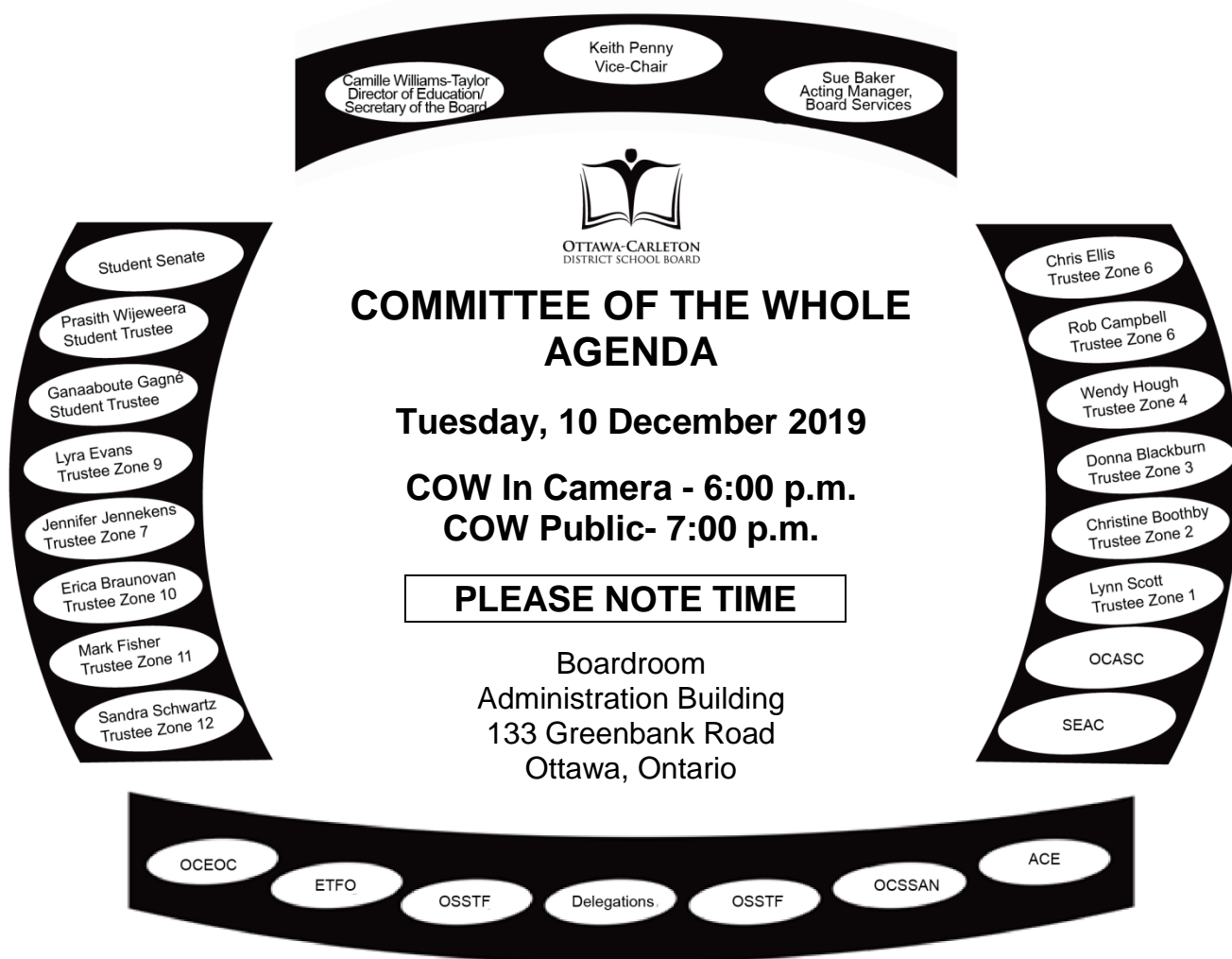




**Building Brighter Futures Together at the  
Ottawa-Carleton District School Board**



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](mailto:samantha.flynn@ocdsb.ca)

**COMMITTEE MEMBERS:**

All Trustees

**STAFF:**

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

**ASSOCIATION REPRESENTATIVES (NON VOTING):**

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

Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternate: Rob James

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

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

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

Student Senate (OCSPC or STAC), TBC

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

Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Elaine Hayles

**DISTRIBUTION:**

All Board Members, Senior Administration

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**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](mailto: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:
  - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
  - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Samantha Flynn 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](mailto: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, December 10, 2019, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

**Pages**

1. Call to Order - Vice-Chair of the Board
2. Approval of Agenda
3. Briefing from the Chair of the Board
4. Briefing from the Director
5. Delegations
6. Matters for Action:
  - 6.1 Report 19-118, Revisions to P.017.GOV Student Trustees (E. Hardie, ext. 8401) 1
  - 6.2 Report 19-125, Chapman Mills Public School Area - Intermediate & Secondary School Attendance Boundary Redirection - Approval (M. Carson, ext. 8881) 11
  - 6.3 Notice of Motion re Presentation of the Final Rideau-Gloucester Transition Monitoring Report, Trustee Schwartz 31
7. Report from Statutory and Other Committees
  - 7.1 Special Education Advisory Committee Report, 13 November 2019 33
  - 7.2 Parent Involvement Committee Report, 20 November 2019 41
  - 7.3 Indigenous Education Advisory Council Report, 14 November 2019 51
  - 7.4 Audit Committee Report, 25 November 2019 55

### *Recommendations*

- a. Approval of 2018-2019 Consolidated Financial Statements

*(recommendation dealt with at the Board meeting of 26  
November 2019)*

8. Matters for Discussion:

- |     |   |    |
|-----|---|----|
| 8.1 | Report 19-123, Annual Student Achievement Report (ASAR) 2018-2019<br>(M. Giroux, ext. 8310)                     | 63 |
| 8.2 | Report 19-113, Board Improvement Plan for Student Achievement and<br>Well-being (BIPSAW) (N. Towaij, ext. 8573) | 75 |

*Appendices A - F - Separate Distribution*

9. Information Items:

- 9.1 Report from OPSBA (if required)
- 9.2 New Ministry Initiatives Update (if required)
- 9.3 OSTA Update (if required)

10. New Business - Information and Inquiries

11. Adjournment





## COMMITTEE OF THE WHOLE (PUBLIC) Report No. 19-118

10 December 2019

### Revisions to Policy P.017.GOV: Student Trustees

**Key Contacts:** Eric Hardie, Superintendent of Instruction,  
613-596-8211, ex. 8401

#### PURPOSE:

1. To seek approval of revisions to Policy P.017.GOV: Student Trustees (Appendix A) to change the date by which elections for student trustees must be held.

#### CONTEXT:

2. Student Trustees are empowered by the *Education Act* to represent the interests of students in grades 9-12 at meetings of the Board and its standing committees.

Under the provisions of the *Education Act*, student trustees may be elected from the Student Senate and Student Presidents' Council for a one-year or two-year term. The Board, at its meeting of 26 June 2017, considered the options of one or two-year terms of office and approved a one-year term of office for student trustees, with the possibility of re-election for a second one-year term.

#### KEY CONSIDERATIONS:

3. Board Policy P.017.GOV currently addresses the requirement to elect student trustees not later than April 30 in each year.

The Ministry of Education passed *Ontario Regulation 354/18*, amending *Ontario Regulation 7/07*, to require the election of student trustee positions for a one-year term of office to be held not later than the last day of February in each year. This requirement comes into force on 1 January 2020.

To comply with the requirement, the date in section 4.1 has been revised from "April 15" to "February 14" and in section 4.3 from "April 30" to "the last day of February".

#### RESOURCE IMPLICATIONS:

4. There are no additional resource implications associated with changing the date for the election of student trustees from not later than 30 April to not later than the last day of February each year.

**COMMUNICATION/CONSULTATION ISSUES:**

5. The proposed change to Policy P.017.GOV has been discussed and agreed to by the Board's current student trustees and the Student Senate. As this change is required by legislation, no public consultation is required.

**STRATEGIC LINKS:**

6. Ensuring that the Board's policies reflect the current legislative requirements is a responsibility of the Board.

**RECOMMENDATION:**

THAT the proposed changes to the Student Trustees policy P.017.GOV (attached as Appendix A to Report 19-118) be approved.

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Eric Hardie  
Superintendent of Instruction

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

**APPENDICES:**

Appendix A: Policy P.017.GOV: Student Trustees

Appendix B: Ontario Regulation 354/18 (amending O. Reg. 07/07) Student Trustees

**POLICY P.017.GOV****TITLE: STUDENT TRUSTEES****Date Issued: 16 April 2004****Last Revised: 26 June 2017****Authorization: Board: 13 April 2004****1.0 OBJECTIVE**

- 1.1 To provide for matters relating to Student Trustees in accordance with the *Education Act* and its regulations.
- 1.2 To establish opportunities for students to become informed and involved in Board governance.
- 1.3 To provide for the payment of honoraria for Student Trustees and resources for Student Trustees to fulfill their responsibilities.

**2.0 DEFINITIONS**

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **District** means the Ottawa-Carleton District School Board.
- 2.3 **Student Trustee** means an elected student representative to the Board.
- 2.4 **Student Presidents' Council** means the organization composed of student presidents and co-presidents from each secondary school.
- 2.5 **Student Senate** means a committee comprised of one student voting representative per secondary school (grades 10, 11 or 12) that advises Student Trustees and represents students on Board Standing and Advisory Committees.
- 2.6 **Student Trustee Candidate** means a student elected by students at their secondary school to seek election for the office of Student Trustee.

**3.0 POLICY**

- 3.1 Student Trustees are elected student representatives responsible for promoting and advancing the interests of pupils.
- 3.2 The Board shall have two Student Trustees.
- 3.3 The Board recognizes the value and mentorship that comes when a Student Trustee serves two consecutive terms. Whenever possible, a Student Trustee serving their first-year is encouraged

to consider seeking election for a second term of office in accordance with election directives and qualifications below.

