the Ottawa Student Transportation Authority, the OCDSB has also been working to ensure students are equipped with the tools they need to keep themselves safe while walking, biking, skateboarding or scootering to school.

Nature and Garden Projects

Growing Up Organic

The table below captures the 2018-2019 activities across schools. Our schools continued to embrace opportunities to model sustainability and sound environmental practices for students.

Table 8. Growing Up Organic Activity

Activity	Number of schools
School gardens	5
Farm field trips (Just Food Farm)	4 (8 classes)
Curriculum linked garden based workshops (100)	24 (63 classes)

Two OCDSB Outdoor Education Centres (Bill Mason & MacSkimming) offer hands-on outdoor programming that is designed to complement classroom learning in many sections of the Ontario Curriculum. During the 2018-2019 school year, 23,521 students (1096 classes) attended the Centres. The number of students who attended the centres declined slightly in terms of the proportion of schools that were able to take advantage of this opportunity: 98% of elementary schools and 88% of secondary schools, as shown in the figure below. However, an overall trend of increased attendance is noted in comparison to 2015 figures. As of August 21st, 2019, 11,477 students are registered for the 2019-2020 school year.

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Figure 7. Percentage of OCDSB Elementary and Secondary Schools attending OCDSB Outdoor Education Centres
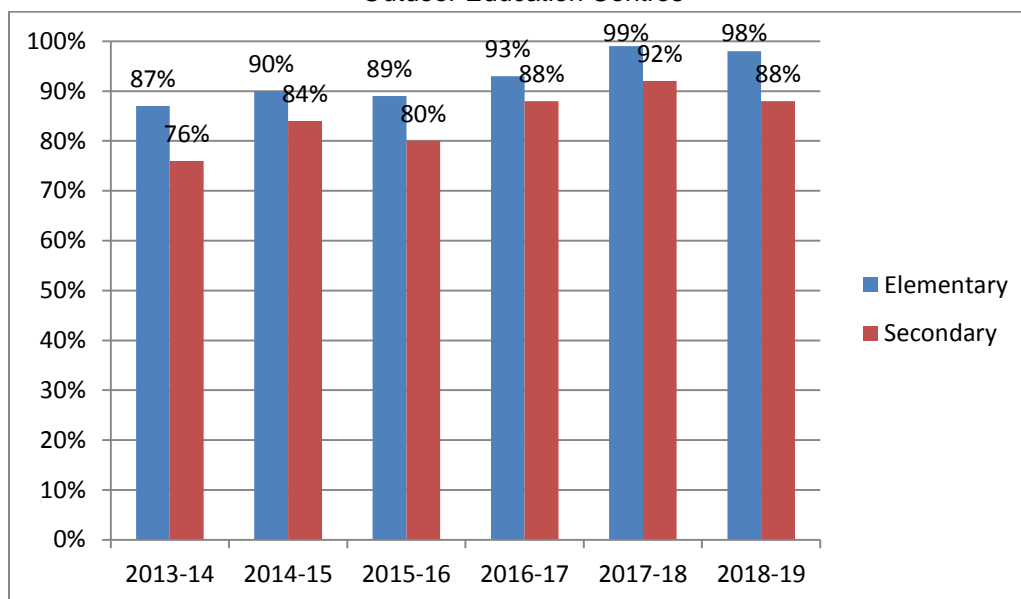
Every Student Attends Program:

Since 2006, the OCDSB Outdoor Education Centres have offered an outdoor education experience to all OCDSB grade 3 and 7 classes through the *"Every Student Attends Program"*. This program entitles each grade 3 & 7 class in the OCDSB to one "free field trip" per year to either Bill Mason or MacSkimming Outdoor Education Centre (No program costs). All RAISE index-identified schools are provided with free busing to access the program. All "Every Student Attends Programs" are developed to be active, hands-on curriculum based and reflect what is being covered inside the classroom by the teachers. All programs take place in a natural outdoor setting within the Centres. For the 2018-2019 school year, 7219 OCDSB Grade 3 and 7 students attended the Centres as part of the program.

Figure 8. Every Student Attends Program
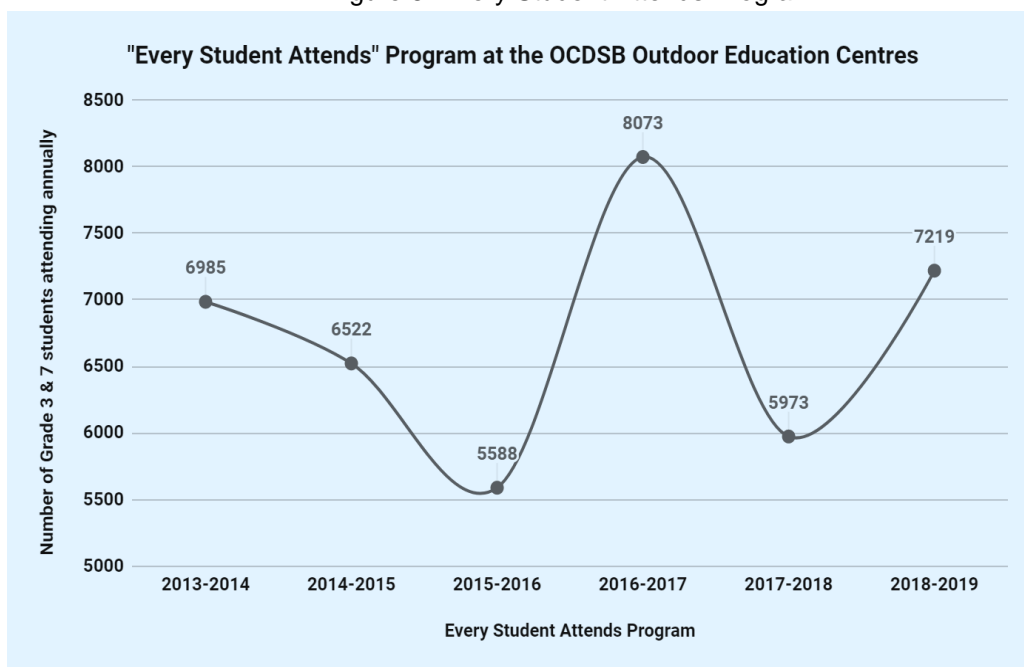
The big rise in attendance in 2016-2017 was due to a number of factors:
- individuals who were unaware of the opportunities of the "Every Student Attends" program for Grade 3 and 7 students to attend the Centres became aware resulting in overbooking;
- construction of the Bill Mason Centre field centre, and;
- an increase in the hiring of casual outdoor education instructors to facilitate the program.

Our average is between 5000 and 7000 OCDSB Grade 3 and 7 students attending annually.

Reflections

The District made important strides under the Stewardship objective, with accomplishments under each of the three strategies outlined in the Strategic Plan. Based on early success, the District is well on its way to exceeding its15% reduction target for Greenhouse Gas Emissions (GHG). Strong financial management and significant energy savings were also realized with accommodation decisions resulting in increased school utilization rates. Additionally, the District continues to meet and exceed its annual energy use reduction targets. Through various green initiatives, our schools continued to embrace opportunities to model sustainability and sound environmental practices for students. Noteworthy activities included the active participation in the EcoSchools program, the Every Student Attends Program, and the Green Bins in School Program.

Progress on Well-Being
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Summary of Progress
By 2019, the District will enhance the use of resources and supports to improve the well-being of all learners and staff.

Strategies and Actions
Strategy #1- Build capacity to improve mental health supports
- Developed a new 3-yr Mental Health Strategy;
- Supported student mental health programs (e.g., Sources of Strength; Kids Have Stress Too, Healthy Transitions; Mindmasters 2);
- Provided staff training in mental health awareness and mental health literacy (e.g., attachment, self-regulation, collaborative problem solving) as well as suicide and violence prevention
- Designated a District Mental Health Lead;
- Conducted Autism Spectrum Disorder Pilots;
- Provided training on welcoming newcomer students.

Strategy #2-Increase opportunities to support and encourage creative expression, physical health and physical literacy
- Promoted teaching games for understanding as part of the continuous promotion of daily physical activity;
- Promoted awareness of concussion management for students and staff;
- Implemented Daily Physical Activity;
- Increased funding for after-school sports;
- Targeted funding for the arts.

Strategy #3- Develop and implement the Well-Being Framework and School Well-Being Plans to enhance school climate.
- Focused well-being goals in SLPs on socio-emotional skills in early years: attachment, self-regulation, and resilience;
- Developed awareness and revised policies/procedures for legalization of cannabis;
- Implemented Workplace Mental Health Leadership Certificate Program;
- Distributed well-being kits and decision-making tool to all principals.

Evidence of Progress

School Climate Survey 2019: OCDSB's Grade 4-6
(performed above the Canadian norm at 1.2 hours/day)
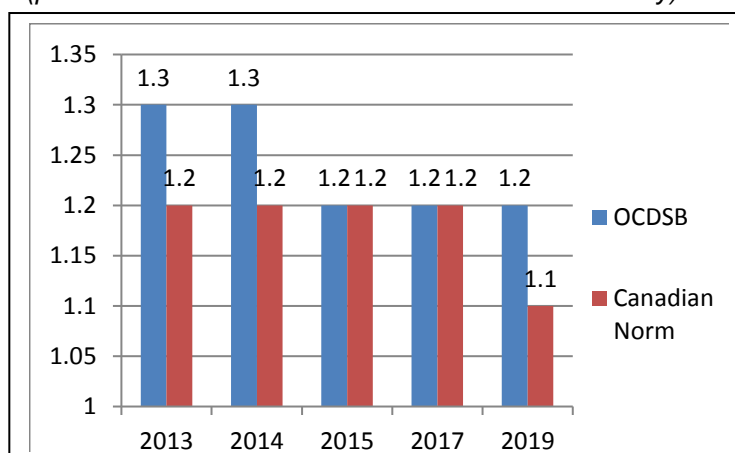
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Student Absence Rates:
2% decline in students absent 11 days or more despite a 2 % increase in enrolment

2015-2019 Student Sense of Belonging:
decreased by 7% for Grade 4-6 and by 3% for Grade 7-12

Staff and Union Feedback: increased capacity for Disability Management has had a positive impact on early intervention and return to work for both occupational and non-occupational illness and injury.
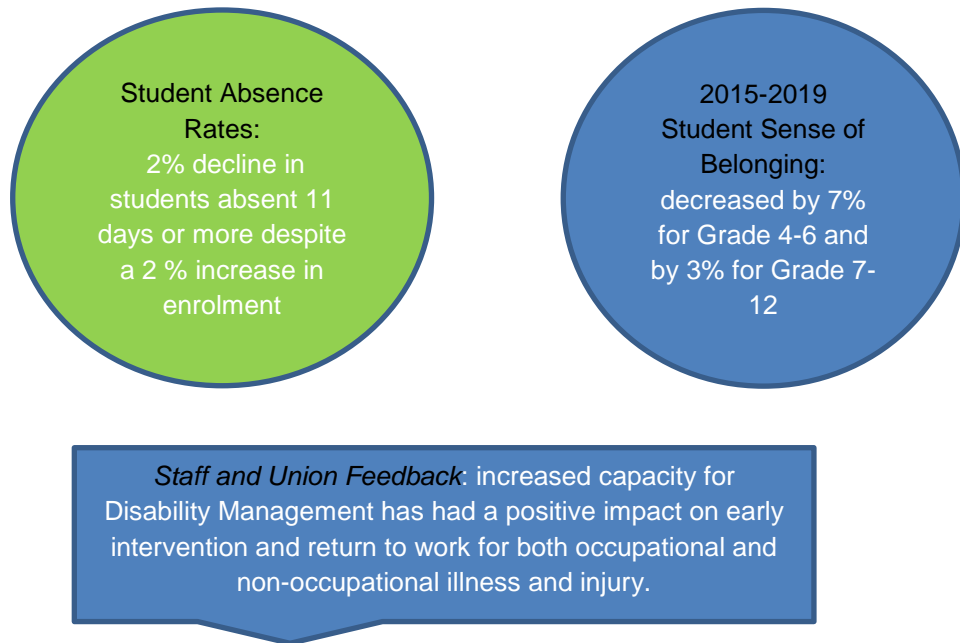
Observations

Capacity building for mental health supports and well-being interventions did not translate into large positive changes for overall student and staff well-being. However, the actions taken to address well-being needs seemed to have had the most impact on student and staff attendance. Increased emphasis on daily physical activity allowed the OCDSB to maintain consistency in this area over the last 4 years, and even performing above the Canadian norm in 2019 in the grade 4-6 category.

The Ottawa-Carleton District School Board promotes "a culture which supports and respects the well-being of every individual in safe and caring, learning and working environments. The Well-Being objective states: "By 2019, the District will enhance the use of resources and supports to improve the well-being of all learners and staff."

This report outlines the actions, initiatives, programs and projects that helped to advance well-being at the OCDSB over the past year. For the purposes of this report, the OCDBS's progress on the well-being objective will be presented in three sections:

1) measures of overall student well-being;

2) a summary of evidence specifically linked to the strategies as identified in the strategic plan; and

3) indicators of staff well-being, which has a direct impact on the well-being of our students.

Measures of Overall Student Well-Being

To measure student well-being more broadly, three key measures have been identified: *absence rates, suspension rates, and student reports of self-efficacy*. Another useful data source for measurement of student well-being is the *Ontario Student Drug Use and Health Survey (2017)*. These measures/indicators vary based on multiple aspects of well-being and provide important metrics for assessing our progress in this area.

Student Absence Rates

The figure below shows the number of absences per student enrolled (by panel) for each school year.

Figure 1. Average Number of Absences per Student
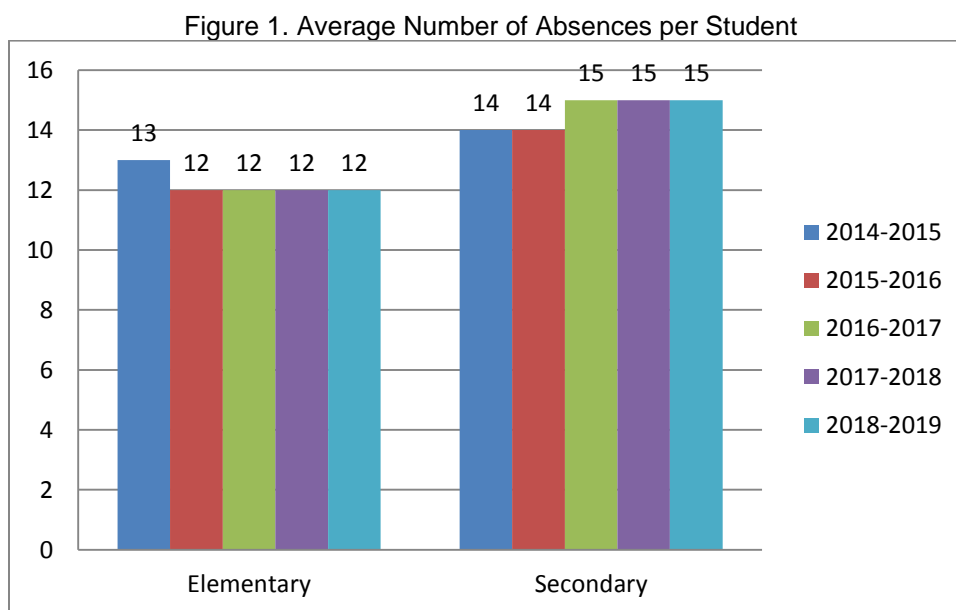
Note: Numbers are based on full day absences and do not include Continuing Education.
Data labels are rounded to the nearest whole number.

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At the elementary level the average absences per student has been stable while at the secondary level an increase in absences was observed in 2016-2017 and has been stable since then. Student absenteeism was further explored by disaggregating the data for students who were frequently absent (11 days or more). Approximately 46% of students were identified as being absent for 11 days or more in 2018-2019 (compared to 47% in 2017-2018). Students absent for 11 days or more (34,111) accounted for 79% of all absences compared to last year's figure of 81% (34,331), representing a 2% decline.

Suspension Rates

In the last four years, the District has seen a trend of increased levels of students suspended as well as the number of suspensions issued. A total of 3,753 suspensions were issued in 2017-2018: 2,310 at the elementary level and 1,443 at the secondary level, which represents an overall increase of 12.4% from the previous year. The overall suspension rate, based on a student population of 73,571 was 5.1% (compared to 4.6% in 2016-2017). Over a five-year period, it is worth noting that student suspensions at the elementary level have continued to increase at a higher rate than elementary enrolment, while there has been a decrease in the overall suspension rate at secondary. The table below captures an overview of enrolment and suspension data.

Table 1: Historical Overview of Enrolment and Suspension Data

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

General Trends Continue to Show:

- male students are more likely to engage in behaviors leading to suspension;
- students who are identified with special education needs (particularly those with a behavioral exceptionality) and who reside in lower income neighborhoods are the most disproportionately represented in the data;
- incidents that result in a suspension typically occur in the classroom, on the school grounds, or in the hallway and for reasons associated with conduct that is injurious to the physical or mental well-being of others in the school, conduct that is injurious to the moral tone of the school, and persistent opposition to authority; and

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- the majority of students suspended in 2017-2018 were suspended only once, and most suspensions lasted for a single day.

Student Reports of Self-Efficacy

In the EQAO Contextual Questionnaire, students respond to questions about self-efficacy: "I'm a good reader"; "I'm a good writer"; and "I'm good at mathematics". Results from 2018-2019 show comparable self-efficacy scores in reading in relation to the previous three-year average score. However, differences were noted across the grades in Math and Writing. This data provides useful insights to the cognitive well-being of OCDSB students. The results are presented in the figures below, with the proportion of students who responded 'most of the time' depicted in the middle bar, with the previous three-year average to the left and the provincial average to the right.

Figure 2. I'm a Good Reader - EQAO Questionnaire
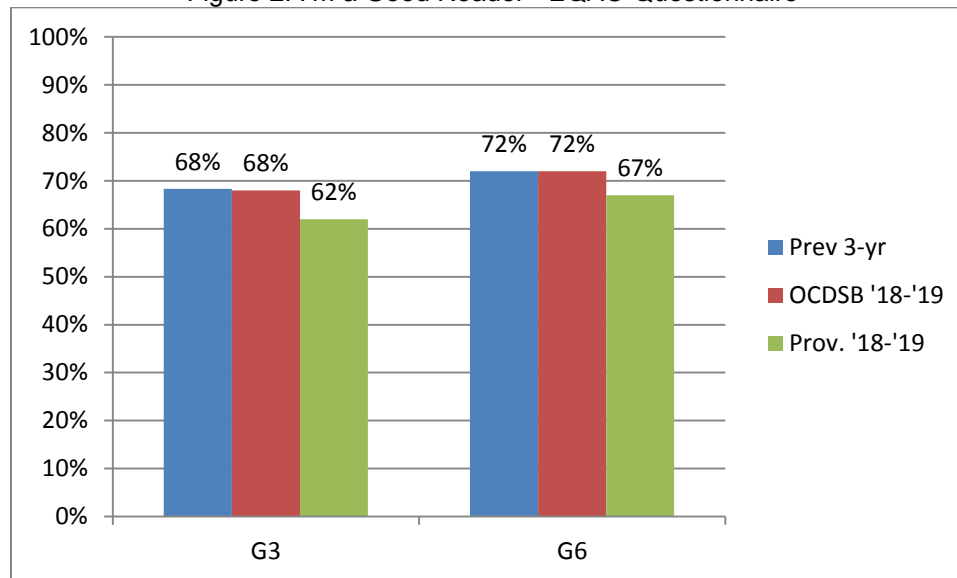
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Figure 3. I'm a Good Writer – EQAO Questionnaire
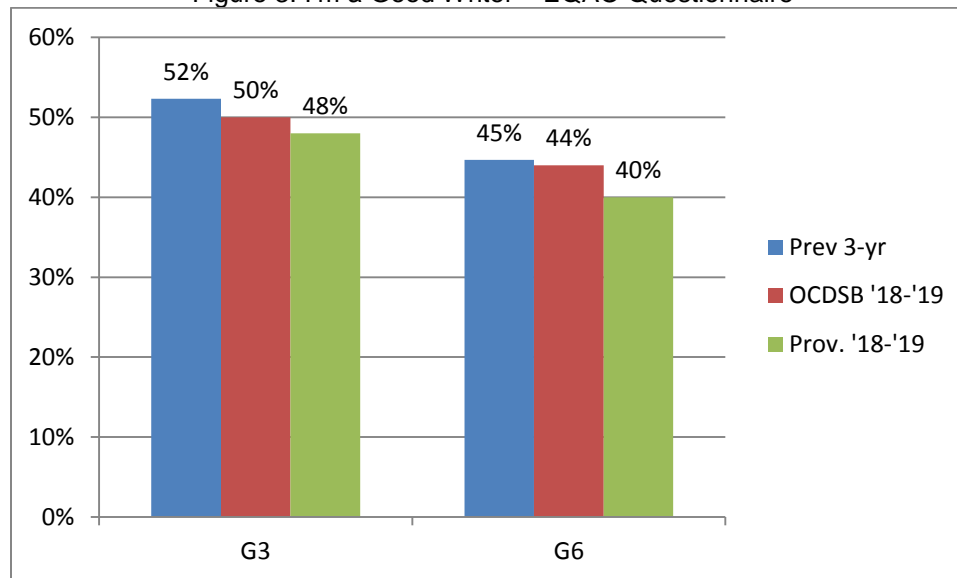
Figure 4. I'm Good at Math - EQAO Questionnaire
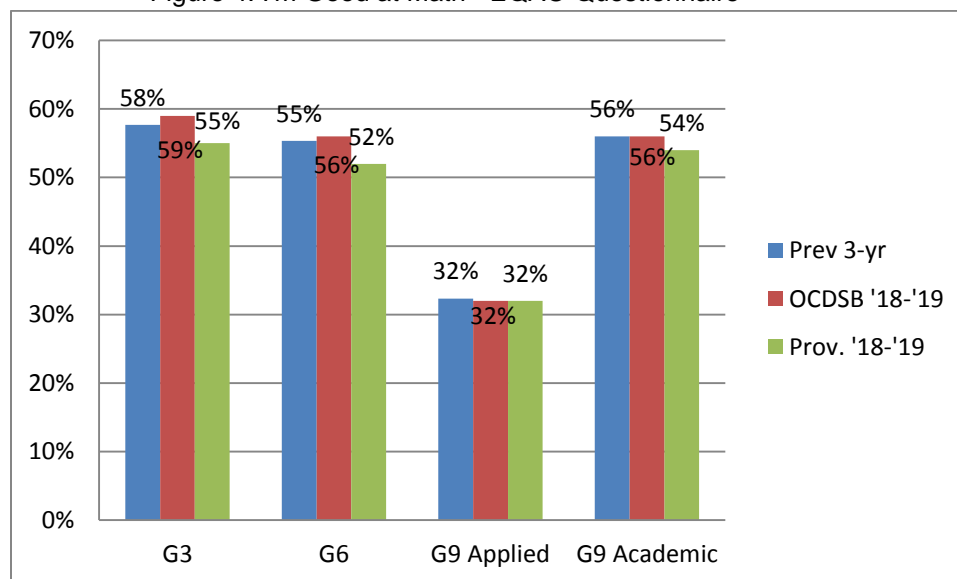
2017 Ontario Student Drug Use & Health Survey (OSDUHS)

The Ontario Student Drug Use and Health Survey (OSDUHS) is the longest ongoing school survey in Canada and one of the longest in the world. It is an ongoing epidemiological study of Ontario students, conducted every two years since 1977 by the Centre for Addiction and Mental Health (CAMH). CAMH uses the OSDUHS to collect anonymous data from approximately 14,000 students in grades 7 through 12 every two years.

The OSDUHS survey serves as a significant measure of student well-being. Providing an accurate description of problems and behaviors, as well as identifying emerging issues, it equips health, education and governmental bodies in setting priorities and facilitating preventative policies, programs and services to improve the well-being of youth. In 2017, a representative sample of 1,430 Ottawa students in grade 7 to 12 participated in the study, 689 of whom were students of the OCDSB. There were no statistically significant differences between estimates for OCDSB compared to Ottawa as a whole on any of the measures assessed in 2017. The OCDSB results on two main indicators from the 2017 cycle are captured in the table below.

Table 2. Results from the Ontario Student Drug Use and Health Survey (2017)

Results from the Ontario Student Drug Use and Health Survey[1] (2017)	
❖ **Sample size**	Ontario students: 11,000 Ottawa students: 1430 OCDSB students: 689
❖ **Grades**	7-12
❖ **Poor mental health**	2013: 10% reporting poor mental health 2017: 20% reporting poor mental health 2013 -2017: Increased by 10%
❖ **Screen time exceeding 2hrs/day**	2013: 66% reporting screen time >2hrs/day 2017: 55% reporting screen time >2hrs/day 2013 -2017: Decreased by 11%

Comparing OCDSB data from 2013 to 2017, on two areas (1) poor mental health, and (2) screen time exceeding 2hrs/day, estimates for students reporting poor mental health significantly increased (10% vs. 20%), and estimates for those reporting screen time exceeding

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[1] A confidence interval of 95% was used for this survey. Schools have been randomly selected by CAMH for participation. Schools that have agreed to participate are asked for a list of all classes by grade, from which a random selection is made by staff at the Institute for Social Research (ISR). Once classes are selected, ISR staff negotiates a convenient date to visit the school and administers the survey during regular class time.

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two hours/day significantly decreased (66% vs. 55%). Figure 6 and 7 below shows 2017 results of student's feedback on school climate for OCDSB in comparison to Ottawa. In both cases, OCDSB students responded more favorable to school climate overall than all Ottawa students.

Figure 5. Grade 7-8 School Climate Results (OSDUHS)
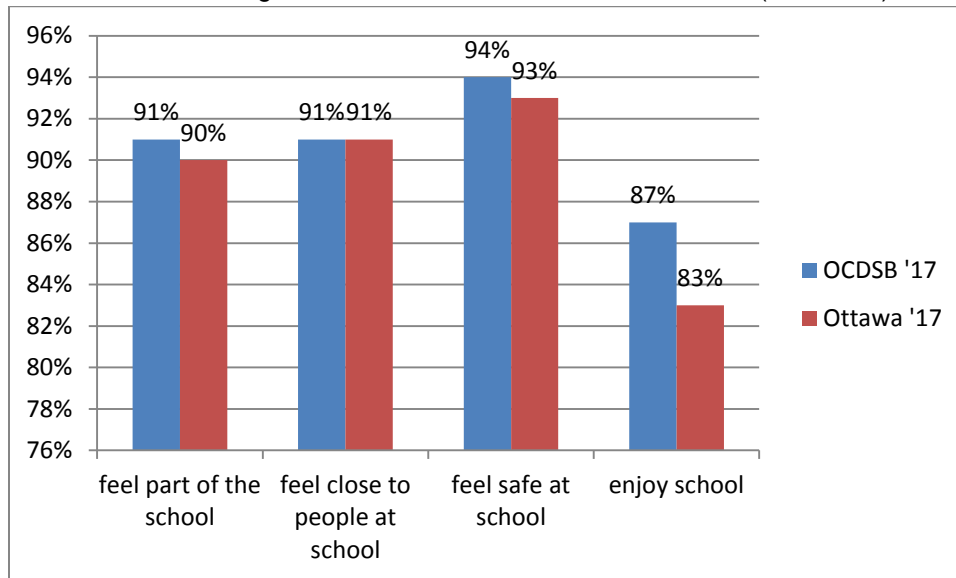
Figure 6. Grade 9-12 School Climate Results (OSDUHS)
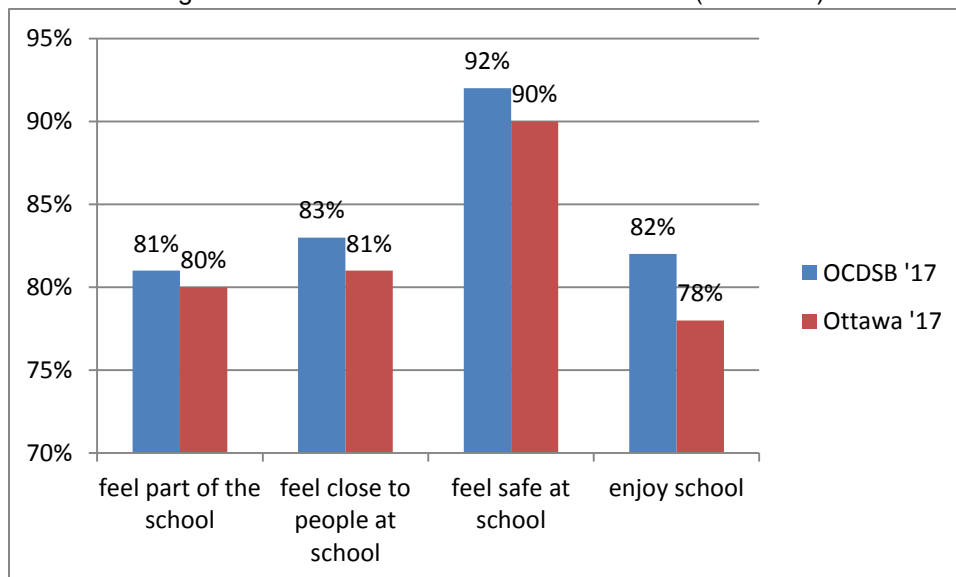
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Build capacity to improve mental health supports

Mental Health Strategy

The OCDSB develops a 3-year mental health strategy. The Annual Action Plan/Work-Plan for Learning and Support Services is derived from the mental health strategy. In 2018-2019, the final year action plan of the mental health strategy was implemented. The focus of the work this past year was in the areas of capacity building for staff, especially in self-regulation with continuation and expansion of a focus on early years. Additionally, work commenced to develop the new strategy to be launched in fall 2019.

Staff Capacity: Training in Mental Health Support

A key strategy for well-being is to build capacity to improve mental health supports. During the 2018-2019 school year progress was made through employee training in a variety of areas. Although this training aimed to provide employees with the knowledge and skills to help students, the experience gained from the training sessions is expected to equip staff with strategies that have a positive impact on their own well-being. This training focused on a number of areas captured in the table below:

Table 3- Mental Health Supports

Activities	Output
ASIST – a two-day course designed to help caregivers recognize and estimate risk, and intervene to prevent the immediate risk of suicide.	• 44 trained
SafeTALK – a three-hour (3hr) workshop that prepares staff to identify people with thoughts of suicide and connect them to suicide first aid resources.	• 133 staff trained and 54 students trained in 2 secondary schools
Enhancing Student Well-Being: This presentation provides an overview of the three (3) areas of focus of the OCDSB's mental health initiative: i) Attachment, ii) Self-Regulation, and iii) Collaborative Problem Solving. These areas of focus provide a congruent and effective approach to working with our students across the system.	• Delivered to 40 schools
Building Resilience Through Attachment Relationships: Research has demonstrated that the number one resiliency factor for children is attachment. This workshop explores the foundations of attachment, how attachment relationships impact brain development, and what we as educators can do to develop secure attachment relationships with our students.	• Delivered to 34 schools and 10 School Council parent meetings

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Self-Regulation: This presentation provides participants with an introduction to self-regulation in students. The focus is on understanding self-regulation and developing strategies to help students build self-regulation skills in the classroom.	• Delivered to 34 schools and 10 School Council parent meetings
Collaborative Problem Solving: CPS is an evidence-based approach for helping children and youth with behavioral challenges. This presentation provides a brief introduction into the CPS approach and explores the understanding that challenging kids lack the skill, not the will to behave well.	• Delivered in 16 schools
Compassion Fatigue: Compassion fatigue is defined as the "cost of caring". This topic is discussed in relation to self-care and strategies for preventing compassion fatigue are highlighted.	• Delivered to 21 schools

Other Activities

❖ Training

In September 2018, Behaviour Management Systems (BMS) Training, which replaces non-violent crisis intervention (NVCI), was offered to educational assistants and early childhood staff.

❖ Staff engagement

In January 2019, a Mental Health Strategy Staff Survey was distributed to randomly-selected staff across the District to obtain feedback to be used to inform the development of the strategy.

Student Capacity

In addition to building staff capacity to improve mental health supports, the OCDSB has been working to build student capacity. Students were also supported through various programs, some of which include:

❖ Youth Connections Ottawa (formerly Sources of Strength)

Sources of Strength was canceled in 2018-2019 and replaced with *Youth Connections Ottawa* - locally developed peer to peer resiliency program. It was piloted in seven (7) schools, with a plan to scale up in fall 2019.