- 3.4 A Student Trustee's term of office begins on August 1 of the year in which the student is elected and ends on July 31 of the following year.
- 3.5 Appropriate Board documents and reasonable access to the District's electronic mailing system shall be provided to Student Trustees.

## 4.0 SPECIFIC DIRECTIVES

### Elections

- 4.1 Every Secondary school shall hold an election for the position of Student Trustee Candidate before ~~April 15~~ **February 14** in each year.
- 4.2 Where students express interest in running for Student Trustee Candidate elections, each secondary school shall directly elect one Student Trustee Candidate.
- 4.3 The District shall hold an election for the office of Student Trustee no later than ~~April 30~~ **the last day of February** in each year.
- 4.4 Student Trustees shall be elected from the list of Student Trustee Candidates. The elections shall be done indirectly by a plurality of votes of the combined-incumbent Student Senate and the incumbent Student Presidents' Council. Each member of the Student Senate shall be entitled to one vote. Each secondary school's delegation of presidents shall be entitled to one vote.
- 4.5 As per the Board's by-laws, in the event of a tie vote, a second ballot shall be held between or amongst the members involved in the tie, to break the tie. If a vote results again in a tie, the members involved shall draw cards to determine the results, using Bridge Convention to determine ranking of cards.
- 4.6 Should a Student Trustee be unable to complete the term, the Board will determine whether the vacancy should be filled and the Student Senate and Student Presidents' Council shall jointly elect a replacement through a by-election from the list of elected Student Trustee Candidates.

### Qualifications

- 4.7 A Student Trustee must be elected from the list of Student Trustee Candidates.
- 4.8 A Student Trustee must be a full-time pupil of the District in the senior division.
- 4.9 A Student Trustee may not be serving a sentence of imprisonment in a penal or correctional institution.
- 4.10 A Student Trustee will be disqualified if the student is absent without approval of the Board from three consecutive regular Board meetings which s/he has been designated to attend.
- 4.11 A Student Trustee who ceases to be qualified to act as a Student Trustee shall resign from the position. If a Student Trustee fails to resign for disqualification purposes, the Student Trustee shall be removed from office by the Director of Education or Designate.

- 4.12 If a Student Trustee wishes to resign, the student must notify the Board Chair and the chair of the Student Senate in writing, preferably 30 days in advance. Such a letter will be deemed to be a resignation.

### **Meetings of the Board**

- 4.13 A Student Trustee shall have the same opportunities as a member of the Board for participation at meetings of the Board, including Committee of the Whole and Committee of the Whole – in camera, with the exception of a meeting that is closed to the public where the subject matter under consideration involves 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 District, or a pupil or his or her parent or guardian (clause 207 (2) (b) of the *Education Act*).\*
- 4.14 A Student Trustee may speak to any matter before the Board, in accordance with the Board Governance Bylaws. Such participation shall provide for a student perspective to be heard at the table, and for feedback to students regarding Board discussions and Board decisions.
- 4.15 When representing the views of the majority of the members of the Student Senate, the Student Trustee shall so indicate.
- 4.16 A Student Trustee is able to attend a standing or advisory committee meeting of the Board. However, a Student Trustee shall not replace the role of the Student Senate members appointed in accordance with P.010.GOV: Community Involvement on Board Standing Committees.
- 4.17 A Student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees.
- 4.18 A Student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board, and if no member of the Board moves the suggested motion, the record shall show the suggested motion.
- 4.19 Student Trustees may indicate during Board debate or at the conclusion of debate prior to wrap-up their views on a motion under consideration and may request that their views be recorded in the minutes of the Board meeting.
- 4.20 A Student Trustee is entitled to require that a matter before the Board be put to a recorded vote, and in that case there shall be:
- a) a recorded non-binding vote that includes the Student Trustee's vote; and
  - b) a recorded binding vote that does not include the Student Trustee's vote.

### **Resources and Training, Honorarium, and Reimbursement of Expenses**

- 4.21 A Student Trustee shall have the same status as a Board member with respect to access to Board resources and opportunities for training.
- 4.22 A Student Trustee shall receive the maximum honoraria prescribed in the *Education Act* and/or regulations issued thereunder. The honorarium may be paid as a scholarship upon conclusion of the term.
- 4.23 The honoraria shall be prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.

- 4.24 The District shall reimburse Student Trustees for reasonable out-of-pocket expenses in accordance with Board member policy and procedures.
- 4.25 Student Trustees shall conform to the Code of Conduct required of Board members.
- 4.26 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.
- 4.27 The Student Senate shall advise the Board as soon as possible following an election or by-election of the names of the Student Trustees elected and the District shall provide the Ministry with such names, not later than 30 days after the date of the election or by-election.

## 5.0 REFERENCE DOCUMENTS

The *Education Act*, § 55; 191.2 and *Education Act* Regulations 7/07 **and 354/18**

Board By-Laws and Standing Rules

Board Policy P.004.GOV: Board Member Honoraria

Board Policy P.010.GOV: Community Involvement on Board Standing Committees

Board Policy P.039.FIN: Travel, Meal and Mileage Claims

Board Policy P.113.GOV: Student Senate

Board Procedure PR.503.GOV: Trustee Expenses for Professional Development, Constituency Communications and Support Services



Français

**ONTARIO REGULATION 354/18**

made under the

**EDUCATION ACT**

Made: April 30, 2018

Filed: May 3, 2018

Published on e-Laws: May 3, 2018

Printed in The Ontario Gazette: May 19, 2018

**AMENDING O. REG. 7/07**

**(STUDENT TRUSTEES)**

**1. Section 3 of Ontario Regulation 7/07 is amended by striking out “one” and substituting “two”.**

**2. Subsection 4 (2) of the Regulation is revoked and the following substituted:**

(2) An election for a student trustee position for a one-year term of office shall be held not later than the last day of February in each year.

(3) An election for a student trustee position for a two-year term of office shall be held not later than April 30 in each year.

**3. Subsection 5 (1) of the Regulation is amended by striking out the portion before clause (a) and substituting the following:**

**Qualifications**

(1) A person is qualified to act as a student trustee if, on the first day of school after the term of office begins, he or she is enrolled in the senior division of a school of the board and is,

. . . . .

**4. (1) Section 6 of the Regulation is revoked and the following substituted:**

**Term of office**

**6.** The term of office of a student trustee may be one year or two years and starts on August 1 of the year in which the student trustee is elected.

**(2) Section 6 of the Regulation, as remade by subsection (1), is amended by adding the following subsection:**

(2) If a board has two or more student trustees with terms of two years, the board shall ensure that its policy under section 2 provides for the staggering of terms where possible.



**5. Section 9 of the Regulation is revoked and the following substituted:****Honorarium**

**9.** The amount of the honorarium referred to in subsection 55 (8) of the Act is,

- (a) \$2,500 for each complete year that the student holds office; and
- (b) if a student holds office for a portion of a year, \$2,500 prorated according to the portion of the year the student holds office.

**6. Section 11 of the Regulation is revoked and the following substituted:****Centre Jules-Léger Consortium**

**11.** (1) The Centre Jules-Léger Consortium shall ensure that the policy referred to in section 2 provides for the following matters:

- 1. The direct election of student trustees by students of the constituency they will represent, or the indirect election of student trustees by student representatives of the constituency they will represent.
- 2. The timing of the election of student trustees.
- 3. The terms of office of student trustees, which shall not exceed two years.

(2) The procedure and timing of elections and the terms of office of student trustees for the Centre Jules-Léger Consortium shall be as provided in the policy, despite sections 4 and 6.

(3) Despite section 3, the Centre Jules-Léger Consortium shall have three student trustees as follows:

- 1. One student trustee to represent students of the school continued under subsection 13 (3.1) of the *Education Act*.
- 2. One student trustee to represent students of the school continued under subsection 13 (5.1) of the *Education Act*.
- 3. One student trustee to represent students receiving the services set out in clause 13.1 (5) (b) of the *Education Act*.

**Centre Jules-Léger Consortium, transitional**

**12.** (1) For the 2018-2019 academic year, the Centre Jules-Léger Consortium may decide whether or not to have student trustees, and if it decides to have student trustees, then,

- (a) it may appoint a student trustee to represent each constituency described in subsection 11 (3);
- (b) this Regulation, except sections 3, 4, 6, 7 and 11, applies with necessary modifications in respect of the student trustees.

(2) This section is revoked on August 31, 2019.

**Commencement**

**7.** (1) Subject to subsections (2), (3) and (4), this Regulation comes into force on the day it is filed.

(2) Section 6 comes into force on the later of the day subsection 1 (1) of Schedule 12 of the *Stronger, Fairer Ontario Act (Budget Measures), 2017* comes into force and the day this Regulation is filed.

(3) Section 2 and subsection 4 (2) come into force on January 1, 2020.

(4) Section 1 comes into force on August 1, 2020.

Made by:

Pris par :

*La ministre de l'Éducation,*

INDIRA NAIDOO-HARRIS

*Minister of Education*

Date made: April 30, 2018

Pris le : 30 avril 2018

Français





**COMMITTEE OF THE WHOLE**  
**Report No. 19-125**

**10 December 2019**

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

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

**PURPOSE:**

1. To obtain Board approval of an intermediate and secondary school attendance boundary redirection in the Chapman Mills area, west of the Woodroffe Avenue area of South Nepean. See Appendix A – General Location Map.

**CONTEXT:**

2. At the Board meeting of 24 September 2019, trustees approved the consultation plan and timeline for the intermediate and secondary school attendance boundary redirection for students residing within the Chapman Mills Public School (PS) area. (Attached as Appendix B).

The objective of the review, which included Chapman Mills PS and Longfields-Davidson Heights Secondary School (SS), was to alleviate growing enrolment pressures at Cedarview Middle School (MS) and a need to stem further enrolment growth at John McCrae SS.

In advance of the proposed consultative approach, staff formulated the following proposed plan to address enrolment pressures.