❖ Kids Have Stress Too

Implemented as a pilot last year, *The Kids Have Stress Too* program was continued for 2018-2019. It is designed to help young people develop stress-management skills. The program was implemented on a pilot basis in 2017- 2018 in five (5) OCDSB schools (four secondary and one elementary). Over an eight 8-week period, students took part in weekly session facilitated by an Itinerant Education Assistant (IEA) and/or classroom teachers. The sessions aimed to help students understand what "normal" stress levels are, and when to seek help for stress they may be experiencing in or out of school.

❖ Mindmasters2

Mindmasters2 is a bilingual, evidence-informed mental health promotion resource designed for children ages 4 to 9 years.   The resource uses fun activities to teach positive living skills, including relaxation and stress control, positive thinking and imagery, and mindfulness. For students aged 9-12, there are additional videos and activities. Training was provided to ECEs, and the resources have been used in many kindergarten and primary classrooms across the District.

❖ Healthy Transitions

The Healthy Transitions program is run by Ottawa Public Health to promote resilience and mental health in young adolescents at school. The program was adapted so that it can also be offered to grade 6 classes this year. In 2018-2019, the program served 157 grade 6 classes in 63 schools.

Increase opportunities to support and encourage creative expression, physical health and physical literacy

This strategy for promoting student well-being links to both the arts and physical education. Extracurricular activities have a positive impact on student well-being, and therefore data collected on an annual basis through the EQAO student questionnaire is useful in helping us monitor the physical health of students. The figure below highlights the proportion of students who responded most of the time (every day or almost every day) in response to questions about extra-curricular participation in the 2018-2019 school year.

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Figure 7. OCDSB's Extra-curricular Participation – EQAO Questionnaire 2018-2019
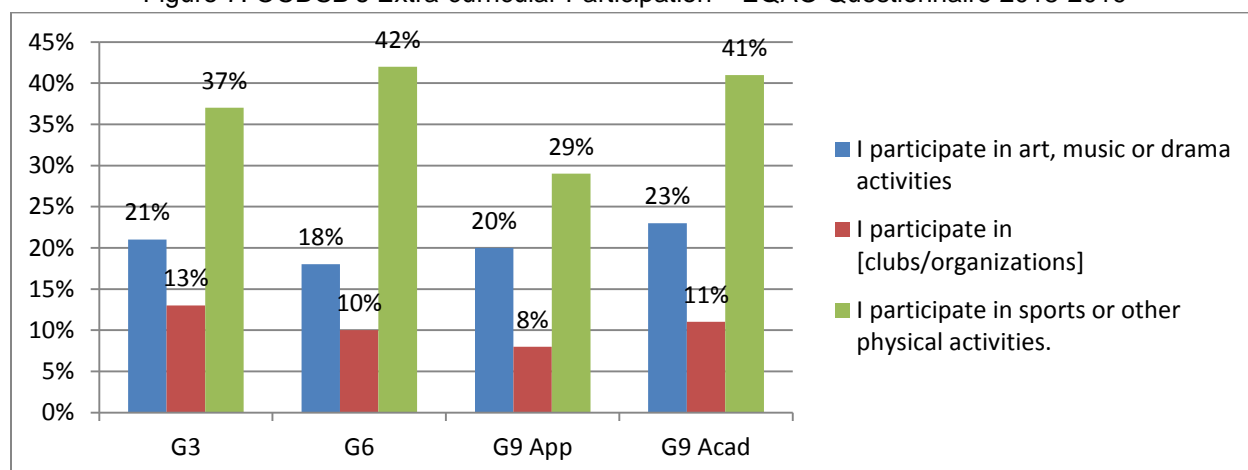
Student participation in extra-curricular activities is most commonly in the form of sports or other physical activities, followed by participation in art, music or drama. Previous year's measurement reports on well-being highlighted gender differences in extracurricular participation. Males participated in physical activities at a much higher rate than their female counterparts, and females participated at a higher rate in arts, music, or drama. This difference was explored again this year to find minimal change from last year; boys participate in sports 11-18% more than girls, while girls participate in arts, music, or drama, 9-11% more (See figure 8 and 9).

Figure 8. Physical Activity (2018-2019)
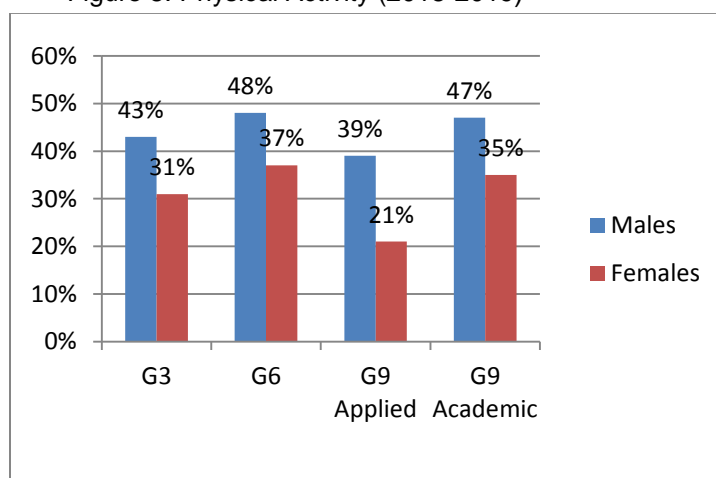
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Figure 9. Arts, Music, or Drama (2018-2019)
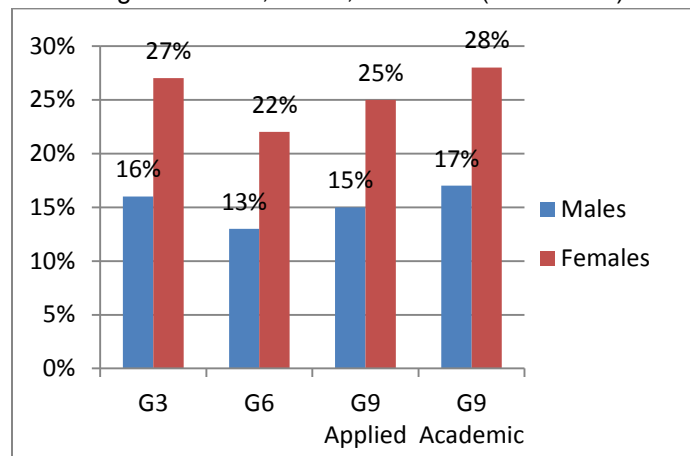
These findings indicate that boys and girls may be engaged in different kinds of activities, which have different benefits for well-being. These findings are important in planning our future work, as it highlights the need for differentiated strategies in these areas.

Additional data on the physical activity of OCDSB students is collected through the Student School Climate Survey. Results from the survey, administered in 2018-2019, show that students in grade 4-6 spent slightly more time than their Canadian peers doing moderate physical activity. For intense physical activity, OCDSB students reported the same as their Canadian peers at 1.3 hours per day. For grades 7-12, OCDSB students reported equal levels of moderate and intense physical activity to their Canadian counterparts.

Figure 10. OurSCHOOL Grade 4-6 Responses: Hours/Day of Moderate Physical Activity
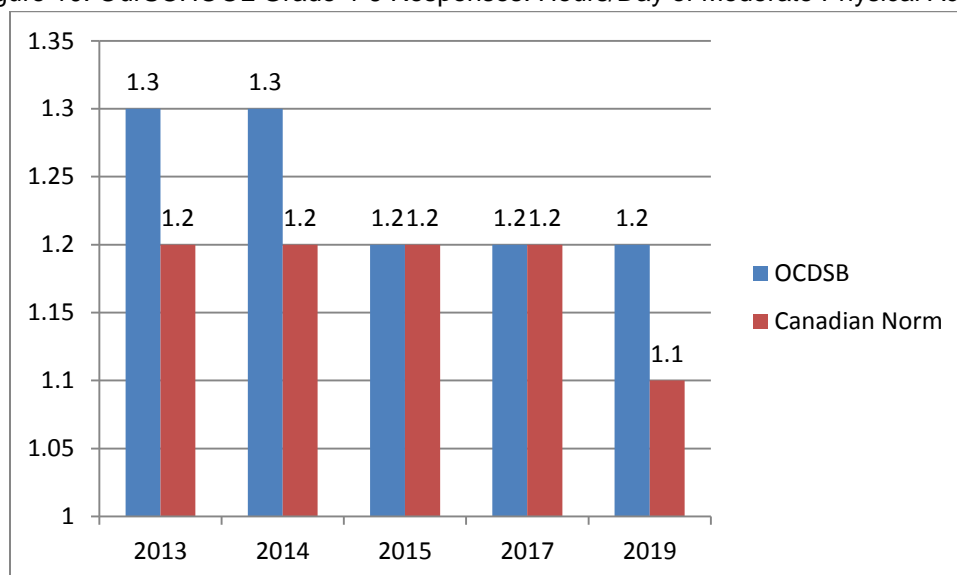
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Figure 11. OurSCHOOL Grade 4-6 Responses: Hours/Day of Intense Physical Activity
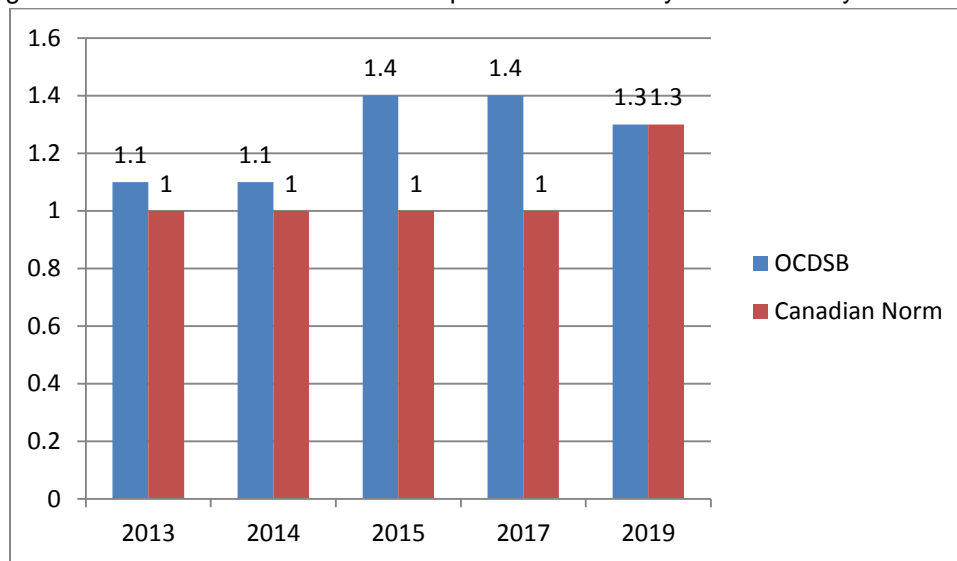
Figure 12. OurSCHOOL Grade 7-12 Responses: Hours/Day of Moderate Physical Activity
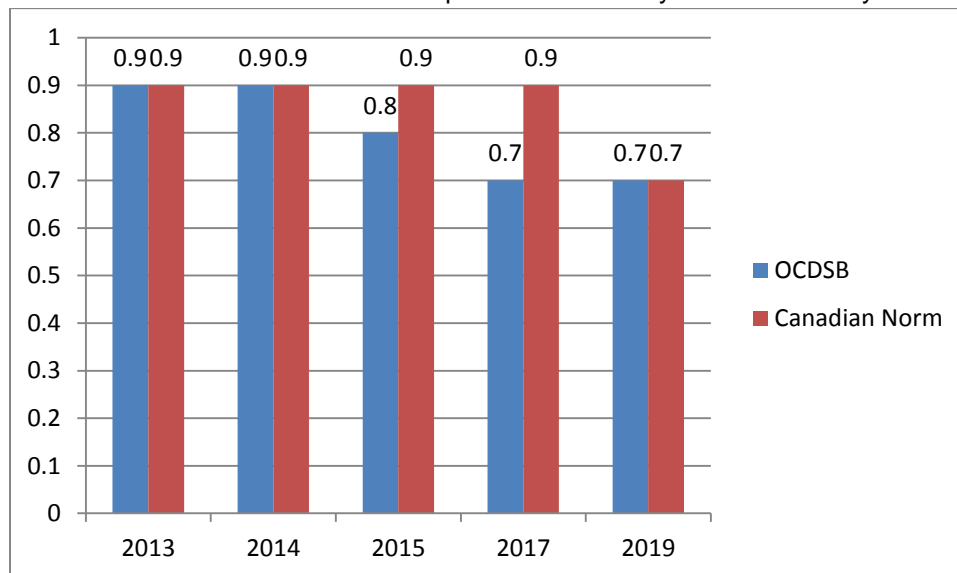
Figure 13. OurSCHOOL Grade 7-12 Responses: Hours/Day of Intense Physical Activity
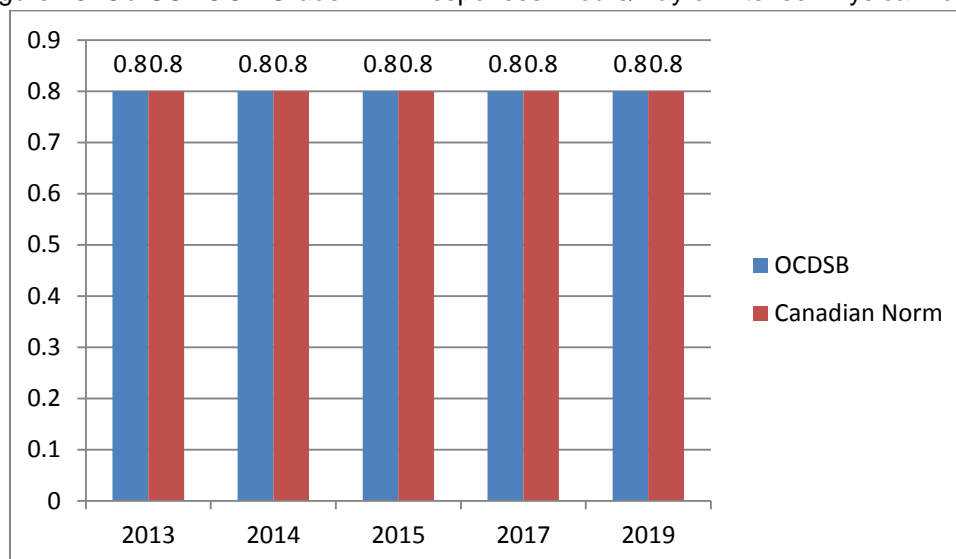
Teaching Games for Understanding, as Part of DPA

During 2018-2019 school year staff continued to promote daily physical activity. However, staff has also recognized the existence of a measurement gap with teaching games for understanding. A tool to determine compliance is needed as currently there is no standard tool for measurement and for accountability.

Concussion Management

The OCDSB hosted a speaker series on Rowan's Law Day, September 26, 2018 to promote awareness of concussion management for students and staff. The event was held at Sir Robert Borden High School. The speakers at this event were Gordon Stringer, Kathleen Stringer and Dr. Michael Vassilyadi (CHEO). Rowan's Law Day was established in 2018 and will be observed across Ontario on the last Wednesday in September each year in honor of Rowan Stringer, 17, who died on May 8, 2013 after suffering multiple concussions during rugby games.[2]

Develop and implement the Well-Being Framework and School Well-being Plans to enhance school climate.

Integrating Achievement and Well-Being Goals in School Learning Plans (SLP's)

All SLP's included both achievement and well-being goals last year. Well-being goals focused on socio-emotional skills in early years: attachment, self-regulation, and resilience, as well as increasing sense of belonging in grade 4-6, and decreasing bullying. Through the spring reflections of (19) instructional coaches, the following themes/ areas of focus from school well-being plans were gathered:

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[2] OCDSB Communications; Gills M., Ottawa Citizen (2018) https://ottawacitizen.com/news/local-news/concussion-awareness-events-mark-first-rowans-law-day

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Table 4. Reflections of Instructional Coaches on School Well-Being Plans

Student Well-Being	
Impacts to students: The top five impacts to student well-being identified by schools	1.sense of belonging, cultural awareness, feelings of safety 2.self-regulation strategies and awareness 3.engagement 4.confidence 5.perseverance and resilience
Measurement Methods: The five most common methods of measuring impact on student well-being	1.student survey 2.observations 3.conversations 4.tracking records (office referrals, incident reports) 5.staff surveys
Impacts to educator learning: The top five impacts to educator learning identified by schools	1.learning about growth mindset and self-regulation 2.strategies, e.g. WITS, mindfulness routines 3.learning about own well-being 4.more cohesion with managing self- regulation between parents and school 5.collaborative problem solving, CRRP and Indigenous learning
Measurement Methods: The five most common methods of measuring impact on educator learning	1.surveys 2.observations 3.conversations 4.anecdotal records 5.informal feedback

Our School: School Climate Student Survey

The school climate student survey report provides highlights based on data from 13,871 elementary students in 104 schools that participated in the survey between 23 April, 2019 and 14 May, 2019, and 24,407 secondary students in 71 schools that participated in the survey between 8 April 2019 and 14 May, 2019.

The charts below show a trend of decreasing 'sense of belonging' for both groups of students, grades 4-6 and grades 7-12. However, grade 7-12 students remain above the Canadian norm despite the decline in 2019 compared to previous years.

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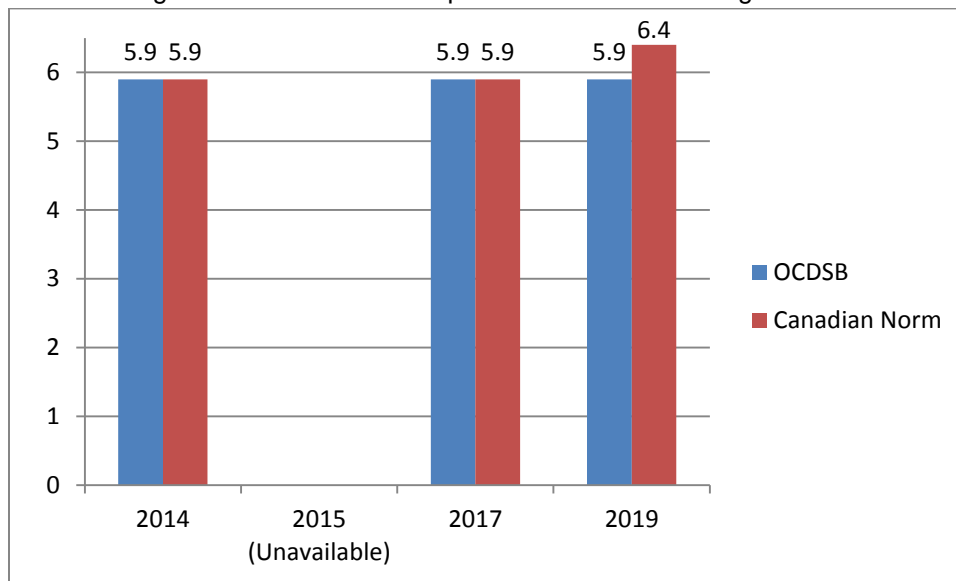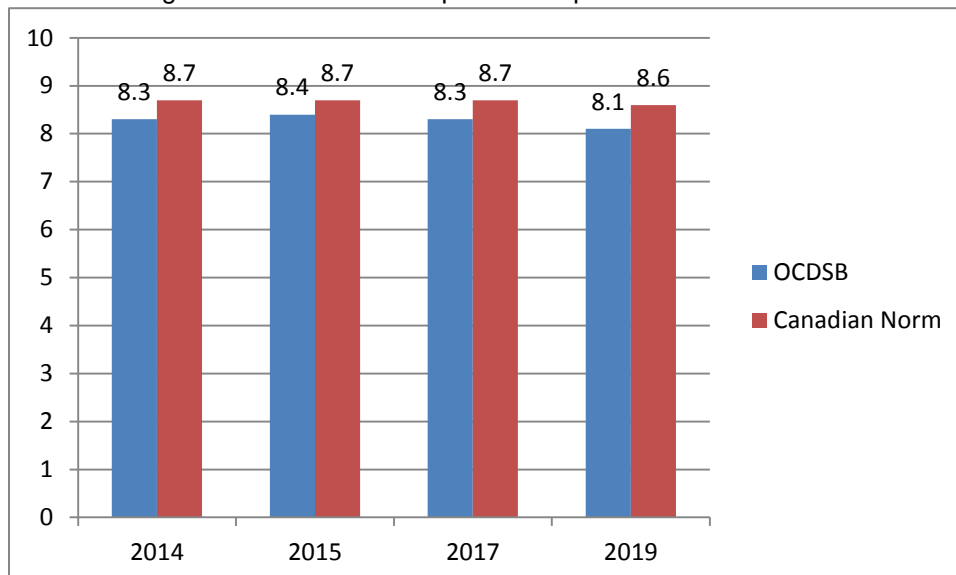Figure 14. Grade 4-6-Sense of Belonging
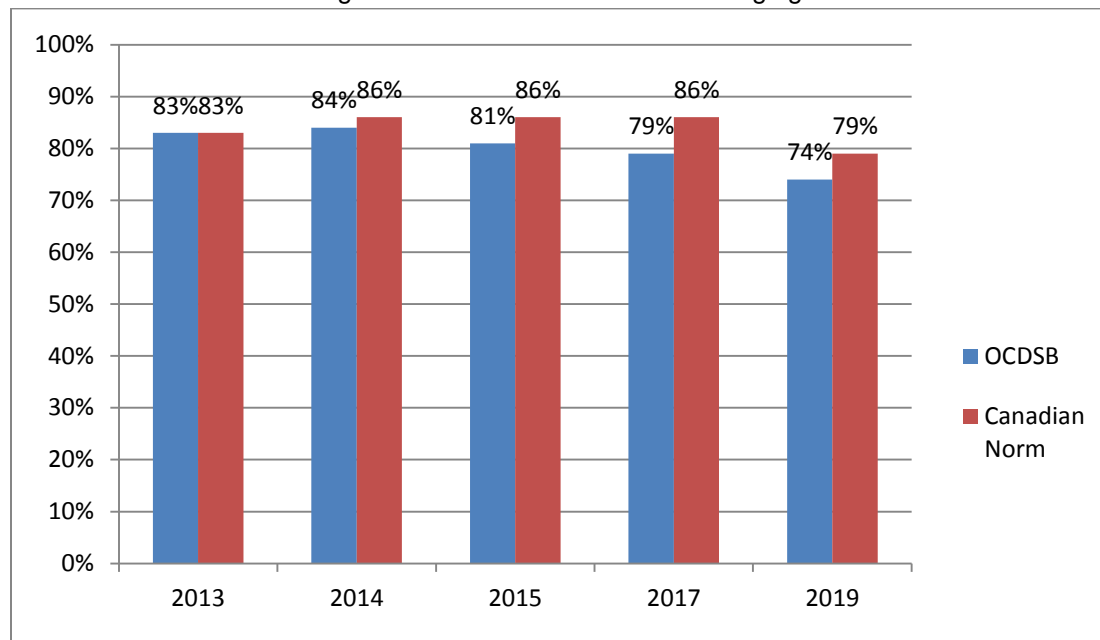
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Figure 15. Grade 7-12- Sense of Belonging
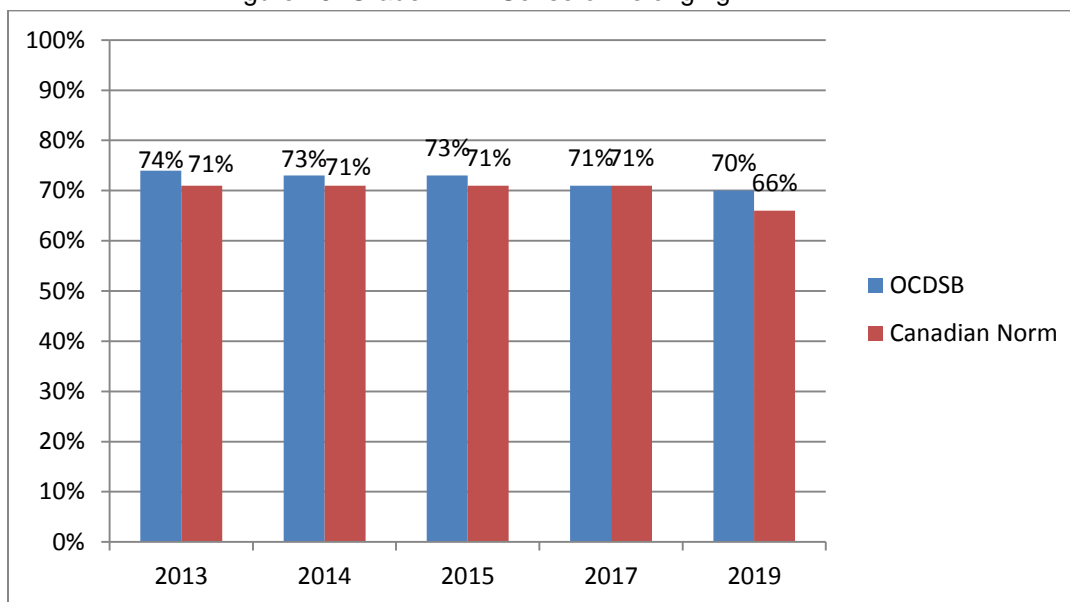
Students' ratings of positive relationships are based on whether they report having friends at school they can trust and who encourage them to make positive choices. The diagram below shows OCDSB's grade 4-6 students on par with the Canadian norm for positive relationships, whilst students in grade 7-12 have maintained positive relationship at a 5-year average score of 78%, above the Canadian norm.

Figure 16.Grade 4-6 Positive Relationship
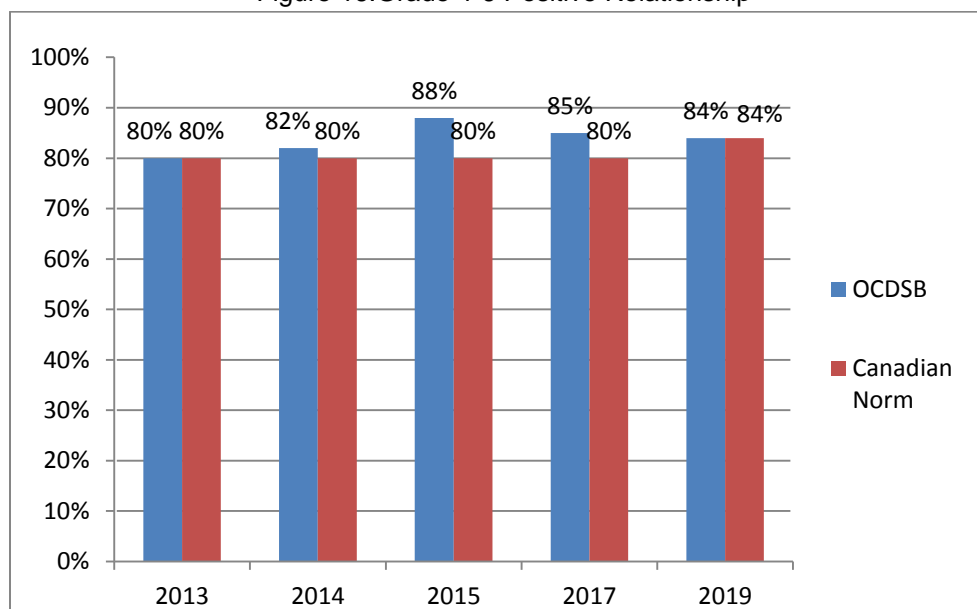
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Figure 17. Grade 7-12- Positive Relationship
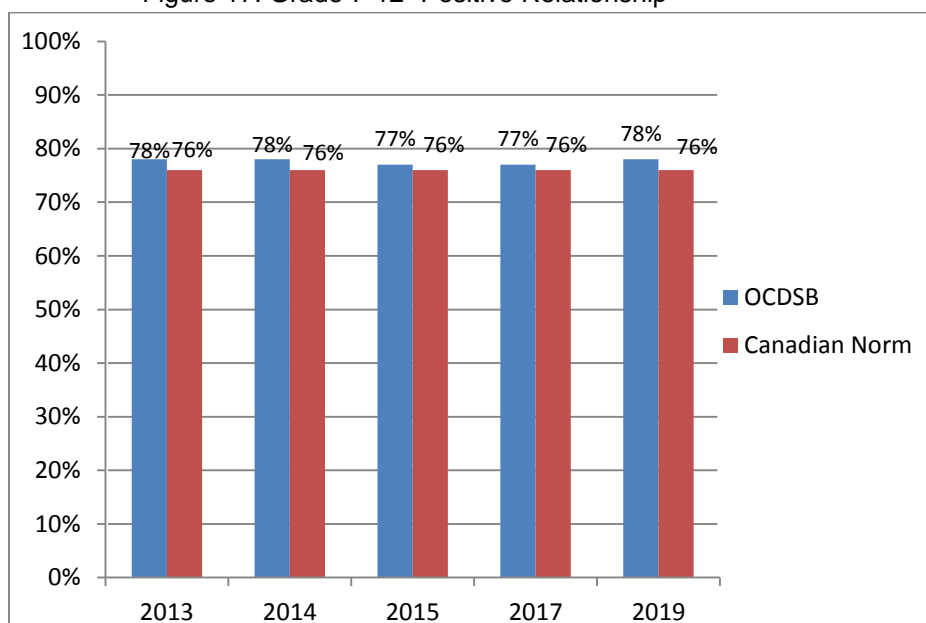
Students were also asked a series of questions about whether they feel teachers are responsive to their needs and encourage independence with a democratic approach. Based on their responses, we see a decrease in reports of positive teacher-student relationships for students in grade 4-6 and in grade 7-12. For all students the gap is widening when compared to the Canadian norm.

Figure 18. Grade 4-6 Responses: Positive Teacher-Student Relations
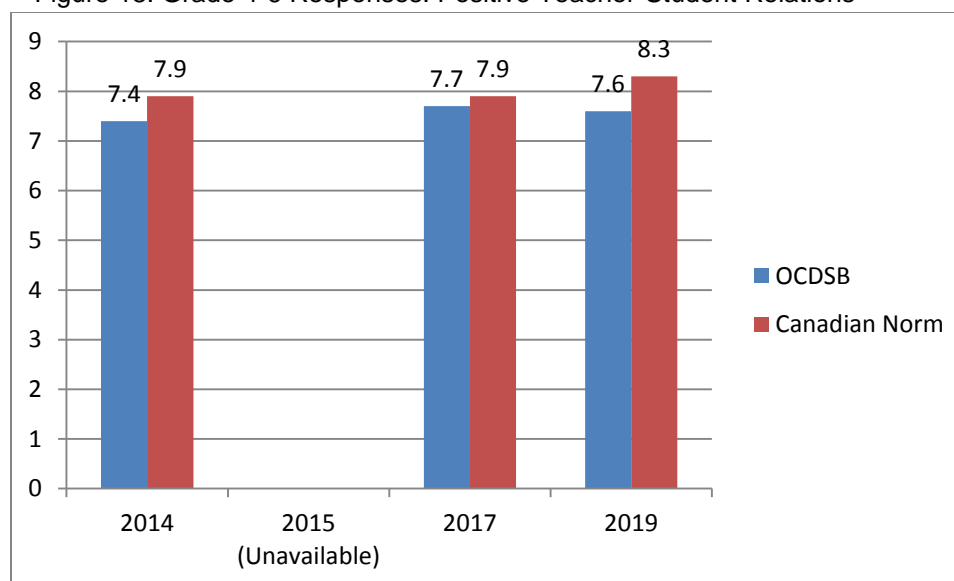
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Figure 19. Grade 7-12 Responses: Positive Teacher-Student Relations
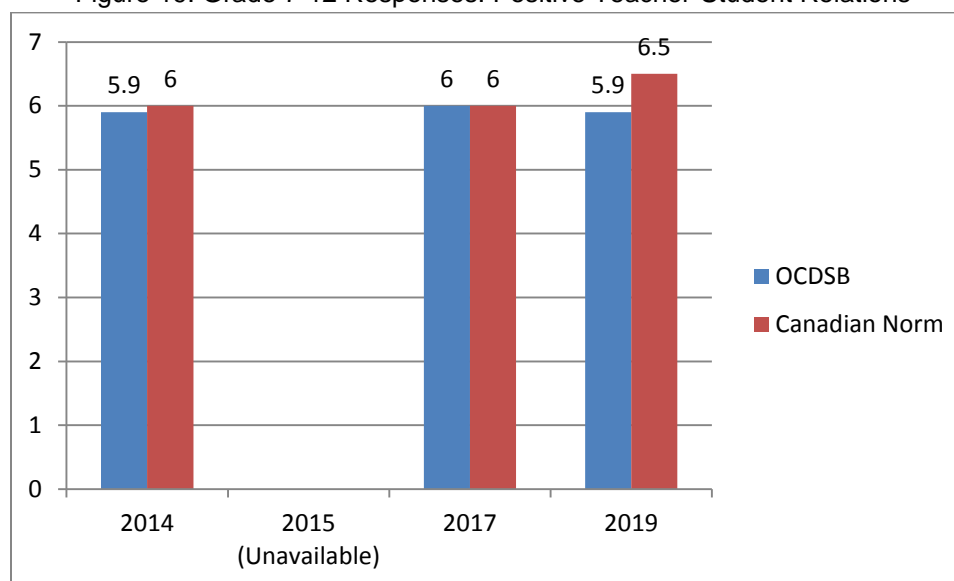
Students also reported their perceptions of their learning climate. The learning climate was determined in response to questions about whether there were clear rules and expectations for classroom behavior and whether teachers maintain high expectations of behavior to be followed. The survey results show that student perceptions of the learning climate decreased for grade 4-6, with results lower than those reported for the Canadian norm. Ratings have been relatively consistent over time for grades 7-12, however with the 2019 increase in the Canadian norm, OCDSB's grade 7-12 students also scored (0.5 points) below it.