The proposed plan involves the redirection of the Chapman Mills PS (JK-grade 6) attendance boundary area from Cedarview MS (grade 7-8) and John McCrae SS (grades 9-12), to Longfields-Davidson Heights SS for grades 7-12. The redirection would commence in a phased manner with grades 7-9 in September 2020, followed by grades 7,8,9, and 10 in 2021 until full phase-in of grade 7-12 enrolment by 2023.

The impact of these proposed changes would result in the stemming of further enrolment growth at John McCrae SS (i.e., enrolment would hold in the 1400 range) while Cedarview MS would have a smaller cohort of incoming grade 7 students as its number of assigned elementary feeder schools are reduced from five to four, bringing enrolment into the 700 student range.

Over the course of the phase-in of enrolment at Longfields-Davidson Heights SS, enrolment could exceed 2500 students by 2023 with a potential need of 30

portables. This redirection will impose enrolment pressures at the school, but this larger secondary school facility is better suited to accommodate greater enrolment levels. Generally, the redirection of enrolment would serve to balance the level of overcrowding, with each secondary school being approximately 400 students over capacity.

Given the focused nature of the review and in accordance with the approved consultation plan/timelines, an advisory committee meeting and a public meeting were held.

## KEY CONSIDERATIONS:

3. In accordance with the approved consultation plan and timeline, an advisory committee met on 23 October 2019 and in response to the staff-proposed plan, raised a number of discussion points and alternate options.

Following the advisory committee meeting, a public meeting for the community was held on 13 November 2019 and was attended by more than 80 people. Included in the information package for the meeting was, the staff proposed plan, comments and alternate options raised by the advisory committee along with staff comment. Public feedback and comment received generally focused on the following issues:

- Could Chapman Mills PS graduating grade 6 students be phased-in one grade per year at Longfields-Davidson Heights SS beginning with grade 7 in 2020?
- Could the current cohort of grade 7-8 students at Cedarview MS residing in the Chapman Mills PS area be permitted to attend John McCrae SS?
- Could Chapman Mills PS area students who have a sibling at John McCrae SS be permitted to attend John McCrae SS?
- Could Chapman Mills PS area grade 6 students have the option to attend either Cedarview MS or Longfields-Davidson Heights SS for grade 7-8? (generally equivalent to the request to delay redirecting intermediates to Longfields-Davidson Heights Secondary School);
- Could area students have the option to attend either secondary school?
- There was also public comment with regard to the possibility of the District using instructional space at the Confederation Education Centre (EC) or the possibility of redirecting students to South Carleton HS; and
- Questions were raised about the existing High Performance Athlete (HPA) program at John McCrae SS.

4. Staff Comment/Response

The alternate proposal to phase-in Chapman Mills PS area grade 6 students to Longfields-Davidson Heights SS commencing with grade 7 in 2020, grade 8 in 2021 and grade 9 by 2022 would not serve to curtail enrolment growth at John McCrae SS until 2022 and therefore is not a viable option to address the immediate accommodation concerns.

There was public feedback on the issue of permitting the current cohort of grade 7-8 students at Cedarview MS (residing within the Chapman Mills PS area), to

attend John McCrae SS. It should be noted that this would have the equivalent effect as the alternate proposal noted above as grade 9 enrolments at John McCrae SS would not be impacted until 2022 and therefore is not a viable option.

In response to community feedback, staff has reviewed potential sibling considerations and is of the opinion that sibling considerations can be accommodated as detailed in Section 6 of this report. The impact of this provision is limited, as it would potentially affect 18 Grade 9 students in 2020 at John McCrae SS, 16 students in 2021 and 13 students in 2022.

There was public comment requesting that graduating Chapman Mills PS area grade 6 students be provided with the choice of attending either Cedarview MS or Longfields-Davidson Heights SS for grade 7 in 2020. Staff would be prepared to provide this additional layer of flexibility for September 2020 only, given the limited impact. In terms of implementation, area students would formally be directed to Longfields-Davidson Heights SS but provided with a one-time option to attend Cedarview MS, however students would then be directed to Longfields-Davidson Heights SS for grade 9, subject to the noted sibling provisions as detailed in Section 6. Note that permitting these students to attend Cedarview MS maintains existing transition points for those students exercising this one-time option.

A proposal to permit area students to attend either secondary school is not viable given the magnitude of enrolment levels and uncertainty that this would impose upon school organization, staffing, portable requirements, etc.

#### 5. Confederation Education Centre

The option to consider the use of Confederation EC was contemplated by staff but considered not viable at this time. Typically, staff uses an option like this to house a new school's enrolment as a group at a holding school after a funding announcement for a new school has been made, should the accommodation situation warrant. Using the Confederation EC would not be conducive to address the immediate need to alleviate growing enrolment pressures at John McCrae SS. The District would also have to consider the accommodation of the current tenants of Confederation EC, which includes the Ottawa Student Transportation Authority (OSTA) and various other tenants.

There was public comment with regard to the possibility of directing area secondary school students to South Carleton High School (HS). Staff noted that, while there are existing optional attendance areas in South Nepean for South Carleton HS, few students choose to attend given the distance and perception that it lies outside of the community of South Nepean. In addition, enrolments at South Carleton HS will only be reduced after the opening of the New Stittsville SS in 2022. This timeline would not serve to alleviate the more immediate accommodation concerns.

The issue of the High Performance Athlete program being located at John McCrae SS was raised, It was noted that enrolment this year is approximately 140 grade 9-12 students with 20 students in grade 9. Moving the program would be governed by the provisions of the Board's Policy P.105.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools and the accompanying Procedure PR.629.CUR. In addition, as just under half of this enrolment lies within the John McCrae SS boundary area, moving the HPA program is not a measure that negates our need to look at a larger boundary redirection. Moving the program would only represent a small reduction of students over a 4 year period with a phase-out.

6. A Modified Staff Recommendation

In order to alleviate growing enrolment pressures at both Cedarview MS and at John McCrae SS an attendance boundary redirection is recommended which involves the phased re-assignment of the Chapman Mills PS attendance area from both Cedarview MS and John McCrae SS to Longfields-Davidson Heights SS commencing September 2020.

Staff is recommending modifications to its original proposed plan, including a one-time option to attend Cedarview M.S., and sibling provisions in recognition of public comment received.

The recommended plan in its entirety is as follows:

- The Chapman Mills PS JK-grade 6 attendance boundary area be redirected to Longfields-Davidson Heights SS for grades 7-12 on a phased basis commencing with grades 7 and 9 in September 2020, followed by grades 7,8,9 and 10 in 2021 until full phase-in of grade 7-12 enrolment by 2023, subject to a one time option and siblings provisions noted below;
- The current (2019/2020) graduating Chapman Mills PS area grade 6 students be provided with a one-time option to attend Cedarview MS in September 2020. (This effectively allows area students a one-time choice to attend either intermediate program at Cedarview MS or at Longfields-Davidson Heights SS) In September 2021 and in years thereafter, area students would subsequently be directed solely to Longfields-Davidson Heights SS for grade 7 -12 subject to the sibling provisions noted below;
- The current (2019-2020) Chapman Mills PS area grade 6 students, attending Chapman Mills PS and Chapman Mills PS area grade 7-8 students attending Cedarview MS, may attend John McCrae SS for grade 9 -12 if they have an older sibling currently (2019/2020) attending John McCrae SS in grades 9 to 11;
- It should be noted that Chapman Mills PS area grade 8 students must have a sibling at John McCrae SS, in attendance, in the school year that they are to begin grade 9;



- This sibling provision would allow current Chapman Mills PS area grade 6, 7 and 8 students to attend John McCrae SS for Grade 9 in 2020, 2021 and 2022 at which time the current cohort of older siblings at John McCrae SS would graduate, thereby ending the sibling provision; and
- Refer to Appendices C and D for the recommended attendance boundary and enrolments under the recommended plan.

Students always have the option to apply for a student transfer under Policy P.077.PLG, Designated Schools/Student Transfers, in situations of extenuating personal circumstances. (It should be noted in this particular case however, that area schools will likely have a zero student transfer cap for 2020-2021, and that applicants will have to utilize the appeal provisions within the student transfer policy).

The public did ask if there could be flexibility with this policy. The flexibility may come, not in the timing and appeal, but with accepting limited student transfers despite a zero cap in the most extenuating circumstances.

It should be noted that Chapman Mills PS area Middle French Immersion students are already directed to Longfields-Davidson Heights SS. and that the recommended Chapman Mills PS attendance boundary redirection would likely remain unchanged given its geographical proximity to Longfields-Davidson Heights SS, under the probable future alignment of attendance boundaries associated with a new grade 7-12 Riverside South SS.

It is acknowledged that attendance boundary changes create challenges and disruption for students, families and staff at the affected schools. It is hoped that the recommended additional caveats and sibling considerations noted, serve to minimize the impacts of the recommended changes and address many of the transitional concerns raised by the community, while maintaining the need to stem enrolment pressures at John McCrae SS and alleviate growing enrolment pressures at Cedarview MS.

## **RESOURCE IMPLICATIONS:**

7. The cost of conducting the review has been managed within existing departmental budgets.

## **COMMUNICATION/CONSULTATION ISSUES:**

In accordance with the approved timeline and consultation plan, an advisory committee meeting was scheduled and held on 23 October 2019 and attended by:

- Area trustees;
- School council members;
- Principal/vice-principal representatives of affected schools (Chapman Mills PS, Cedarview MS, John McCrae SS, and Longfields Davidson Heights SS); and
- District staff.

Local area community associations were invited but were not in attendance.

On 13 November 2019, a public meeting was held in the auditorium at Longfields-Davidson Heights SS in order to receive family and community feedback on the proposed plan and other potential options.

Notice of the public meeting with translation information was provided by the following methods:

- An email distribution to the student body of each of the affected schools, or by school newsletter/website to parents and guardians of students attending the affected schools;
- A posting of the accommodation review located on the District website and board calendar and associated District social media notifications; and
- Communication through school councils and local community associations.