Figure 20. Grade 4-6 Responses: Positive Learning Climate
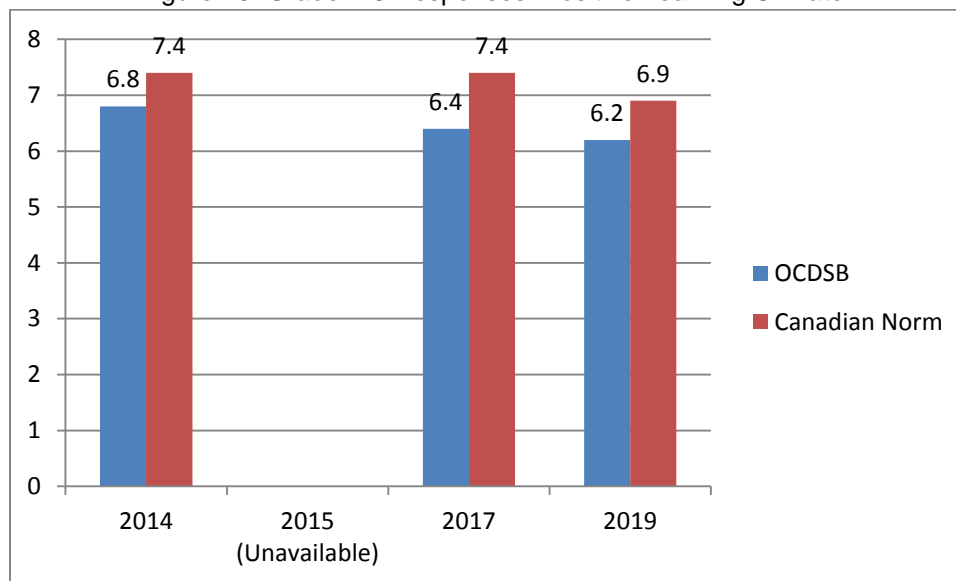
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Figure 21. Grade 7-12 Responses: Positive Learning Climate

Student reports of expectations for success are based on whether they feel that school staff emphasize academic skills and hold high expectations for all students to succeed. Results for both panels have been relatively stable over time. However, students in grade 4-6 and grade 7-12 are rating expectations for success at a lower level than their Canadian peers.

Figure 22. Grade 4-6 Responses: Expectations for Success

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Figure 23. Grade 7-12 Responses: Expectations for Success
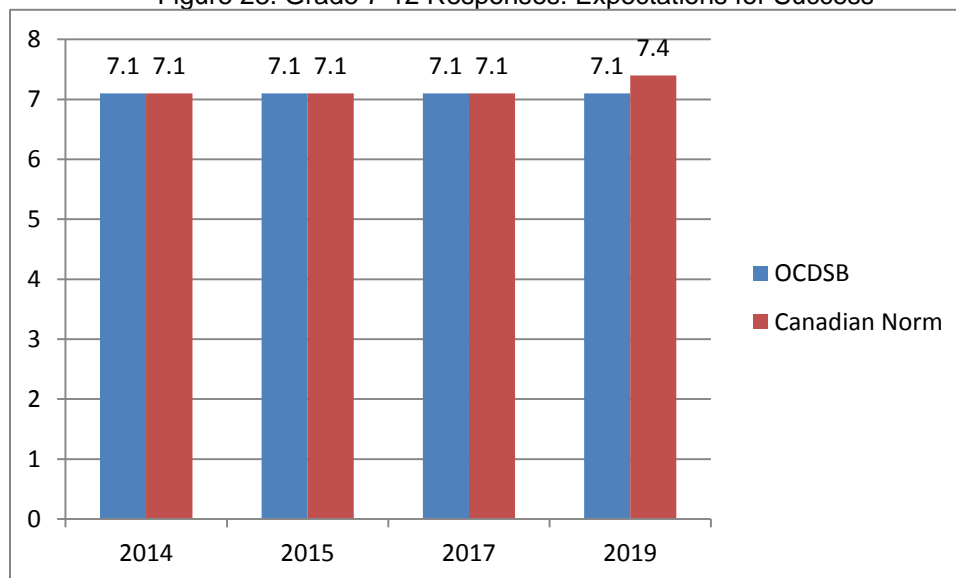
Awareness and Revision of Policies/Procedures for Legalization of Cannabis

OCDSB Speaker Series - Cannabis Information Session

The District in conjunction with Ottawa Public Health hosted public information sessions for parents to learn about Cannabis. The first session was held on October 23rd, 2018, at Earl of March Secondary School and a second information session took place on November 6th, 2018 at Longfields-Davidson Heights Secondary School. The discussions involved tackling the myths, what is known about the new laws, how to have that talk with your youth, protecting youth, and available services.

Updates to Policies and Procedures

Additionally, updates were made to four (4) OCDSB Safe School Policies in accordance with the legalization of recreational Cannabis. The policies and procedures which required revisions were P.026.SCO Student Suspension and Expulsion; P.033.SCO Smoking on Board Premises; P.034.SCO Substance Abuse; and P.125.SCO School Board Code of Conduct.

Progress on Well-Being
Appendix D- Report 19-096:
Final Measurement Report of the Strategic Plan 2015-2019

Staff Well-Being[3]

Absenteeism

Staff well-being can be measured by absence rates. According to the School Boards' Cooperative Inc. Absence Study, OCDSB employees' average number of sick days has increased from 8.61 in 2013-2014 to 12.00 in 2017-2018. Sick leave usage has increased by approximately 32% over the last five years.

Table 5. Average staff sick leave usage

YEARS	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Elementary Teachers	8.44	9.22	10.23	11.12	12.03
Secondary Teachers	7.50	8.27	8.79	8.37	9.86
Educational Assistant's	12.20	12.40	13.91	15.76	16.10
Early Childhood Educator's	8.45	10.42	11.48	14.41	15.65
Custodians/Maintenance	12.75	11.11	14.63	14.48	17.45
Others	6.20	6.80	6.63		
Others – Union				8.65	9.43
Others – Non-Union				5.87	5.15
All Employees	8.61	9.16	10.16	10.87	12.00

SBCI Absence Study Report 2013-2014 to 2017-18

The increase in sick leave is a cause of concern for a number of reasons, including the impact on organizational effectiveness and the associated financial costs. The financial costs include the direct salary costs paid to absent employees, as well as the replacement costs for casual replacements given the large number of District staff who need to be replaced when they are absent from work. The latest estimate suggests that the annual financial cost associated with sick leave exceeds $29 million in direct salary costs, which does not include the significant cost of replacement employees. For 2018-2019, the cost of supply teachers is expected to reach almost $20 million. Absenteeism also has a potential adverse impact on the organization's effectiveness. Frequent absence among teachers and other front-line supports is disruptive to the classroom environment and can adversely impact student learning and well-being, and that of other staff in the building.

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[3] The information in this section extracted from Committee of the Whole Report of 2 April, 2019, Report 19-022 Employee Well-Being and Absenteeism.

Potential Contributing Factors to Absenteeism:

- sick leave plan design
- workplace factors (challenging work)
  - increased aggressive student behavior in the classroom;
  - lack of consistency in student discipline;
  - erosion of professional judgment and professional autonomy; and
  - increased workload demands and general expectations on members.

At the District level, there is a workplace violence policy and program in place which includes an on-line reporting mechanism for staff to report incidents of aggressive behavior or violence as defined in the Occupational Health and Safety Act as actual physical contact, attempted physical contact or threats of physical contact. Within the OCDSB, there has been an increase in the number of reported incidents involving aggressive behaviors directed at staff. These incidents can certainly impact the well-being of the staff involved and lead to absences either as a result of an injury or stress.

Initiatives to Address Barriers to Employee Well-Being:

Addressing issues related to employee absenteeism and general wellness issues go beyond the design of the sick leave plan. A comprehensive approach means having programs in place, such as:
- an attendance support program
- a disability management program
- an employee wellness program

a) Attendance Support Program

The District has an attendance management program in place to identify and support employees with recurring (non-culpable) absences. Between 1 September 2017 and 31 August 2018, approximately 25% of the District's workforce were absent for 11 days or more on sick leave. Of this number, approximately 90% were referred to, or were already being managed by Disability Management based on medical support. Since 1 September 2018, approximately 360 employees had met the threshold of 11 days of sick leave, and of that number, 33 employees were determined to meet the criteria for enrolment in the Attendance Support Program.

b) Disability & WSIB Management Program

The Disability Management Program includes early intervention and return to work strategies with some aspects of an employee wellness program. In 2017-2018, the number of cases being managed through the Disability Management Program continued to climb. Through the budget, two additional positions were provided to the Employee Wellness and Disability Management division beginning 1 September 2017. Early feedback from employees and unions has confirmed that the positions have increased capacity within the division to support absent employees and has had a positive impact in terms of early intervention and return to work for

both occupational and non-occupational illness and injury including planning and implementing accommodations. Mental health and musculoskeletal disorders continue to be leading causes for long term disability. As a result, employee mental health, including identifying organizational factors that may be contributing to mental ill health among employees, remains a priority of the District's wellness programs, as outlined below.

c) Employee Wellness Program

The OCDSB has had various initiatives in place to support wellness for a number of years, such as the Employee and Family Assistance Program, which is currently offered through a contract with Morneau Shepell, and the Short-term Emergency Childcare service, operated by Andrew Fleck. During the 2017-2018 school year, one of the areas of focus for professional learning was on promoting positive student behaviours. Promoting positive student behaviour, including strategies related to development self-regulation and resiliency and collaborative problem solving strategies, has been the focus of several professional learning opportunities for principals and vice-principals. Staff remained committed to increasing efforts directed at promoting a healthy workplace, fostering employee wellness and mitigating factors identified as having a negative impact on employee health and well-being. These initiatives include the following items in Table 6.

Progress on Well-Being

Appendix D- Report 19-096:
Final Measurement Report of the Strategic Plan 2015-2019

Table 6. Initiatives to Address Barriers to Employee Well-Being

I. Healthy and Engaging Workplace Committee	• purpose: supporting the District's employee well-being and engagement initiatives; • continued to meet regularly through the 2018-2019 school year, with a focus on engagement and wellbeing through the lens of the CSA Standard - Psychologically Healthy and Safe Workplace; • developed a set of recommended actions in areas related to reward and recognition of staff and work/life balance, which have been taken to DEC for discussion and approval and will be actioned in consultation with the Committee; • continued to offer the Leading Mentally Healthy Workplaces Training for OCDSB principals, managers and supervisors.
II. Workplace Mental Health Leadership Certificate Program	• over 100 participants have completed the training, and another session was planned for 2018-2019; • additional training was scheduled for spring 2019; • a plan to assess the impact of the training, on how principals, managers and supervisors approach their roles as leaders in dealing with potential mental health issues.
III. Psychological Health & Safety in the Workplace Standard (CSAZ1003)	• the Psychological Health & Safety in the Workplace Standard was commissioned by the Mental Health Commission of Canada; • launched in January 2013 as a voluntary standard for Canadian workplaces.

Reflections

While there is evidence of progress in some areas of student well-being, such as increasing *self-efficacy in math*, and *physical activity* and *positive relationships,* on par or above the Canadian norm, there has also been a decline in performance on a number of other indicators, i.e. *sense of belonging, positive learning climate, expectations for success, student suspensions, and absence rates.* Further exploration of these indicators would be a useful first step in understanding the root causes to address these areas of challenge. Moreover, it will be important to engage with the entire OCDSB community, i.e. Parent Involvement Committee, Advisory Committees, and School Councils on the findings to develop actions to improve student well-being.

The District also needs a greater focus on developing opportunities for creative expression as a means to improved student well-being.

In terms of staff well-being, the District has been able to put a comprehensive plan in place to address barriers to employee well-being. However, rising sick leave usage demonstrates the importance of continuing to engage collaboratively with employees. Collaboration is needed to plan, develop and implement programs and initiatives that will support and promote employee engagement and personal well-being, as well as to mitigate against negative workplace factors.

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

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

COMMITTEE OF THE WHOLE   5 November 2019

Report No.19-109   Status of English with Core French Program

Key Contact: Michael Carson, Chief Financial Officer Ext. 8881

PURPOSE:

1.   To present information regarding the current status of the English with Core French program.

CONTEXT:

2.   At the Board meeting of 28 May 2019, the following motion was approved:

A. THAT staff prepare a report for Board discussion in early Fall 2019 comparing the current and projected student enrolment numbers of the elementary English with Core French programs with the elementary Early and Middle French Immersion programs, including:
   i.   Enrolment for special education (non-gifted), English language learners (ELL), and SES, all disaggregated by grade, division, and program colocation nature; and
   ii.   Contribution rates to high school pathways, disaggregated by program colocation nature.
B. THAT this report additionally identify:
   i.   Any key operational, financial, pedagogical, community-impacting, or other strategic advantages and/or disadvantages related to its findings; and
   ii.   Any major programming, accommodations, policy, resourcing, and/or other strategic changes which might be expected to significantly and reliably address any concerns identified.

3.   There are three delivery models for French as a Second Language:
a. English Program with Core French (ENG*)* (grades 1-8). Students receive instruction in all subject areas in English with instruction in Core French 40 minutes daily;

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b. English Program with Early French Immersion (EFI*)* (grades 1-8). Students receive instruction in both English and French. In grade 1, students receive 80 % of instruction in French, in grades 2-6, 60 % in French and in grades 7-8, 50 % in French; and

c. English Program with Middle French Immersion (MFI) (grades 4-8). Students receive instruction in both English and French. In grades 4-6, 66%of instruction is in French and in grades 7-8, 50% in French.

For the purposes of this report, while reference will be made to the English with Core French (ENG) program in comparison to the Early French Immersion (EFI) program and the Middle French Immersion (MFI) program, it is important to note that all French as a Second Language programs (FSL) are conducted as part of the ENG program in all OCDSB schools.

In the two years of kindergarten, the OCDSB offers 50% percent of the program in English and 50% of the program in French in all programs in the District. Parents then choose the English/Core French program or a French Immersion program commencing in grade one for EFI, or later in grade 4 for MFI.

Core French is mandatory for all students in the Ontario public school system from grades 4 to 8 and the Ministry of Education's FSL Ontario Curriculum directs that Core French students receive a minimum of 600 hours of instruction in French by the end of grade 8. In the OCDSB, students who choose the Core French option start that instruction in grade 1 and accumulate 1,942 hours of French instruction by the end of grade 8.

French Immersion students are to have 50% of their program delivered in French at all grade levels of their program and are to have a minimum of 3,800 hours of French instruction by the end of grade 8. In the OCDSB, EFI Grade 1 students have 80% of their instruction in French, grades 2-6 have 60% and in grade 7/8 50% in French, which results in students accumulating a total of 5,452 hours by the end of grade 8. MFI offers 66% of its instruction in French in grades 4-6 and 50% in grades 7/8 with a total of 4,140 hours.