A binder containing public feedback in its original form has been placed in the Trustees' Committee Room for reference purposes. A digital email compilation of comments received is also being sent out on a weekly basis to trustees.

## **STRATEGIC LINKS:**

8. 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 the Chapman Mills P.S. JK-grade 6 attendance boundary area be redirected to Longfields-Davidson Heights SS for grade 7-12 on a phased basis commencing with grades 7 and 9 in September 2020, followed by grades 7,8,9 and 10 in 2021 until full phase-in of grade 7-12 enrolment by 2023 subject to Recommendations B and C to Report 19-125;
- B. THAT the current (2019-2020) graduating Chapman Mills PS. area grade 6 students be provided with a one-time option to attend Cedarview MS for September 2020, and further subject to the sibling provisions outlined in Recommendation C to Report 19-125;
- C. THAT the current (2019-2020) Chapman Mills PS area grade 6 students, attending Chapman Mills PS and Chapman Mills PS area grade 7-8 students attending Cedarview MS may attend John McCrae SS for grade 9 -12 if they have an older sibling currently (2019-2020) attending John McCrae SS in Grades 9-11; and
- D. THAT the intermediate and secondary school attendance boundary for the Chapman Mills Public School area be approved as outlined in Appendix C to Report 19-125.

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Michael Carson  
Chief Financial Officer  
(ext. 8881)

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

## **APPENDICES**

Appendix A General Location Map

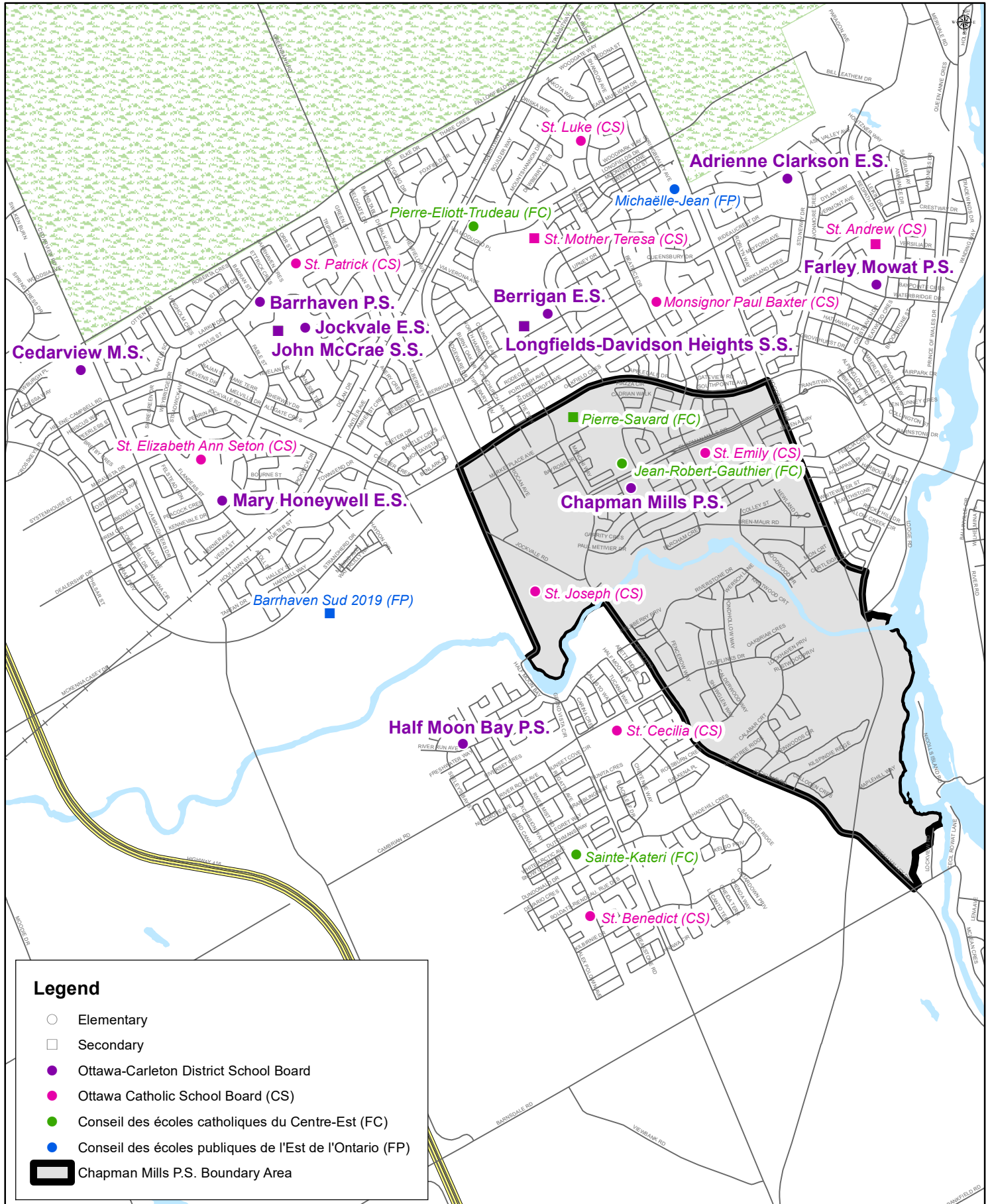
Appendix B Timeline

Appendix C Recommended Chapman Mills PS Area Attendance Boundary Redirection

Appendix D Status Quo Projected/Recommended Plan Enrolments



# General Location Map Barrhaven Area Schools







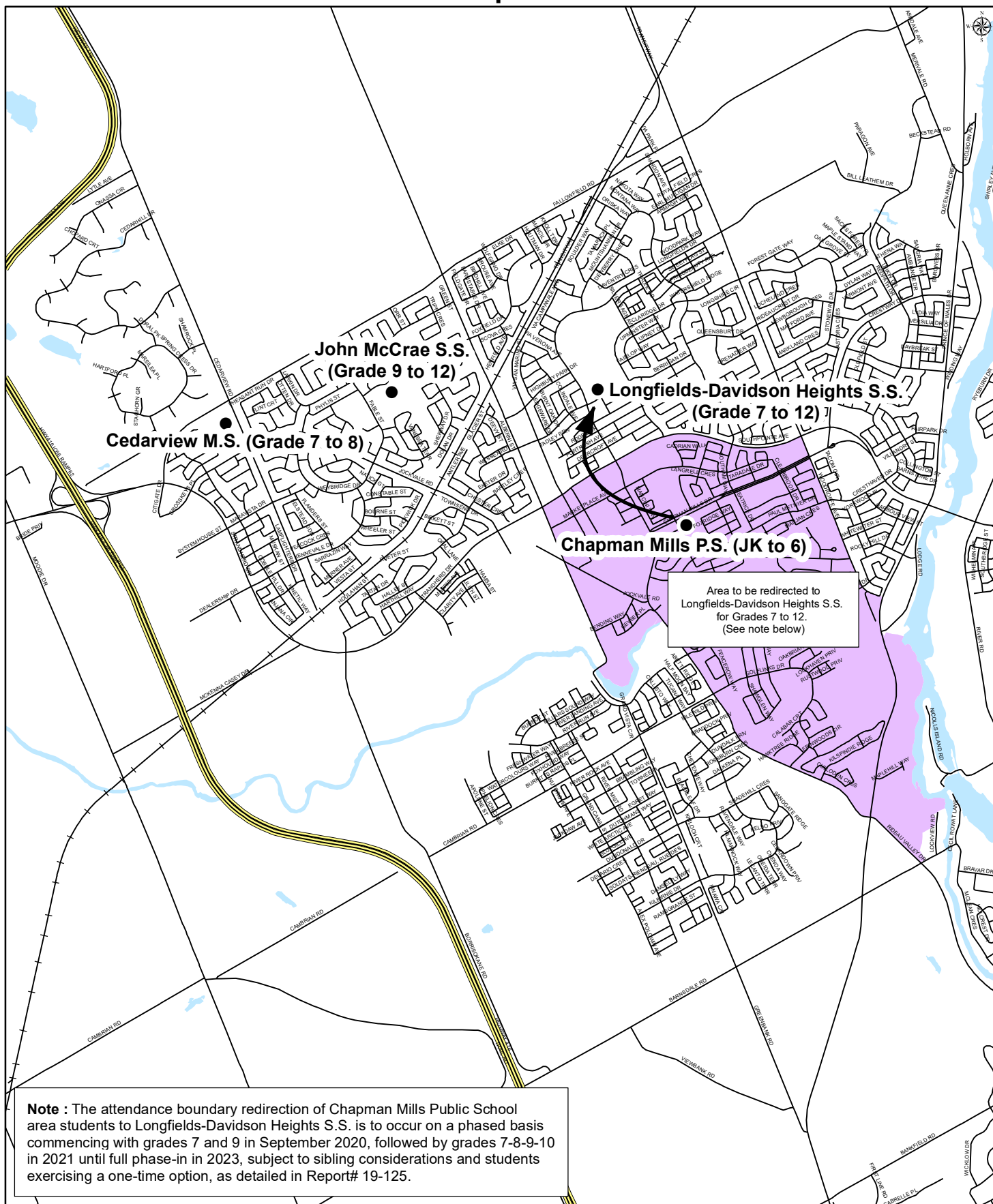
## Chapman Mills Public School Area – Intermediate and Secondary School - Attendance Boundary Redirection TIMELINE

Activity	Date
<b>Notice of Intention to Commence Study and Approve Study</b>	
➤ Committee of the Whole Meeting	17 September 2019
➤ Board Approval of Study Consultation Plan and Timeline	24 September 2019
<b>Consultative Stage</b>	
➤ Information Meeting with Affected Principals and School Council Representatives	23 October 2019
➤ Information to the Community	October 2019
➤ Public Consultation Meeting	13 November 2019
<b>Recommendation and Decision Making Stage</b>	
➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report	10 December 2019
➤ Regular Board Meeting – Final Decisions	17 December 2019
<b>Communication and Implementation Stage</b>	
➤ Communication of Board Approved Decision	January 2020
➤ Implementation of Board Approved Decision	September 2020





# Recommended Chapman Mills P.S. Area Intermediate and Secondary Attendance Boundary Redirection Effective September 2020





## Historical and Status Quo Projected Enrolments

School: Cedarview Middle School

Capacity: 711

Year	5	6	7	8	SE	Total	Portables	UF %
Actual Enrolment 2014	111	268	256	218	4	857	11	121%
Actual Enrolment 2015	12	318	286	262	6	884	12	124%
Actual Enrolment 2016		12	326	288	6	632	3	89%
Actual Enrolment 2017			322	338	6	666	3	94%
Actual Enrolment 2018			350	339	5	694	5	98%
Prelim. Sept Enrolment 2019			419	348	5	772	7	109%

Year			7	8	SE	Total	Portables	UF %
SQ Projection 2020			396	422	5	823	9	116%
SQ Projection 2021			412	407	5	824	9	116%
SQ Projection 2022			460	423	5	888	12	125%
SQ Projection 2023			459	471	5	935	14	132%
SQ Projection 2024			474	470	5	949	15	133%

### Note

SE = Congregated Special Education Classes

UF % = Enrolment divided by Capacity

## Impact of the Recommended Attendance Boundary Redirection

**School:** Cedarview Middle School

**Capacity:** 711

Year	5	6	7	8			SE	Total		UF %
Actual Enrolment 2014	111	268	256	218			4	857		121%
Actual Enrolment 2015	12	318	286	262			6	884		124%
Actual Enrolment 2016		12	326	288			6	632		89%
Actual Enrolment 2017			322	338			6	666		94%
Actual Enrolment 2018			350	339			5	694		98%
Prelim. Sept Enrolment 2019			419	348			5	772		109%

Year			7	8			SE	Total	Portables	UF %
SQ Projection 2020			313	422			5	740	6	104%
SQ Projection 2021			306	320			5	631	1	89%
SQ Projection 2022			353	313			5	671	3	94%
SQ Projection 2023			353	364			5	722	5	102%
SQ Projection 2024			365	364			5	734	6	103%

  Phase-out of Chapman Mills PS Area Students from Cedarview M.S. for Grades 7 & 8

**Note**

SE = Congregated Special Education Classes

UF % = Enrolment divided by Capacity



## Historical and Status Quo Projected Enrolments

**School:** John McCrae S.S.

**Capacity:** 996

Year	9	10	11	12	SE	Total	Portables	UF %
Actual Enrolment 2014	201	224	228	251		904	4	112%
Actual Enrolment 2015	252	221	240	256		969	4	97%
Actual Enrolment 2016	288	275	226	265		1054	2	106%
Actual Enrolment 2017	311	310	290	244		1155	4	116%
Actual Enrolment 2018	347	337	315	302		1301	12	131%
Prelim Sept. Enrolment 2019	346	382	346	326		1400	15	141%

Year	9	10	11	12	SE	Total	Portables*	UF %
SQ Projection 2020	357	377	390	367		1491	10 - 19	150%
SQ Projection 2021	410	389	385	413		1597	13 - 23	160%
SQ Projection 2022	400	447	397	408		1652	15 - 25	166%
SQ Projection 2023	410	436	456	421		1723	18 - 28	173%
SQ Projection 2024	450	447	445	483		1825	22 - 32	183%

**Note**

SE = Congregated Special Education Classes

UF % = Enrolment divided by Capacity (Note that Capacity was 807 in 2014)

\* A range in portable requirements is provided due to proposed changes in secondary class sizes and uncertainty with implementation of same

## Impact of the Recommended Attendance Boundary Redirection

School: John McCrae S.S.

Capacity: 996

Year	9	10	11	12	SE	Total		UF %
Actual Enrolment 2014	201	224	228	251		904		112%
Actual Enrolment 2015	252	221	240	256		969		97%
Actual Enrolment 2016	288	275	226	265		1054		106%
Actual Enrolment 2017	311	310	290	244		1155		116%
Actual Enrolment 2018	347	337	315	302		1301		131%
Prelim Sept. Enrolment 2019	346	382	346	326		1400		141%

Year	9	10	11	12	SE	Total	Portables*	UF %
SQ Projection 2020	274	377	390	367		1408	7 - 15	141%
SQ Projection 2021	337	299	385	413		1433	8 - 16	144%
SQ Projection 2022	317	367	305	408		1397	7 - 15	140%
SQ Projection 2023	304	346	375	323		1347	5 - 13	135%
SQ Projection 2024	346	331	352	397		1426	7 - 15	143%

Phase-Out of Chapman Mills PS Area Students  
from John McCrae SS for Grades 9-12

### Note

SE = Congregated Special Education Classes

UF % = Enrolment divided by Capacity (Note that Capacity was 807 in 2014)

\* A range in portable requirements is provided due to proposed changes in secondary class sizes and uncertainty with implementation of same



## Historical and Status Quo Projected Enrolments

**School:** Longfields-Davidson Heights S.S.

**Capacity:** 2057

Year	7	8	9	10	11	12	SE	Total	Portables	UF %
Actual Enrolment 2014	364	361	324	342	343	299	11	2044	27	151%
Actual Enrolment 2015	342	391	365	346	351	346	12	2153	12	105%
Actual Enrolment 2016	349	361	384	372	354	356	12	2188	12	106%
Actual Enrolment 2017	332	358	349	388	372	362	11	2172	12	106%
Actual Enrolment 2018	329	346	346	361	404	392	18	2196	10	107%
Prelim. Sept Enrolment 2019	331	335	318	346	358	415	18	2121	10	103%

Year	7	8	9	10	11	12	SE	Total	Portables*	UF %
SQ Projection 2020	327	337	317	332	367	386	18	2084	1 - 9	101%
SQ Projection 2021	320	338	314	327	339	378	18	2034	0 - 6	99%
SQ Projection 2022	304	331	315	324	334	349	18	1975	0 - 4	96%
SQ Projection 2023	333	315	308	325	331	344	18	1974	0 - 4	96%
SQ Projection 2024	303	345	293	318	332	341	18	1950	0 - 3	95%

Note

SE = Congregated Special Education Classes

UF % = Enrolment divided by Capacity (note that Capacity was 1353 in 2014)

\* A range in portable requirements is provided due to proposed changes in secondary class sizes and uncertainty with implementation of same

## Impact of the Recommended Attendance Boundary Redirection

**School:** Longfields-Davidson Heights S.S.

**Capacity:** 2057

Year	7	8	9	10	11	12	SE	Total		UF %
Actual Enrolment 2014	364	361	324	342	343	299	11	2044		151%
Actual Enrolment 2015	342	391	365	346	351	346	12	2153		105%
Actual Enrolment 2016	349	361	384	372	354	356	12	2188		106%
Actual Enrolment 2017	332	358	349	388	372	362	11	2172		106%
Actual Enrolment 2018	329	346	346	361	404	392	18	2196		107%
Prelim. Sept Enrolment 2019	331	335	318	346	358	415	18	2121		103%

Year	7	8	9	10	11	12	SE	Total	Portables*	UF %
SQ Projection 2020	410	337	400	332	367	386	18	2250	7 - 16	109%
SQ Projection 2021	426	424	397	413	339	378	18	2395	14 - 23	116%
SQ Projection 2022	408	441	395	410	421	349	18	2442	16 - 25	119%
SQ Projection 2023	437	422	410	407	418	434	18	2546	20 - 30	124%
SQ Projection 2024	409	452	393	423	416	431	18	2542	20 - 30	124%

Phase-In of Chapman Mills PS Area Gr 7's from Cedarview M.S. to LDH

Phase-In of Chapman Mills PS Area Gr 9's from John McCrae S.S. to LDH

**Note**

SE = Congregated Special Education Classes

UF % = Enrolment divided by Capacity (note that Capacity was 1353 in 2014)

\* A range in portable requirements is provided due to proposed changes in secondary class sizes and uncertainty with implementation of same



To: Chair and Members  
Committee of the Whole

DATE: 10 December 2019

RE: Notice of Motion re Presentation of the Final Rideau-Gloucester  
Transition Monitoring Report

Trustee Schwartz has given notice that she intends to move as follows at the Committee of the Whole meeting of 10 December 2019:

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

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

WHEREAS the Committee of the Whole, at its meeting on 19 November 2019, defeated a motion to reduce the number of transition monitoring reports and, during the debate, made a number of suggestions with respect to the content and timing of the final report;

WHEREAS the purpose of the transition monitoring reports is to ensure ongoing monitoring of student achievement and well-being during the transition process, and to inform future amalgamation decisions;

THEREFORE BE IT RESOLVED

**A. THAT the date for the presentation of the final Rideau-Gloucester Transition Monitoring Report be delayed until the Fall of 2020 so that current year EQAO data can be included in the final analysis; and**

- B. THAT staff consult with the school council at Gloucester High School to discuss the feasibility, usefulness, and relevance of the data to be collected and reported on in the final report.**

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

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Michèle Giroux  
Executive Officer  
Corporate Services

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





## SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, November 13, 2019, 7:00 pm  
Trustees' Committee Room  
133 Greenbank Road  
Ottawa, Ontario

Members: Rob Kirwan (Community Representative), Rob Campbell (Trustee), Lyra Evans (Trustee), Cathy Miedema (Association for Bright Children), Katie Ralph (Autism Ontario, Ottawa Chapter), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Jim Harris (VOICE for deaf and hard of hearing children), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Lisa Paterick (VIEWS for the Visually Impaired), Nicole Ullmark (Easter Seals Ontario)

Association  
Representatives (Non-  
Voting): Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Nancy McLaren Kennedy (Professional Student Services Personnel), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers)

Staff and Guests:  
Members: Lynn Scott (Trustee), Ganaabout Gagne (Student Trustee), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (System Principal Learning Support Services), Christine Kessler (System Principal Learning Support Services), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Chair Kirwan called the meeting to order at 7:14 p.m.