KEY CONSIDERATIONS:

4. The investigation of any data related to English programming in the District needs to be conducted with a goal in mind. The nature of the data is complex and determining causal effects are complicated, so as we consider the datat the following are among the questions that may emerge:
    - Is there a current problem with OCDSB delivery structures?
    - Through what lens should the issue be evaluated? and
    - Are there challenges faced in the delivery of English programming tied to operational issues, program quality, community perception/ lack of knowledge about the program, or the location of the available program?

The District is committed to providing optimum learning environments for students in a way that ensures equity of access within sustainable resources and in a fiscally responsible manner. The District has adopted the Elementary School Program Framework (attached as Appendix A) as part of Policy. P139: CUR-Program Delivery Structures at Elementary Schools. The framework is designed to deliver elementary program choices for students as close as possible to their home community. The framework also commits to providing optimal learning environments to support students through a range of program offerings, providing equitable access to programs and minimizing transitions.

There is always a balance between offering program choices for students in their home community and making sure that those programs are robust and stable. Given the multiplicity of program offerings in the OCDSB, this goal can be challenging. There is the need to provide ongoing support for all students in every program at the elementary level to ensure students' needs are met and to dispel program perceptions about superiority of one program over another with respect to the students who enroll in these programs. While the quality of the ENG programs and instruction is high, there exists a structural inequity based on dwindling numbers of students, resulting in small ENG programs in single and dual track schools.

5. The Data
    In order to frame the discussion, the data will be presented in the following categories:
    a. Choice of Program
        i. the historical and projected enrolment of elementary students by program, retention rates in those programs, grade 8 program data, and secondary school pathways based on program choice;
    b. Program Delivery Structures
        i. the breakdown of the number of programs in elementary schools, administrative structures and facility utilization; and
    c. Student Enrolment Patterns
        i. students who have been identified in specialized program classes, students who receive ELL support and students with Individual Education Plans (IEPs).

For the purpose of comparing single-track schools, Alternative programs have not been included.

6. Choice of Program
    EFI has grown steadily as the FSL delivery model of choice over the past decade. As outlined in the Historical and Projected Enrolment Data chart (attached as Appendix B), in the 2018-2019 school year 43% of the total elementary population was enrolled in the EFI program, 29 % were enrolled in the ENG program and 5% in the MFI program. The remaining 23 % were enroled in congregated classes or in the Alternative program. Enrolment in EFI and MFI has shown a steady increase since 2010 while conversely, ENG enrolment has decreased.

In 2017-2018, 72% of all elementary grade 1 program choice was for EFI as compared to 28% of students choosing ENG. This represents a 10% increase

(EFI) and decrease (ENG) in both programs in the last ten years. The most recent District Needs Analysis (DNA) conducted in January 2018, reflects a stabilizing of EFI demand in the future as outlined in the Program Grade Entry chart (attached as Appendix C). However, the next 5-10 years will have the District build new schools in suburban areas which traditionally have higher demand for EFI programs. As well, the impact of the new 50% English 50% French kindergarten program may well result in increased EFI enrolment at the grade 1 level. The grey vector indicated on the Historical and Projected Enrolment chart (Attached as Appendix B) reflects what projected increases in EFI could look like based on a number of changing factors. Whether the enrolment in EFI programs remains stable or increases over time, the current delivery of ENG is challenging.

The impact of these enrolment trends to date has resulted in a number of operational challenges. As ENG program enrolment decreases, grade viability is challenged. Sufficient enrolment for grade-specific elementary ENG classes varies widely across the District. While the ultimate goal may be to have at least one-and-a-half classes at each grade level to offer sufficient program choice at the local community school and/or a school as close as possible to the home community, this is not always possible. Where there are not enough students to support a single class at a grade level, classes are doubled and trebled to provide enough critical student mass to form the class. In 2018-2019, there were 690 ENG classes. Of these classes, 59% (410) had straight grade levels, 40% (275) had split grades and 1% (5) had triple grades. This is in comparison to EFI classes where 81% are straight grade and 19% were split grades. There were no triple EFI grades.

Multi-grade classes can be viable, but when a school has a single multi-grade class for several years, there are wider educational implications. Some opportunities may be limited within the scope of the program and student placement flexibility is seriously impeded. When decisions are made concerning program placement through accommodation reviews or new school construction, every effort is made to offer ENG programs in dual-track sites (along with MFI) where there has been a history of demand for the program. Of the 111 elementary sites in the District, 65 are currently dual-tracked.

The OCDSB offers a multiplicity of program choice. While there is the commitment to offer program choice in local community schools, wherever possible, it has become increasingly more difficult to achieve that goal with the wide range of choice available. To be able to offer robust ENG programming, many programs have been congregated across the District over time, creating larger catchment areas. Given the predicted continuing decline in ENG enrolment, decisions will need to be made about whether:
  a)   to maintain the current approach (larger catchment areas due to dwindling enrolments);or
  b)   to create congregated centers for ENG programs.

Both approaches result in students being unable to attend their local community school should they choose an ENG program.

There is a shortage of qualified French teachers across the province and the OCDSB has experienced a shortage. It is becoming increasingly difficult to staff French teaching position vacancies, particularly ones that occur during the school year and with possible predicted growth in the French immersion programs, those shortages may become more acute.

Retention rates for the EFI program have also increased historically from 52.9% in 2003 to 72.9% in 2018 as outlined in the Historical Retention Rates chart (attached as Appendix D). While the retention rates for EFI programming have increased, it is noteworthy that the percentage of students choosing EFI rather than ENG at the grade 8 level is significantly similar. In 2018-2019, 52% of grade 8 students were in the ENG program while 48% of students were in the EFI program, as outlined in the Grade 8 Program chart (Attached as Appendix E). This trend begs the question of why students choose to return to the ENG program at the grade 2 and 6 levels.

The ability to track students' secondary school pathways in relation to their elementary school programming is not a simple task given the range of course selections at secondary school. For the purposes of this report, data has been collected on students' French and Mathematics choices in grade 9 in relation to their grade 8 program. In 2017-2018, 98% of students in grade 8 EFI and MFI opted to take Academic English and 2% enrolled in Applied English. In the same year, 93.% of students in grade 8 EFI and MFI enrolled in Academic Mathematics and 7% enrolled in Applied Mathematics as outlined in the Grade 8 Students Taking English or Mathematics charts (Attached as Appendix G). In comparison, 64% of students in grade 8 ENG chose Academic English and 50% chose Academic Mathematics. These percentages have been stable over the past three years.

What are the factors that influence decisions to enroll in Applied rather than Academic courses? Is choice based on parental influence? teacher recommendation or program suitability? While Applied programming is the appropriate programming choice for varied student cohorts in grade 8 programs across the system, it would appear that there is a disproportionate representation of grade 8 students entering into grade 9 applied programs. This program choice requires further investigation to determine the source of this trend.

7. Program Delivery Structures
    Single-tracked schools have only one program, dual-tracked will have a combination of two program offerings and triple-tracked will support three programs. The OCDSB has 111 elementary schools, of those schools, 33 have single-track programs (15 have only ENG, 14 have only EFI, 4 have only Alternative), 65 have dual-track programming (52 ENG/EFI, 12 ENG/MFI, 1 EFI/MFI), 12 have triple-tracking (ENG/EFI/MFI) and one school has all four program tracks (ENG/EFI/MFI and Alternative. (Please see Chart A below)

Chart A

2018-2019 OCDSB Elementary Program Delivery Breakdown
(111 total elementary schools)

- Single-track ENG (15)
- Single-track EFI (14)
- Single-track ALT (4)
- Dual-track ENG/EFI (52)
- Dual-track ENG/MFI (12)
- Dual-track EFI/MFI (1)
- Triple-track ENG/EFI/MFI (12)
- Quadruple-track ENG/EFI/MFI/ALT (1)
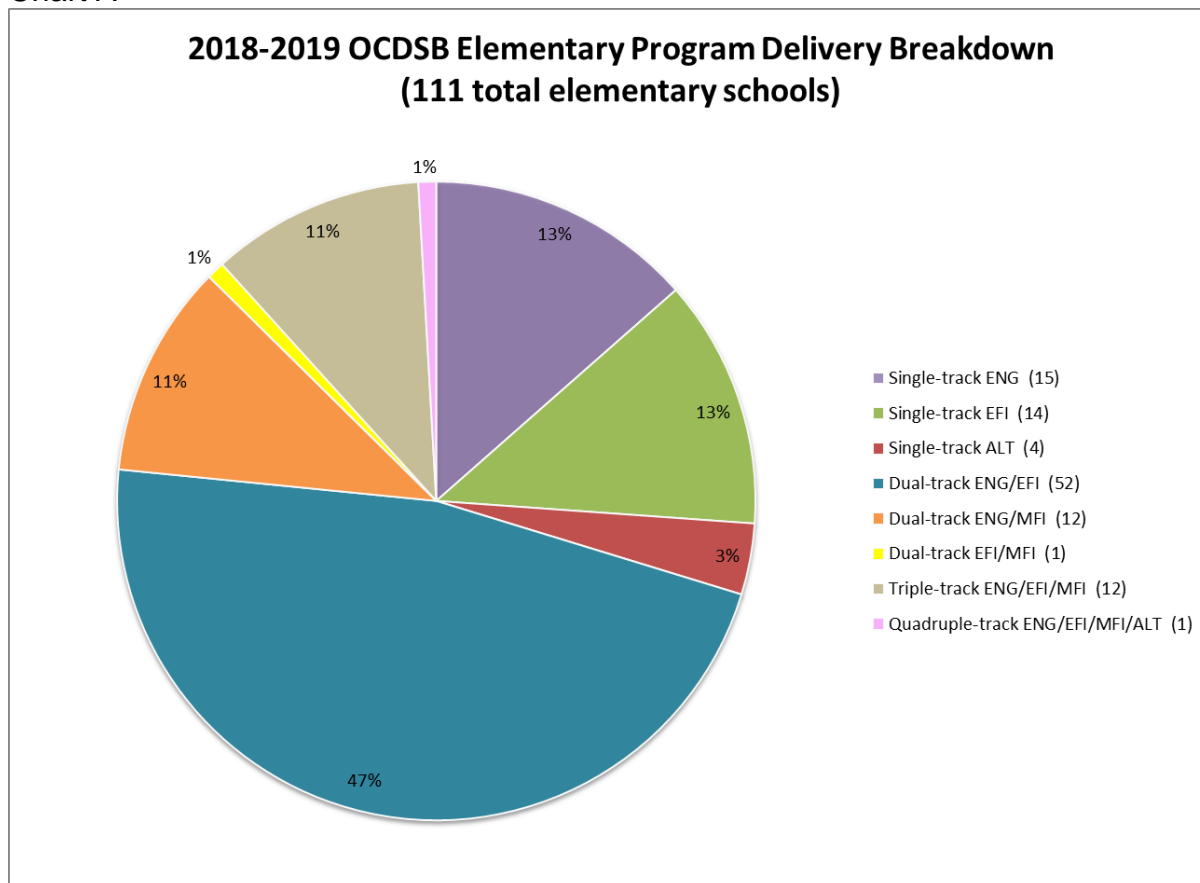
Class sizes in ENG programs should also be noted. In dual-tracked schools, 13 schools had fewer than 10 students at divisional levels (primary, junior and intermediate) and six schools in triple-tracked schools had fewer than 15 at each level. These class sizes provide timetabling challenges for administrators and result in multi-grade classes as referenced previously.

Whether a school is urban (inside the Greenbelt), suburban (development areas outside of the Greenbelt) or rural, total program enrolments, size and utilization factors are also important things to consider when looking for a correlation to ENG programs. The Grade 8 Percentage of Choice chart,(attached as Appendix E) provides that information. With a few exceptions, most of the schools offering only an ENG program are inside the Greenbelt. Of the 15 ENG single-track schools, 12 are located inside the Greenbelt (80%), one is outside (suburban), and two in the rural area. Eleven of the EFI single-track schools are inside the greenbelt and three are in rural areas. The average size of schools inside the greenbelt is 476 students with the average size of single-tracked schools (ENG, EFI and/or Alternative sites) being 390 students. The enrolment numbers in single-track ENG program schools will decrease proportionately with any projected increase in French Immersion programs.

The Elementary School Information Matrix has been developed to provide an overview of the District's elementary facilities, including enrolment and student data. This matrix can be viewed by clicking on the link provided. The chart is too large to be printed and submitted with this report.

8. <u>Utilization Factors</u>
   Utilization factors vary dramatically in both single-tracked program schools (Eng and EFI). Five ENG schools have a utilization factor below 50%, four between 50% and 60% and six between 60% and 80%. In contrast, nine EFI single-tracked schools are over 100% utilized, with two falling in the 75%-100% range and three below 75%. Out of 111 elementary schools, 21 have a utilization factor of below 60% which means that nine of those schools are single-tracked ENG program schools. The differentiation between ENG and FI single-tracked utilization rates is challenging. As EFI demands increase, the number of schools that are currently overcrowded may increase and ENG schools' utilization factors will drop. Formal accommodation reviews in school areas can address these changing profiles but these may not take place in a timely fashion, due to the provincial moratorium on pupil accommodation reviews and the Board-approved accommodation review schedule. Where program numbers become critical for a school, without a District or local area solution, the situation will need to be managed in a singular fashion and the costs of empty pupil spaces spread across all schools instead of being channeled into areas of population growth. As such, maintaining excess school space negatively impacts all students.

9. <u>Student Enrolment Patterns</u>
   Of the 15 single-track ENG schools, 6 schools have specialized program classes. The notable comparison is that only one single-track EFI school out of 14 in the system has students identified in this category. This data correlates to utilization factors. When searching for a site to locate a specialized program class, ENG schools tend to be the sites that have room for additional classes rather than EFI sites that may be fully utilized. Parental perceptions about ENG programming may be influenced by the number of specialized program classes in the school.

   The percentage of students with IEPs in schools with ENG programming is consistent within all schools within the District. The general range for students with IEPs, in all 111 elementary schools, is 10%-20% of the student body. In the single-tracked ENG schools, nine are in this same range with two having over 20% of the student population with IEPs. All EFI single-track schools with the exception of one have fewer than 10% of the population with IEPs. The average percentage of students with IEPs in all schools is 20%.

   The number of students identified as English Language Learners (ELL) in single-track ENG schools is significantly higher than other elementary schools in the District. Nine out of 15 single-track ENG schools have an identified ELL population of 25%-50% of its entire population and three schools have an ELL population of 20%-25%. EFI centers have fewer than 10% of their population identified in this category. The average for the District is 16%; therefore, this category of student profile is of particular interest. It will be critical to review the process of referral of students that are new to the District in relation to program choices, when determining a course of action for the future. As students become more successful in their English language proficiency, the need for a congregated learning setting often changes. This information also often correlates with utilization factors as to where there is a need for a congregated ELL class to be located. As previously mentioned, ENG single-track schools are the sites with additional pupil space available.

Single-track ENG schools also have a high proportion of the student body who reside in lower income neighborhoods. In 2016-2017, 27 out of the total 111 elementary schools had a student body where 50% or more lived in low income neighbourhoods. Of those 27 schools, nine are single-tracked ENG schools. An additional three single-track ENG schools had 35%-50% of the student body identified in this category.

Student achievement is one important indicator of program success. Using EQAO data is one measure of student success but finding discernable trends in this data in order to comment on ENG programming is elusive as outcomes can be different for grade 3 and grade 6 and year-over-year trends may be difficult to discern, particularly where cohorts of students are small in number. Further, District level results have repeatedly shown that students with special education needs and ELLs tend not to perform as well as their peers on these assessments.

The intersectionality of single-tracked ENG schools located in low income neighborhoods, with a student body with high ELL and special education needs results in student outcomes that are not as successful as District and/or provincial norms. Where these complex factors interconnect, allocation of additional resources may be one of the solutions undertaken to address this issue.

Currently grade 6 EQAO results are not disaggregated by type of French programming in dual and triple-tracked schools. However, 58% of the 2019 grade 3 cohort was enrolled in FI.

10. <u>Other Sources of Information</u>
The District has spent considerable time over the years examining ENG programming in the District**.** Regular English Program Dialogue/Consultation (Attached as Appendix H) is an inventory of reports, minutes and/or memoranda that reflect discussion and consultation that have been undertaken on the topic. While the listing may not be a totally comprehensive listing of all discussion on the issue, there are recurrent themes:
   a. How to increase public awareness of the strengths of the ENG program to facilitating parental decision-making when making program choices for their children?
   b. How to develop more consistency of communication about the ENG program?
   c. How to change perceptions about the program in a community that places a high value on bilingualism? Can we address perceptions about the quality of ENG program?
   d. What structural changes could be made to program or delivery structures that would provide more equitable access to English programs? and
   e. What is the best resource allocation for ENG programs?