2. Approval of the Agenda

**Moved by Sonia Nadon-Campbell**

**THAT the agenda be approved.**

## Carried

### 3. Delegations

#### 3.1 Kevin Thompson, re: Proposal for Transition Counsellor/Coordinator

Mr. Thompson, co-chair of the Ottawa Technical Secondary School (OTSS) school council, expressed concern that the OCDSB has no formal mechanism to implement effective transition plans for students with exceptional needs.

He proposed that in order to effectively implement the legal requirements for transition planning under *Ontario Regulation 181/98* and 2013 Memorandum, that the Board (a) amend Policy P.096.SES to make post-graduation transition planning a part of the *Guiding Principles and Key Learning Supports* and consider whether a specific Board Procedure on Transition Planning should be developed and (b) expressly set aside dedicated resources to assist parents, students, principals and teachers in developing detailed transition plans ("transition counselor"). He suggested two options: Identify dedicated support staff at each school where the numbers of students warrant; or designate a central Board resource person(s) to consult and provide advice to principals, teachers and parents.

Ms. Houlden shared her support for the proposal. She noted that "Connecting with Agencies" documents were created to help parents with transitions. She offered to share it with SEAC.

Mr. Harris queried the ability to measure the delivery of the desired result. Mr. Thompson responded that within the framework, developed by the Ministry of Education in 2013, a review and update of an integrated transition plan is recommended after a period of initial implementation.

Superintendent Symmonds confirmed that there are a variety of supports for students to access; however, dedicated transition employees are not a part of the District's current staffing complement. Ms. Kessler stated that she did attend an OTSS school council meeting in the spring and shared the concerns with the LSS Team. Subsequently, transition planning is an element of the LSS workplan for 2019-2020.

Trustee Campbell requested clarification on the services and supports noted within proposal. Mr. Thompson replied that his goal was to raise awareness about the issue. Hiring a councilor is an option. Another would be a coordinator who could meet with and discuss best practices, facilitate introductions to employers, and encourage community participation events.

Chair Kirwan communicated his disappointment in Developmental Services Ontario, the mandated governmental body leading transition

support for special education students. He suggested that Transition Planning be added to the long range agenda.

4. Review of Special Education Advisory Committee Report

4.1 09 October 2019

**Moved by Jim Harris**

**THAT the report from the 9 October 2019 SEAC meeting be received.**

**Carried**

4.2 Review of Long Range Agenda

The long range agenda was provided for information.

Ms. Miedema requested that the topics "The OCDSB Guide to Supporting Gifted Learners in the Regular Classroom" and "The OCDSB Interest Academy" be added to the long range agenda as ongoing items.

Trustee Lyra Evans requested that "Memo 19-123, Cost of the Summer Learning Program" be added to the 4 December 2019 SEAC meeting agenda.

4.3 Motion/Action Tracking Report, Business Arising

The Motion/Action Tracking Report was provided for information.

5. Action/Discussion/Information Items

5.1 Report 19-114, In Year Support for Students with Autism Spectrum Disorders and Developmental Disabilities

Your committee had before it Report 19-114, providing information on in-year support for students with Autism Spectrum Disorders (ASD) and Developmental Disabilities (DD).

There has been an unexpected increase in the number of students with complex needs, both DD and ASD. After the spring planning process fourteen new specialized program classes were opened to address the projected student needs and to minimize waitlists. LSS is investigating whether this year's number of unexpected students is an anomaly or a trend to be anticipated annually.

To be able to provide the necessary support for these students, the following in-year supports are recommended: 25.0 FTE Educational Assistants (EAs) and 1.0 FTE Itinerant ASD/DD teacher. The increase in staffing ensures student safety, provides coaching support for classroom teams to facilitate developmentally appropriate educational programming and promotes the development of school readiness skills.

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

- All the specialized classes for these two exceptionalities are full. Vacancies arise when students leave the program or transfer. Twenty-one ASD students are on the waitlist for placement. Fourteen vacancies are projected for the end of 2019-2020. At Clifford Bowey Public School and Crystal Bay Centre for Special Education there are six students on the waitlist;
- Ms. Dlouhy commended LSS on their immediate response to the needs of these students. She remarked that online registration may be a factor, as parents and their children are not visiting the school in-person, in advance. Many complex needs were identified in this initial visit through conversations. Human relationships are fundamental to supporting special education students;
- The proposal to the Board seeks to utilize the funding reserve and will not negatively impact other programs;
- LSS is working with Human Resources to develop a strategy to help to address the EA shortage in the District;
- Some new Canadian students have complex communication needs, which has placed a strain on some elementary schools; and
- These students will attend their designated schools.

## 5.2 Memo 19-119, Ontario Human Rights Commission (OHRC) Launches Right to Read Public Inquiry

Your committee had before it Memo 19-119, providing information on the Ontario Human Rights Commission (OHRC) launching a *Right to Read* public inquiry to address concerns that Ontario's public education system may be failing to meet the needs of students with reading disabilities. The OHRC is conducting a public inquiry to determine if these students have meaningful access to education, as required by the Ontario *Human Rights Code* (*Code*). Specifically, the OHRC will assess school boards against five OHRC benchmarks for an effective systemic approach to teaching all students to read:

- Universal Design for Learning (UDL);
- Mandatory early screening;
- Reading intervention programs;
- Effective accommodation; and
- Psycho-educational assessments (if required).



Dr. Mamen expressed the view that this is an important project and it will require consistent monitoring to ensure the inquiry meets its objectives. The item will be added to the SEAC long range agenda for future updates and discussion.

Chair Kirwan suggested confirming with OHRC whether this inquiry will extend to Special Education Advisory Committees.

Superintendent Symmonds noted that the inquiry is broad reaching and its scope is beyond that of LSS. LSS will collaborate with other departments to assist with the production of documents, data and information to add to the inquiry. The OHRC plans to have recommendations from this inquiry by 2020.

### 5.3 Memo 19-131, Release of the Ontario Autism Advisory Panel Report

Your committee had before it Memo 19-131, providing information regarding the development of a new needs-based Ontario Autism Program (OAP) by April 2020.

Superintendent Symmonds highlighted that the Ontario Autism Program Advisory Panel Report can be accessed online and contains several recommendations. The Panel explicitly notes that recommendations should be funded by the Ministry of Education. The Panel recommended the formation of an education advisory committee on Autism before the end of 2019. He noted that at present, there is no change to the District's practices regarding programs and services to support students with autism. LSS continues to monitor Ministry of Children, Community and Social Services (MCCSS) and the Ministry of Education (EDU) announcements and will provide updates as details become available.

## 6. Department Update

### 6.1 Superintendent's Report

Superintendent Symmonds provided the committee with a brief departmental update:

- The pilot use of the "OCDSB Guide to Supporting Gifted Learners in the Regular Classroom" and the "OCDSB Interest Academy" has begun. New schools have been identified as changes in enrollment have impacted plans. Program Evaluator Steven McKibbin will utilize surveys to collect and analyse the feedback of staff, parents and students. LSS will release a report on the pilot in spring 2020;
- LSS was well represented at the PIC Parent Conference on 9 November 2019. The LSS team conducted various workshops on understanding and accessing special education, developing self-regulation in children and parent/child connection; and

- Executive Director, Susan Hopkins, of The MEHRIT Centre has been engaged to join LSS at the December department meeting to offer suggestions in support of building capacity in schools to promote children's self-regulation.

## 6.2 Special Education Plan (Standards)

### a. Special Education Staff (Discussion)

System Principal Hannah provided the specific details on OCDSB staff to the committee, however she noted the numbers will be updated as the chart reflects data from 2018-2019.

Mr. Harris suggested listing general tasks to be completed by all itinerants then separately detailing those specific tasks according to each exceptionality.

Ms. Houlden requested that an updated version of Quality Program Indicators be included.

Trustee Campbell inquired about tangible comparisons for LSS staff role standardization across all Ontario school boards. Superintendent Symmonds noted that in the past he has discovered that job categorization and responsibilities differs from district to district.

Ms. Miedema highlighted the distinction between the descriptions of multi-disciplinary teams and other lone personnel. System Principal Kessler explained that all staff work together however there are individual titles for some roles. There are many support descriptions and staff are working on simplifying the language for parents.

Ms. Gardner underscored the position that teachers are not therapists. Superintendent Symmonds referred to the Policy/Program Memorandum No. 140 (PPM) where teachers will incorporate methods of Applied Behaviour Analysis (ABA) but, for example, they will not conduct Intensive Behavioural Intervention (IBI) therapy.

### b. Staff Development (Perusal)

The plans to update the staff development section include alignment with the strategic plan and considerations in the upcoming budget approval process. System Principal Hannah drew attention to the New Teacher Induction Program (NTIP), a Ministry of Education initiative where new teachers are paired with a teacher mentor as they build knowledge, skills and self-confidence. They also participate in an extensive and differentiated professional development program designed to address the specific needs of

these new professionals in the areas of classroom management, assessment and evaluation, teaching students with special education needs, and literacy and numeracy.

Dr. Mamen indicated that last year there was a request from both the Association of Bright Children (ABC) and Learning Disabilities Association of Ottawa-Carleton (LDAO) for professional development for classroom teachers for tier one interventions. She queried whether any of these developmental activities address this request. Superintendent Symmonds responded that the support for teachers is done predominantly through a coaching model with the Program and Learning Team, formerly known as Curriculum Services. Advancements in the Learning Disability Specialized Intervention Program (LDSIP) include working with teachers in the half day programming of this specialized training.

Ms. Miedema noted that of the fifty-six Special Education Workshops, not all courses pertain to Special Education. She suggested that some courses be omitted in favour of directing funds towards teacher education to supporting students with special education needs.

c. Categories and Definitions of Exceptionalities (Independent Review)

The standard of Categories and Definitions of Exceptionalities were provided for independent review. System Principal Hannah explained that the information contained within this standard is determined by the Ministry of Education.

In response to a query from Trustee Campbell, Superintendent Symmonds responded that we do not currently have a way to identify “non-exceptional” IEPs against one of the identified exceptionalities. Ms. Miedema noted that the Ottawa Catholic School Board has a system in place to help include specific details on the IEP. Administration uses these details to provide greater supports for the students without referring the student to the Identification, Placement and Review Committee (IPRC). The EQOA data is reported on by exceptionality.

7. Committee Reports

7.1 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

7.2 Parent Involvement Committee

Chair Kirwan reported that he and Ms. Campbell staffed the SEAC table at the 2019 Parent Conference and School Council Training Day.

### 7.3 Board

There was no report from the Board.

### 7.4 Committee of the Whole

There was no report from the Committee of the Whole.

## 8. New Business

Chair Kirwan noted that the 4 December 2019 will include elections for committee appointments. He urged committee members to be prepared to nominate others or self-nominate.

Ms. Ullmark announced that the provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) is seeking assistance with a survey of SEAC members. The survey is available on their website until January 2020.

Ms. Gardner announced that the Ottawa Community Forum on Education is hosting an expert panel to discuss education issues on Thursday, November 21, 2019 at Broadview Avenue Public School Library.

Ms. Miedema announced that ABC is presenting two workshops on supporting gifted children on Wednesday, November 27, 2019 and Wednesday, December 11 at the Revel Academy.

Superintendent Symmonds made a presentation of gratitude to Chair Kirwan on behalf of SEAC in appreciation of his leadership over the past eleven years.

## 9. Adjournment

The meeting adjourned at 10:18 p.m.

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Rob Kirwan, Chair, Special Education Advisory Committee



## **PARENT INVOLVEMENT COMMITTEE**

**Wednesday, November 20, 2019**

**6:00 pm**

**Trustees' Committee Room**

**133 Greenbank Road**

**Ottawa, Ontario**

Members: Mostafizur Khan, Carm Janneteau (electronic communication), Gita Nurlaila, Diana Mills, Malaka Hendela (OCASC Member), Martyn Reid (OCASC Member), Seyi Okuribido Malcolm (Parents for Diversity - Community Member)

Non-Voting Members: Brett Reynolds (Associate Director), Wendy Hough (Trustee), Sarah Pope (Principal, Castlefrank Elementary School)

Staff and Guests: Lynn Scott (Trustee), Donna Blackburn (Trustee), Michele Giroux (Executive Officer, Corporate Services), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Senior Board Coordinator)

1. Call to Order

Chair Khan called the meeting to order at 6:17 p.m.

2. Approval of Agenda

Moved by Malaka Hendela,

THAT the agenda be approved.

Ms. Hendela requested that item 6.d be revised to read 'draft'.

**Moved by Malaka Hendela,**

**THAT the agenda be approved, as amended.**

**Carried**

3. Review of PIC Report October 16 2019

**Moved by Martin Reid,**

**THAT the PIC Report of 16 October 2019 be approved.**

**Carried**

Ms. Janneteau and Mr. Khan suggested that reference to the Ontario Regulation Ontario 612/00 also include 331/10.

On a point of clarification Ms. Hendela noted that Regulation 612/00 is the standing legislation and 330/10 is the amending legislation. To only include reference to 330/10 would be incorrect.

Executive Officer Giroux advised that staff will take the recommendation under advisement.

### 3.a Business Arising from the Minutes

There was no business arising from the minutes.

#### 1. 2019-2020 Workplan

The Draft PIC 2019-2020 Workplan was provided for information. Staff advised that the workplan is separated into four themes, as discussed at the 16 October 2019 PIC meeting. The themes are as follows: Supporting Parent Engagement in Established Processes and Structures, Overcoming Barriers to Parent Involvement, Enhancing the Role and Functioning of the Committee; and Advising District on Key Initiatives.

Members noted that the draft workplan is a good first step but suggested that another meeting should be considered to discuss and approve the PIC 2019-2020 work plan.

Staff advised that both the PIC Bylaws and workplan should be finalized at the 15 January PIC meeting;

**Moved by Martyn Reid,**

**A. THAT a sub-committee be established to draft the 2019-2020 workplan and report to the 15 January 2019 PIC meeting; and**

**B. THAT Martyn Reid, Malaka Hendela, Seyi Okuribido Malcolm, Diana Mills, Wendy Hough, Carm Janneteau, Mostafizur Khan be appointed as members to the workplan sub-committee.**

**Carried**

### 4. Action Items

#### 4.a Report 19-122, Parent Involvement Committee Member Confirmation

Your committee had before it Report 19-122 to recommend parent members to the Parent Involvement Committee (PIC).

**Moved by Diana Mills, seconded by Gita Nurlaila,**

**A. THAT the following nine persons be appointed to the PIC for the term identified:**

Name	Membership	Term
Noura Ahmed	Parent Member	2019-2021
Malaka Hendela	Parent Member (OCASC Rep)	2019-2020
Jennifer Hood	Parent Member	2019-2021
Amber Labelle	Community Member (Parents for Diversity Alternate)	2019-2021
Diana Mills	Parent Member	2019-2021
Gita Nurlaila	Parent Member	2019-2020
Seyi Okuribido Malcolm	Community Member (Parents for Diversity)	2019-2021
Kahmaria Pingue	Parent Member	2019-2020
Martyn Reid	Parent Member (OCASC Rep)	2019-2020

**B. That the following persons be added to a wait list for appointment to PIC in the event of a vacancy; Michelle Reimer and Lynda Hinch.**

**Carried**

5. Discussion Items

5.a Memo, Board Improvement Plan for Student Achievement and Well-being (BIPSAW) 2019-2020

Superintendent Towaij advised that the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) for 2019-2020 is focused on mathematics, with a specific focus on students in grades 3, 6, and 9 applied classes. She noted that research shows that there is a correlation between student perceptual and attitudinal data and achievement. She noted that parental input into the factors that contribute to a student's positive perception of mathematics will help inform the work of the District.

Superintendent Towaij led the PIC in an exercise designed to elicit some ideas on the ways the District can increase student achievement and

confidence in mathematics. She noted that every single child is a math child and the role and responsibility of the District is to ensure that kids are capable and confident in their math skills and abilities.

Superintendent Towaij noted that all school improvement plans feature mathematics. School councils, parents and student voice are required to ensure the District understands inclusivity inside a math class.

Superintendent Towaij noted that students report a significantly higher level of confidence in their literacy skills. The questions will be posed in all schools and a dotmocracy will help determine the highest ranking ideas. Parents will be asked to vote on the three things the District should commit to doing to help children feel more confident in their math skills.

Supertintendent Towaij noted that it is important to note that the questions and the corresponding charts within the BIPSAW were created by EQAO and not the District. The District is therefore unable to change the questions.

#### 5.b Report 19-120, 2019-2020 Parents Reaching Out Grant

Your Committee had before it Report 19-120, outlining possible approaches for the allocation of the 2019-2020 Parents Reaching Out (PRO) Grant funding. The Ministry allocated \$40,521.00 in PRO Grant funding to the District to spend at their discretion, subject to parameters specified in the Transfer Payment Agreement.

During the discussion of possible approaches for the allocation of the 2019-2020 PRO Grant funding and in response to queries, the following points were noted:

- The District has historically received PRO Grant funding in the range of \$70,000 to \$80,000;
- To date, the province has been silent on announcements regarding changes to the program;
- Possible allocation strategies may include:
  - Distributing a fixed amount to all school councils to “top up” their \$500 Parent Involvement allocation;
  - Distributing a fixed amount to some school councils based on need;
  - Distributing the funds through a grant application program; or
  - Using the funds to create some parent engagement modules and resources for school councils.



- Chief Financial Officer Michael Carson indicated that the District would cover the cost of the Parent Conference to ensure the amount supplied from the province is available for allocation;
- The province requires that the funding be allocated and disbursed by June 2020. Any remaining funds must be returned;
- In the past, the province published a list of PRO Grant recipients and associated projects;
- The transfer payment agreement is clear that the province will provide the funds but not denote the authority for allocation;
- Ms. Hendela queried the amount allocated to special environmental projects through the 2019-2020 budget and that she has received no information on how councils may access this fund. She suggested that school projects related to the environment could be funded from the budget allocating for special environmental projects. This would make available the PRO Grant funding for other schools;
- Ms. Hendela cautioned against using the funds exclusively for a one-day event where participation may be capped;
- The spending of the PRO Grant is dependent on the dedication of the school council, some councils apply and receive funding but are unable to use it;
- An opportunity to partner with schools that need additional funding or who may not have a school council should be considered;
- The allocation does not have to be application-based. However, strategies for equitable distribution and possible areas of focus must be considered;
- Trustee Hough noted that if \$40,000 is the new level of funding, the allocation objectives should focus on the school learning plan and the board improvement plan;
- As the final report from schools that received PRO Grant funding was rarely received by the District, there is no way to assess the success or failure of the initiative;
- There is no carry forward of the PRO Grant funds;
- Typically PRO Grant funding to schools has been used for family night activities which limits its use, and many of those activities are volunteer intensive;

- Further thought and consideration of the appropriate distribution of PRO Grant funding to support specific initiatives for schools in need is required;
- The costs of the Speaker Series will be managed independently of the PRO Grant. Staff aim to attract and utilize more local speakers to help lower the cost;
- CFO Carson will attend the 21 November 2019 OCASC meeting and can provide further information on funding;
- Staff will prepare and execute a Thoughtexchange to solicit ideas on the allocation of the PRO Grant. Notice of the Thoughtexchange will be communicated in the School Council Newsletter, the District website, school websites and social media;
- OCASC will discuss the matter with their membership at 21 November 2019 meeting; and
- A report on the ThoughtExchange results and possible recommendations will be provided to the 15 January PIC 2020 meeting.

## 6. Information Items

### 6.a Chair's Report

Chair Khan thanked everyone for their contributions to the success of the Parent Conference and School Council Training Day.

Chair Khan noted that he attended the school year calendar committee meeting on behalf of PIC on 19 November 2019.