11. <u>Ancillary Issues</u>
    A number of other issues require consideration in identifying what problem, exists with the current delivery model of FSL programming in ENG schools and how to develop solutions to address the issues:

    a. The Grade 12 proficiency test, Diplôme d'études en langue française, (DELF) has become the standard for evaluating a graduating student's proficiency in FSL. Recent past analysis of the results showed no statistically-significant difference in success rates at the B2 level for students enrolled in EFI/MFI in grade 8 or in extended/immersion French in grade 12.
    A B2 user has a degree of independence that allows him/her to construct arguments, explain his/her viewpoint and has a level of fluency and spontaneity in regular reactions. It is also the level sought to support post-secondary French studies.
    b. Will the new 50%English/50 % French approach in kindergarten program delivery have significant impact on parental choice when choosing the FSL entry point in Grade1?
    c. Is there a need to review the current levels of time allocated to French programming in the elementary Time Allocation Model (TAM)? and
    d. With the current freeze on accommodation reviews, how feasible is it to develop solutions within a constrained planning framework?.

Given the current and predicted enrolment numbers, it is evident that the ENG program cannot be offered at all elementary schools. It is also evident that given the changing trends, English programming cannot continue to be offered in the current fashion unless there is consideration of changes to ensure viability/sustainability. To generate potential solutions associated with ENG programming and to plan the next steps, there must be some certainty in understanding the presenting problems: program viability; student success rates in some schools; inequity of program opportunities and a number of operational issues (staffing, timetabling) have been identified. While the quality of the ENG program and instruction is high, there exist structural impediments based on dwindling numbers of students in the program.

There are persistent challenges tied to the growth of the FI programs and correlating decrease in ENG programs. Given the wide range of program choice within the OCDSB, there will be no direct path to serve all students' and parents' interests. A wide scope of actions could be contemplated to move forward: maintaining the status quo; changing the resource model for the status quo; congregating ENG sites; and/or changing to a totally different FSL delivery model are all on that spectrum. A number of these potential remedies could have long term, far reaching impact on the system that would take years to achieve.

RESOURCE IMPLICATIONS:

12. Resource allocation would vary based on the type of plan that is adopted and would be detailed in an action report at that time.

COMMUNICATION/CONSULTATION ISSUES:

13. A detailed communication and consultation plan will be formulated based on whatever course of action is recommended for Board consideration.

STRATEGIC LINKS:

14. Examining programs within the OCDSB is work that supports the goal of creating a culture of responsibility that leads to the desired outcomes of improved student achievement, increased graduation success in all pathways and an increased sense of relevance and motivation for students.

GUIDING QUESTIONS:

15. The following questions are provided to support the discussion of this item by the committee:

- How do the current delivery structures of French as a Second Language (core, middle and immersion French) align with the Elementary School Program Framework?
- Are changes to the delivery of French Immersion and English with Core French programs needed to support the District's 2019-2023 Strategic Plan? And
- How will this work impact the Board's work plan?

Michael Carson
Chief Financial Officer

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

APPENDICES
Appendix A   Elementary School Program Framework
Appendix B   Historical and Projected Enrolment-Selected Programs
Appendix C   Program Grade Entry-Percentage of Students Choosing ENG vs EFI
Appendix D   Historical EFI Program Retention Rates
Appendix E   Grade 8 Program-Percentage of Students Choosing ENG vs EFI
Appendix F   Elementary Program Information Matrix
Appendix G   Grade 9 Students-English or Mathematics by School Delivery Model
Appendix H   Regular English Program Dialogue/Consultation

Appendix A to Report 19-109

POLICY P.139.CUR

TITLE: **CHANGES TO PROGRAMS AND PROGRAM DELIVERY STRUCTURES AT ELEMENTARY SCHOOLS**

Date issued: **31 January 2017**
Last revised:
Authorization: **Board: (31 January 2017)**

1.0   OBJECTIVE

To ensure that programs and program delivery structures at OCDSB elementary schools are clearly documented and managed in such a way as to provide programs to meet the needs of students across the district at large, within the context of the *Elementary School Program Framework*.

2.0   DEFINITIONS

2.1   **Specialized programs** means enhanced programs which are offered to students based on identified criteria of need.

2.2   **Equity of access** to programming means the practical considerations of program delivery such as location, site capacity, etc.

2.3   **Equity of opportunity** means the philosophical ideal of fairness for all as reflected in educational programs and services that are designed for all students.

2.4   **Program delivery structure change** means a significant alteration in the way program is delivered which impacts on the enrolment of other schools**.**

3.0   POLICY

3.1   The Board supports offering equity of access and opportunity to programs in the District for all of its students.

3.2   The Board's model for elementary school program delivery is the designated community school model which seeks to provide programming options for elementary school students in their designated school, as close as possible to their home community.

3.3   Every elementary school will have a defined geographic attendance boundary that the school serves. The geographic boundaries may differ by program.

3.4   Changes of program and program delivery structures may be initiated either at the school level by the principal or centrally by a superintendent. When changes are initiated that could impact special education programs or program delivery structures, the superintendent responsible for special education shall be consulted. Consultation regarding implementation at a particular school will occur with the school council and the student council.

3.5   The Board shall approve the introduction of, changes to, and/or elimination of:
a)   Elementary program delivery structures (i.e. English, Alternative, Middle French Immersion, Early French Immersion) at a single school or more broadly;

b)   Specialized program delivery structure models that have district wide impact (English as a second language, specialized special education programs); and/or

c)   any changes that can reasonably be expected to have a significant effect on school enrolment.

3.6   Admission to specialized programs may be based on admission criteria, which shall be common to all sites offering the same program, as approved by the Superintendent of Instruction and/or the appropriate central Superintendent.

3.7   Transportation to elementary schools is provided as per Ottawa Student Transportation Authority transportation policy.

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

4.0   APPENDICES

Appendix A: Elementary School Program Framework, 31 January 2017

5.0   REFERENCES

The Education Act, Ontario, 2000
Board Policy P.077.PLG: Designated Schools/Student Transfers
Board Procedure PR.568.PLG: Designated Schools/Student Transfers - Elementary
Board Procedure PR.569.PLG: Designated Schools/Student Transfers - Secondary
Board Procedure PR.629.CUR: Changes to Programs and Program Delivery Structures at Secondary Schools

ELEMENTARY SCHOOL PROGRAM FRAMEWORK

The Elementary School Program Framework provides the framework for schools and program delivery models to ensure optimal learning environments for students in elementary programs.

1.0   INTRODUCTION

1.1.   The Elementary School Program Framework provides a structural model for elementary programming in the Ottawa-Carleton District School Board.

1.2.   The OCDSB will offer a range of programs to meet the needs of students across the District. All elementary programs include instruction in English and French as a Second Language.

1.3.   This framework will guide decision making on issues related to elementary programming, including the number of programs offered at each elementary site, and placement of specialized programs. Decisions using the framework will reflect the best educational research practices and align with current Ministry of Education curriculum policy documents.

2.0   GUIDING PRINCIPLES

2.1   The District's model for elementary school program delivery is a designated community school model which seeks to provide programming options for elementary school students in their designated school as close as possible to their home community.

2.2   The Elementary School Program Framework:
a.   Seeks to ensure the provision of optimal learning environments for all elementary students and support student success through a range of program offerings;

b.   ensures equitable access to programs for students throughout the school District;

c.   recognizes the importance of minimizing transitions for students during their school years; and

d.   recognizes that program viability and sustainability are important factors in establishing and/or modifying elementary school programs to ensure that elementary students have access to quality program offerings delivered in a fiscally responsible manner.

2.3   The Board acknowledges a number of core characteristics (goal-oriented, innovative/creative, collaborative, globally aware, and resilient) and skills (ethical decision-makers, digitally fluent, academically diverse, effective communicators, and critical thinkers) as critical components of all student learning.

2.4   The Board recognizes the impact of socio-economics on student learning and well-being and the importance of differentiated resources in ensuring equitable outcomes for students in the District."

3.0   ELEMENTARY SCHOOL PROGRAM FRAMEWORK

3.1   School Configuration Models
The elementary school configuration model will be either kindergarten-grade 6 (K-6) or kindergarten-grade 8 (K-8) in alignment with a secondary school configuration model of grades 7-12 or grades 9-12 school organizations. The school configuration model will be implemented over time as the district considers accommodation reviews.

3.2   Number of Programs in Schools
The District offers elementary programs in:
- Single Track Sites (1 program only; e.g., English with Core French);
- Dual Track Sites (2 programs; e.g., English with Core French and Middle French Immersion);
- Triple Track Sites (3 programs; English with Core French, Middle French Immersion, and Early French Immersion).

The District recognizes the preference for multi-track schools wherever practical in reducing transitions and supporting the community school model. It is important that enrolment ensure adequate flexibility for student placement and allow for teacher collaboration.

3.3   School Size
The optimal number of students in any elementary school may vary depending on the number and nature of District and specialized programs located in that school, the location of the school or offerings dependent on the needs of the school's student population. The District is committed to providing a range of program options within local communities for all students.

3.4   Factors in Determining School Size and Number of Program
The District is committed to providing rich learning environments with healthy and sustainable programs. There are many factors that impact decision-making related to school size and the number of programs offered at a school. These factors include, but are not limited to: community school model considerations, equity, transportation, student transitions, District boundaries, population changes, enrolment; enrolment capacity; utilization rate; size of school building; number of programs currently offered; location of the school; the impact of program offerings on other schools and programs; program demand; community interest; and resource allocation.

3.5   Full-Day Kindergarten
The District offers a two-year, full-day, bilingual kindergarten program provided by a team consisting of teachers and early childhood educators. Students in kindergarten receive instruction in both English and French (50/50). The program focuses on play-based inquiry and includes four key components or frames: belonging and contributing; self-regulation and well-being; demonstrating literacy and mathematics behaviours; and, problem solving and innovating.

3.6   Elementary Program Options
The District has a rich offering of programs. Beginning in grade one, students have access to four English language elementary programs incorporating French as a Second Language:

a. English Program with Core French (Grades 1-8)

Students in the elementary English Program receive instruction in the English language in all subject areas as well as instruction in French through Core French (40 minutes daily).

b. Early French Immersion (Grades 1-8)

Students in the Early French Immersion Program receive instruction in both English and French. In grade 1, students receive 80 percent of instruction in French. In grades 2-6, students receive 60 percent of instruction in French. In grades 7-8, students receive 50 percent of instruction in French.

c. Middle French Immersion (Grades 4-8)

Students in the Middle French Immersion Program receive instruction in both French and English. In grades 4-6, students receive 66 percent of instruction in French and in grades 7-8, students receive 50 percent of instruction in French.

d. Alternative Program with Core French (Grades 1-8)

Students in the Alternative Program receive instruction in English in all subject areas as well as instruction in French through Core French (40 minutes daily). The program is founded on the following tenets: cooperative and non-competitive environments; innovative and differentiated approaches to teaching and learning; differentiated assessment and evaluation; child-centred and directed approaches to learning; multi-age groupings; integrated curriculum; and, extensive family and community involvement.

The Alternative program is offered in a number of designated, single track sites across the District and students access the program based on their geographic boundary.

3.7 Special Education Programs

The District offers a continuum of support through a tiered intervention model ranging from the regular classroom with special education resource support to specialized classes and schools. Students are offered placements according to established criteria. Specialized class locations are based on a geographic model. More detail about special education delivery is outlined in P.096.SES.

3.8 Specialized Programs English as a Second Language/ English Literacy Development

Specialized services and supports are provided to students identified as English as a Second Language (ESL) using the Steps to Language Proficiency (STEP) assessment. Students identified as English Language Learners and as having limited prior schooling may receive supports and interventions in a regular classroom or in an English Literacy Development (ELD) congregated class in the intermediate division.

Ottawa-Carleton District School Board

Historical (2010 to 2018) and Projected (2019 to 2022) Enrolment - Selected Programs per Trustee Campbell Motion

Year	English Program Enrol	% Change Yr to Yr		EFI Program Enrol	% Change Yr to Yr		MFI Program Enrol	% Change Yr to Yr		Total Elem Enrol	% Change Yr to Yr
2010	20,126	-		18,304	-		1,769	-		47,874	-
2011	19,720	-2.0%		19,217	5.0%		1,969	11.3%		48,165	0.6%
2012	18,745	-4.9%		20,126	4.7%		2,201	11.8%		48,141	0.0%
2013	17,824	-4.9%		20,904	3.9%		2,278	3.5%		47,964	-0.4%
2014	16,871	-5.3%		21,755	4.1%		2,310	1.4%		47,990	0.1%
2015	15,857	-6.0%		22,517	3.5%		2,307	-0.1%		47,519	-1.0%
2016	14,475	-8.7%		20,083	-10.8%		2,307	0.0%		48,152	1.3%
2017	14,335	-1.0%		20,896	4.0%		2,451	6.2%		48,939	1.6%
2018	14,302	-0.2%		21,431	2.6%		2,483	1.3%		49,535	1.2%
2019 (P)	14,176	-0.9%		22,266	3.9%		2,517	1.4%		50,254	1.5%
2020 (P)	13,929	-1.7%		22,741	2.1%		2,581	2.5%		50,440	0.4%
2021 (P)	13,712	-1.6%		23,274	2.3%		2,652	2.7%		50,746	0.6%
2022 (P)	13,471	-1.8%		23,776	2.2%		2,719	2.5%		50,976	0.5%

Notes:

1. Enrolment figures reflect October 31st of each year referenced - 2019 reflects final staffing projection May 2019.

2. Figures for 2020 to 2022 are based on system projections provided to MOE in Nov 2018, and trends in program share of total enrolment.

3. The District significantly expanded the number of MFI program locations in 2009, resulting in a marked increase in MFI enrolment over next few years.

4. The implementation of the 50/50 kindergarten program began in 2016 - this served to remove SK enrolment from both programs and impact % change figures.

111 elementary schools, not including 7-12 schools and C Bay and C Bowey;

Program delivery model breakdown of the 111:

15 ENG single-track - 13%;

14 EFI single-track - 12%;

4 ALT single-track - 4%;

52 ENG/EFI dual-track - 47%;

12 ENG/MFI dual-track - 11%;

1 EFI/MFI dual-track - 1%;

12 ENG/EFI/MFI triple-track - 11%;

1 ENG/EFI/MFI/ALT quadruple-track - 1%;

Location breakdown of the 111:

62 are inside the greenbelt -56%;

37 are outside the greenbelt - 33%;

12 are rural - 11%;

of the 15 ENG single-track schools, 12 are located inside the greenbelt (80%), one outside, and two in the rural area;

of the 14 EFI single-track schools, 12 are located inside the greenbelt (86%), one outside, and one in the rural area;

of the 4 ALT single-track schools, all are located inside the greenbelt;

School Capacity Size breakdown of the 111:

the average size of an elementary school is 496 pp;

the average size of inside the greenbelt schools is 476 pp;

the average size of outside the greenbelt schools is 553 pp;

the average size of rural area schools is 419 pp;

the average size of the 33 single-track schools is 390 pupil places;

the average size of the 78 remaining multiple-track schools is 540 pupil places;

Program Grade Entry - Percentage of Students Choosing ENG vs EFI 1998 to 2018 with Projection to 2023

Data labels on the chart:

English with Core French (blue): 60.13%, 59.20%, 57.75%, 50.21%, 49.79%, 45.61%, 41.63%, 39.82%, 37.69%, 32.03%, 30.23%, 28.04%, 29.14%, 29.53%, 29.53%, 29.15%, 29.20%, 22%

Early French Immersion (red): 39.87%, 40.80%, 42.25%, 54.39%, 58.37%, 60.18%, 62.31%, 67.97%, 69.75%, 71.96%, 70.86%, 70.47%, 70.47%, 70.85%, 70.80%, 78%

Legend: English with Core French — Early French Immersion

Notes:
Program entry grade level is Year 2 Kindergarten from 1998-2015 and Grade 1 from 2016-2023.
Projection based on data from District Needs Analysis (January 2018).
Grey area represents continuation of longterm linear trend in respective program choice

Historical EFI Program Retention Rates
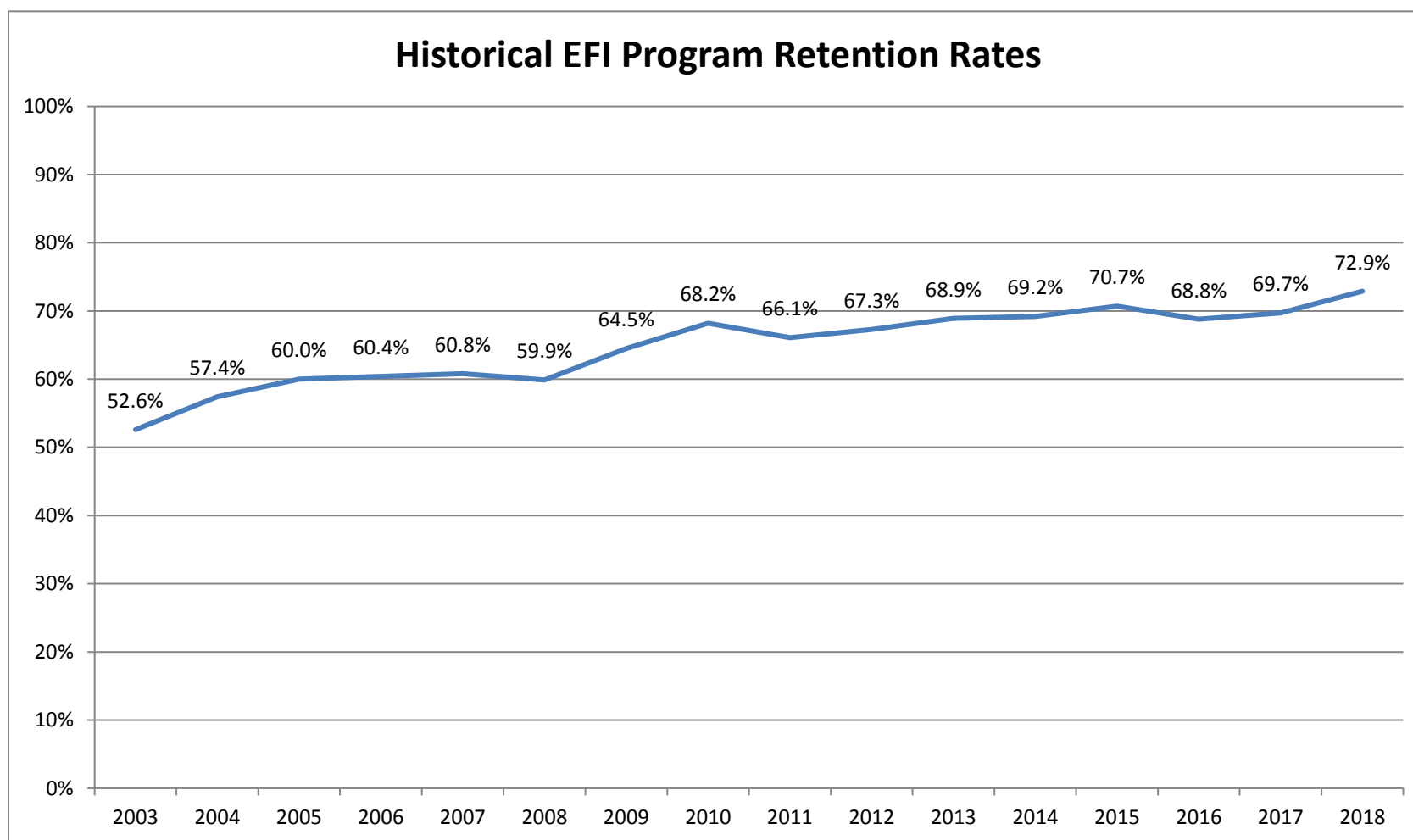
Notes:

Graph shows EFI Program Entry Grade Level Cohort Retention Rates between 2003 and 2018.

Example - rate shown for year 2018 reflects EFI program retention for the 2010 SK EFI student cohort, from SK to Grade 8.

Grade 8 Program - Percentage of Students Choosing ENG vs EFI
2014 to 2018

English Program with Core French: 67.48%, 65.75%, 63.15%, 61.83%, 58.19%, 55.63%, 54.48%, 52.09%, 51.25%, 52.66%

Early French Immersion Program: 32.52%, 34.25%, 36.85%, 38.17%, 41.81%, 44.37%, 45.52%, 47.91%, 48.75%, 47.34%

Years: 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

Legend: English Program with Core French — Early French Immersion Program
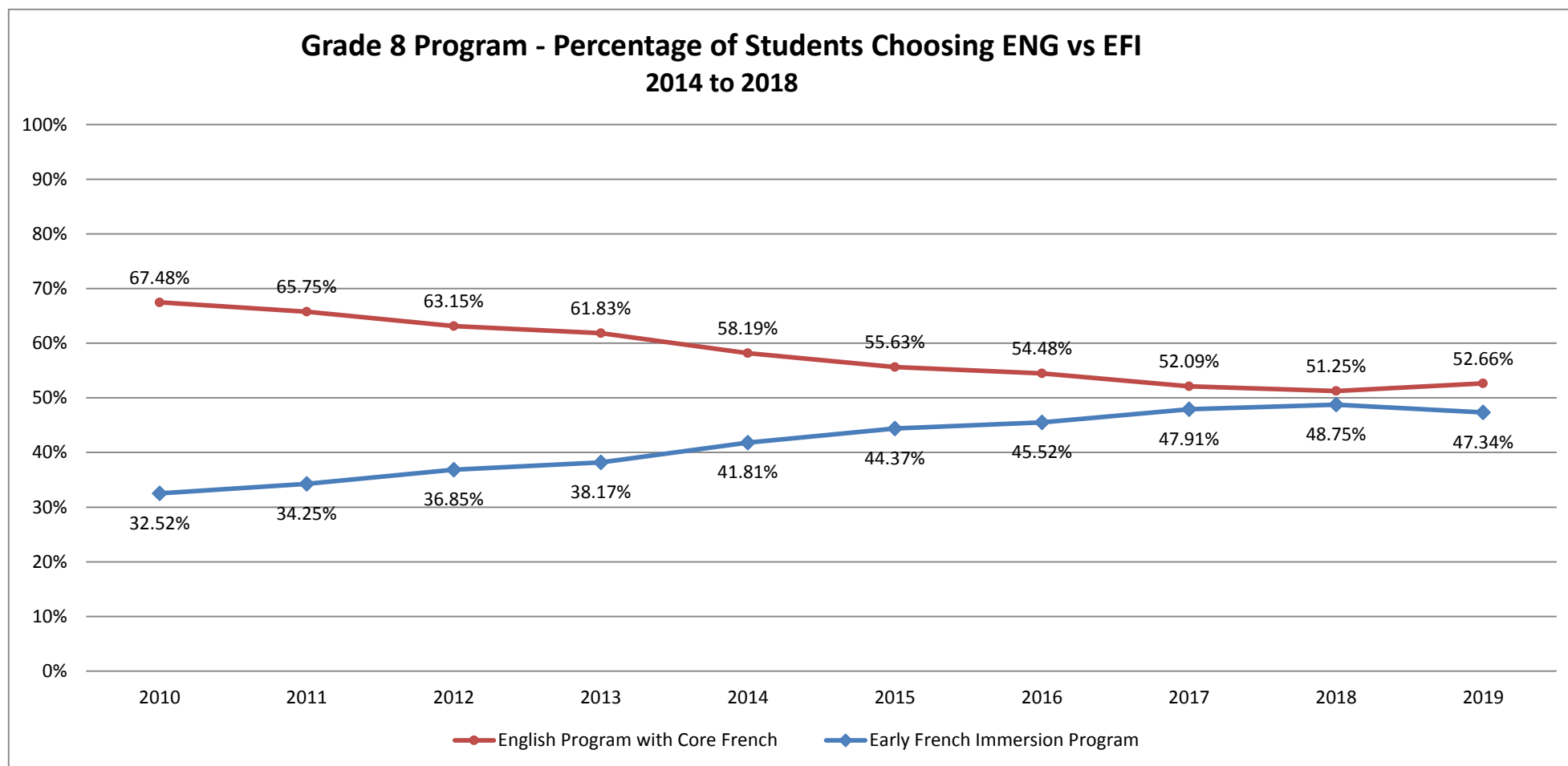
Note: Based on October 31st enrolments for each year shown, excepting 2019 where percentages are based upon staffing projections.

Percentage of SK Students Choosing English versus Early French Immersion

October	ENG	EFI
1998	60.13%	39.87%
1999	59.79%	40.21%
2000	59.20%	40.80%
2001	57.02%	42.98%
2002	57.75%	42.25%
2003	54.94%	45.06%
2004	50.21%	49.79%
2005	49.21%	50.79%
2006	45.61%	54.39%
2007	44.04%	55.96%
2008	41.63%	58.37%
2009	38.88%	61.12%
2010	39.82%	60.18%
2011	39.56%	60.44%
2012	37.69%	62.31%
2013	36.28%	63.72%
2014	32.03%	67.97%
2015	28.57%	71.43%
2016	*n/a due to implementation of KGTN program*	

Percentage of Grade 1 Students Choosing English versus Early French Immersion

October	ENG	EFI
2016	30.23%	69.75%
2017	28.01%	71.99%
2018	28.04%	71.96%

October	ENG	EFI
1998		
1999		
2000		
2001		
2002		
2003		
2004		
2005		
2006		
2007		
2008		
2009		
2010	67.48%	32.52%
2011	65.75%	34.25%
2012	63.15%	36.85%

2013	61.83%	38.17%
2014	58.19%	41.81%
2015	55.63%	44.37%
2016	54.48%	45.52%
2017	52.09%	47.91%
2018	51.25%	48.75%
2019	52.66%	47.34%

Elementary School Information Matrix

Appendix F to Report 19-109

School	Program Delivery Model	Programs Offered	Location	English Prg Enrol	English Prg Stud/Gr	English Prg Prim Stud/Gr	English Prg Jnr Stud/Gr	English Prg Int Stud/Gr	EFI Prg Enrol	EFI Prg Stud/Gr	EFI Prg Prim Stud/Gr	EFI Prg Jnr Stud/Gr	EFI Prg Int Stud/Gr	MFI Prg Enrol	MFI Prg Stud/Gr	MFI Prg Prim Stud/Gr	MFI Prg Jnr Stud/Gr	MFI Prg Int Stud/Gr	Size	Total Enrol	Utilization Rate	FCI	SE Students	SE Stud %	ELL Students	ELL Stud %	IEP Students	IEP Stud %	% of Students Residing in a low Income Neighbourhood Area	School

(Data matrix contains one row per elementary school)

| Board Average | | | | 145 | 23 | 20 | 23 | 41 | 258 | 46 | 47 | 40 | 49 | 83 | 25 | | 25 | 20 | 496 | 426 | 85% | 29% | 14 | 4% | 60 | 16% | 46 | 13% | 27.1% | Board Average |
| Highlight Criteria | | | | | < 10/grade | < 10/grade | < 10/grade | < 15/grade | | | | < 10/grade | < 15/grade | | | | < 10/grade | < 15/grade | | < 100 | < 60% | > 60% | | > 10% | | | | > 20% | > 30% | Highlight Criteria |

Notes:

1. 2018-2019 program offering is shown - if a program is currently phasing in to a school, then the ultimate complement of grades is shown.

2. Chart excludes Grade 7-12 secondary schools and Crystal Bay and Clifford Bowey Special Education Centres.

3. Prg Stud Per Gr = reflects the average number of students attending per grade, across primary, junior, and intermediate divisions, and for total program enrolment.
   In a number of cases a school's intermediate division Stud Per Gr figure will be significantly higher than that in the junior division - this is due to receipt of additional feeder gr7 students from other schools.

4. Size is a school's Total Enrolment.

5. Utilization Rate is a school's Total Enrolment divided by its Size.

6. FCI is Facility Condition Index which compares the cost of required events or improvements against asset value - schools with an n/a are new or recently renovated facilities.

7. SE Students reflect those attending specialized classes - SE Students % is that number divided by Total Enrolment.

8. ELL data is projected for the coming school year and is a count of all students identified for ELL support, regardless of level of support - ELL info for J.H. Putman PS is projected for current year.

9. % of Students attending the school, (2016/2017) who reside in a low income neighbourhood area. Based on Stats Canada data for students who reside in low-income neighbourhoods.
   If the average income for a postal code is below threshold income for the City of Ottawa, it is considered as a low-income neighbourhood.

   na - data not available

Grade 9 Students Taking an English or Mathematics Course by Elementary School Delivery Model (Track)

English 2017-18

Secondary Pathway	Elementary School Track	Grade 8 Program Taken by Student				Total
		# of English Students	% of English Students	# of French Immersion Students	% of French Immersion Students	
Academic	Single	113	64%	92	98%	205
Applied	Single	59	33%	2	2%	61
Locally Developed	Single	5	3%	0	0%	5
Total		**177**	**100%**	**94**	**100%**	**271**
Academic	Multi	999	73%	1472	98%	2471
Applied	Multi	325	24%	28	2%	353
Locally Developed	Multi	46	3%	2	0%	48
Total		**1370**	**100%**	**1502**	**100%**	**2872**
Overall Total		*1547*	*49%*	*1596*	*51%*	*3143*

Mathematics 2017-18

Secondary Pathway	Elementary School Track	Grade 8 Program Taken by Student				Total
		# of English Students	% of English Students	# of French Immersion Students	% of French Immersion Students	
Academic	Single	108	50%	86	93%	194
Applied	Single	79	37%	6	7%	85
Locally Developed	Single	28	13%	0	0%	28
Total		**215**	**100%**	**92**	**100%**	**307**
Academic	Multi	927	65%	1416	94%	2343
Applied	Multi	401	28%	85	6%	486
Locally Developed	Multi	105	7%	3	0%	108
Total		**1433**	**100%**	**1504**	**100%**	**2937**
Overall Total		*1648*	*51%*	*1596*	*49%*	*3244*

Notes.

1. This data reflects student transitions from grade 8 (2016-2017) to grade 9 (2017-2018) in English and mathematics.

2. Elementary Track refers to the language(s) of instruction offered in a school beginning in grade 1. That is, schools that only offered English/core French or only French immersion were categorized as "Single" track; those that offered a combination of English/core French and French immersion options were categorized as "Multi" track.

3. Grade 7-12 schools have not been included in these figures.

Regular English Program Dialogue/Consultation

Document Listing stemming from December 2011 OCDSB Motion *

Date	Document	Item/Comments
12 December 2011	COW Minutes Report 11-197	Motion "*That staff bring forward a proposal before June 2012 which will allow for comprehensive central dialogue and appropriate consultations with respect to regular English accommodation options and program supports and guidance to schools.*" Stems from Report 11-197 Centretown/Glebe/Old Ottawa South Accommodation Study
20 December 2011	Board Minutes	Approved Motion "That staff bring forward a proposal before June 2012 which will allow for comprehensive central dialogue and appropriate consultation with respect to regular English accommodation options and program supports and guidance to schools. Referred to Education Committee
19 June 2012	Report 12-148 to Education Committee	English Accommodation Options and Program Supports
10 April 2013	COW Minutes Parent Involvement Committee	English Accommodation Options and Program Supports
7 May 2013	Report 13-062 to COW	Plan for Comprehensive Central Dialogue and Community Consultation with respect to English Programs
7 May 2013	COW Minutes	Plan for Comprehensive Central Dialogue and Community Consultation with respect to English Programs
30 April 2014	Memo 14-077 to Trustees	Plan for Community Consultation regarding English Programs
3 February 2015	Report 15-017 to COW	Community Consultations regarding English Programs
3 February 2015	COW Minutes	Report 15-017 Community Consultation regarding English Programs
14 June 2016	Report 16-094 to COW	English Programming in the OCDSB in Context of an Elementary School Program Framework
14 June 2016	COW Minutes Re: Report 16-094 to COW	English Programming in the OCDSB in Context of an Elementary School Program Framework
18 October 2016 16 November 2016	Report 16-119 COW/SEAC for Info	Elementary School Program Framework Report
20 January 2017	Memo 17-008 to Trustees	Elementary School Program Framework

* Note that the above document listing is not intended to be a comprehensive listing of reports undertaken on this subject matter.