Chair Khan encouraged the members to review the upcoming speaker series events and note them in their calendars.

### 6.b Director's Report

Associate Director Reynolds noted that both the Ontario Secondary School Teachers' Federation (OSSTF) and the Elementary Teachers Federation of Ontario (ETFO) are in a legal strike position. Both unions have advised of strike action in the form of a "work to rule" or "partial withdrawal of service" beginning Tuesday, November 26, 2019. Associate Director Reynolds noted that the strike action primarily impacts administrative duties; all classroom activities, extracurricular programs, and extended day programs will continue as usual. Communication will continue to parents on all channels. Schools will remain open and ready to receive students. Should closures be required, the District will broadly announce the decision. Messages will be translated, and staff is working

with principals in schools where additional communication support may be required.

Associate Director Reynolds announced that as part of a commitment to better understand the challenges students are facing and where more support is needed, the Valuing Voices survey will launch on 26 November and continue until 13 December 2019. Parents of students in Kindergarten to Grade 6 will complete the survey, and students in grades 7 to 12 will complete the survey during class time. Staff anticipates that initial findings will be available in the spring of 2020, and the data will be used to augment other data sets, including the Annual Student Achievement Report.

Associate Director Reynolds advised that 7,000 District staff have completed and participated in the Commit to Kids Training program. The District aims to create a culture where predatory behaviours are identified, reported, and addressed. He added that a draft sexual child abuse prevention policy would be presented to the Board in December 2019.

Associate Director Reynolds advised that the District will begin its consultation on the Safe Schools Policy review. The District will seek input and feedback on policies for dress code, code of conduct, safety in schools, and other preventive/proactive policies that assist in setting the tone for school culture. The District will begin consultation after the Board approves the consultation plan. Phase 1 of the plan will commence in January 2020. The input from the community will help inform the draft. The District will host two large parent forums, and several other opportunities to provide feedback will be offered to the community before the release of the draft in June 2020.

6.c Memo on Updates to the Parent Involvement Committee By-laws and Standing Rules

A memorandum entitled "Updates to the Parent Involvement Committee By-Laws and Standing Rules" was provided for information. The memorandum outlines some issues and/or concerns that have been identified in the PIC By-Laws and Standing Rules. Staff plans to bring an action report to the 15 January 2020 meeting with recommendations to update the By-Laws. PIC were invited to review Regulation 330/10 and the PIC By-Laws and to be prepared to provide insights into possible updates to the By-Laws.

Executive Officer Giroux noted that an orientation session, outside of the PIC meeting schedule, will be held with new members. The By-Laws and other PIC related information will be shared with the new members to ensure they are prepared to provide input into the discussion at the 15 January 2019 meeting.

6.d Draft 17 October 2019 Ottawa-Carleton Assembly of School Councils (OCASC) Report

Mr. Reid noted that the draft 17 October 2019 OCASC report was provided for information. He advised that OCASC has few administrative volunteers and that they would supply the draft report when possible.

Mr. Reid invited PIC members to attend OCASC meeting.

In response to a query from Ms. Mills, Mr. Reid noted that OCASC does not have the mandate to speak to anyone other than its members. Each member school contributes \$35.00 in dues, and schools that are unable to pay are also accepted. Ms. Hendela noted that PIC has a legislative mandate to reach all school councils.

Executive Officer Giroux advised that OCASC meetings and further information on OCASC is included in the School Council Newsletter. She indicated that the District could not supply OCASC with contact information for all school and school council chairs for privacy reasons.

Mr. Reid queried the status of the migration of school council websites to the District school website and the District's outreach plan to engage schools to fill gaps. Executive Officer Giroux advised that information will be provided to schools, and staff continue to work on the migration.

6.e PIC Correspondence Register

The PIC Correspondence Register was provided for information.

7. New Business

Executive Officer Giroux advised that the Board has expanded the pilot program of a new attendance application. The application will be further tested in twelve schools, in an effort to resolve issues before a District-wide rollout.

In response to a query from Ms. Hendela, Executive Officer Giroux noted that the media has recently released a report on water quality in the province. The release of information included a database of Ontario schools and identified the number and percentage of tests for lead in comparison to Health Canada recommendations. She noted that the data is not current and that all District elementary schools are in compliance with the requirements of Ontario's Safe Drinking Water Act. The testing results and actions to address issues are shared with the Ontario government, Ottawa Public Health, and are also posted to the District website.

8. Adjournment

The meeting adjourned at 8:41 p.m.







## INDIGENOUS EDUCATION ADVISORY COUNCIL

**November 14, 2019  
6:00 pm  
Gloucester High School  
2060 Ogilvie Road  
Ottawa, Ontario**

**Members:** Raiglee Alorut, Inini McHugh

**Non-Voting Members:** Wendy Hough (Trustee), Dorothy Baker (Superintendent of Instruction), Jody Alexander (Vice-Principal, First Nations, Métis, and Inuit Education), Jesse Kavanaugh (Student), Chantel Verner (Instructional Coach)

**Staff and Guests:** Donna Blackburn (Trustee), Ganaabouté Gagne (Student Trustee), Josh Lewis (Coordinator, First Nations, Métis, and Inuit Education), Nina Stanton, Kareena Butler, Leigh Fenton (Board/Committee Coordinator)

### **1. Opening**

Vice-Principal Alexander called the meeting to order at 6:35 p.m. Mr. Lewis opened the meeting with a smudging.

### **2. New Business**

Student Trustee Gagne shared that both he and Student Trustee Wijeweera have been visiting schools to speak to students about their learning experiences. Through these visits, they have become cognizant that the 'Implementation of Indigenous Studies' Course, an Grade 11 English language course with an Indigenous focus, serves to deliver the greatest in-class appeal to non-Indigenous students. Some Indigenous students have expressed disparagement towards the program, as cultural context is rife with complexities. Ms. Verner is an Educator who leads the delivery of these courses. She responded that these courses were not designed to teach culture and the message provided at the outset of the course highlights that the teacher is not the expert. She added that in advance of every session, notice is provided to students describing the upcoming course outline. This disclosure of potentially sensitive material gives the student the opportunity to decide if the subject matter will induce anxiety or trauma. Vice-Principal Alexander encouraged Trustee Gagne to bring forth any further concerns heard from students. She noted that the program is being offered through the assistance of Indigenous Leaders and community builders.

A student requested an update on the plan to offer Indigenous language credit courses to preserve culture. Mr. Mitchell responded that one of the hurdles at this time is the lack of accredited instructors from the Ontario College of Teachers (OCT) to teach the courses. A way forward is being created to have The Inuit Elder's Circle recommend to the OCT to recognize teaching staff, through their language fluency, and subsequently provide certification to teach. There is potential to have language credit courses offered at the high school level. Mr. Mitchell noted that Inuktitut is the first language being supported by the 'Elders circle' however the Ministry of Education is looking at this model for other Indigenous languages across the province. Mr. Mitchell presented this information at the Independent First Nations Language Gathering on 7 November 2019. In supporting curriculum, in some elementary schools 'talking circles' are part of the teacher's toolkit. Specific expectations in these circles include speaking to communicate and listening to understand by reading stories aloud and to hear the sounds of language in songs and poems.

Mr. McHugh suggested the Community Indigenous Educators meet with the District's Learning Support Services (LSS) Team, ideally before the launch of the school year. Vice-Principal Alexander plans to make this request to build relationships and develop knowledge towards common goals, group discussions and synthesis of ideas. A few members of the OCDSB Indigenous Education Learning Team recently had the opportunity to meet with LSS to discuss in-year strategy.

Mr. McHugh queried whether there was progress on staffing expansion for the OCDSB Indigenous Education Learning Team. Superintendent Baker responded that there has been new growth on the team, whereas the Equity and Diversity Team is staffed with one person. Trustee Blackburn established that expectations must be realistic within the climate of budget cuts to public education, noting that she would be pleased should the staffing complement remain at the current status quo.

Ms. Alorut inquired on behalf of several parents, wishing to learn more about the invitation process to attend the Indigenous Youth Symposium. Vice-Principal Alexander explained that the information is sent to all District Principals. The Principals from every high school invite four or more Indigenous students to use the day of learning to attend the Symposium. These invited students are encouraged to invite a friend, Indigenous or non-Indigenous, to attend with them. There were over 325 students who attended this year. A student expressed interest in changing the venue in coming years. Ms. Verner noted that Algonquin College, Carleton University and The University of Ottawa all have offered space in their venues for future Indigenous Youth Symposiums. She added that the exposure to post-secondary learning environments benefit high school students.

Student Trustee Gagne encouraged disclosure of the purpose of the video booth footage collected at the Indigenous Youth Symposium. Vice-Principal Alexander



acknowledged that consent from the students will be sought in advance of any video production.

### **3. Presentations and Discussion**

There were no presentations scheduled.

### **4. Reports**

#### **4.1 17 October 2019 IEAC Report**

The 17 October 2019 report was received. Vice-Principal Alexander thanked the council for their feedback and contributions to the Assessment Tool for Indigenous Education. A revised version of this document, along with the Board Action Plan on Indigenous Education will be presented to this group early in 2020. There was a request for an organization chart to accompany these important documents.

#### **4.2 Superintendent's Report**

Superintendent Baker highlighted the following events and matters:

- The 13th Annual Rainbow Youth Forum on 9 November 2019 was a well-attended equity event;
- Indigenous Students on a cross-boundary transfer are encouraged to speak with their school's administration or guidance staff if they require support with transportation. Transportation applications are provided by schools for specialized circumstances. Trustee Hough suggested a contact telephone number be added to the District website; and
- A great amount of data is being collected by the school to support various initiatives. Discussions are ongoing with the District to address how best to use the collected data.

### **5. Information and Invitation**

Vice-Principal Alexander wished everyone a Merry Christmas. The next meeting is scheduled to be held on 16 January 2020.

Mr. Mitchell mentioned that he has shared the work of IEAC at the Assistant Deputy Minister level and commented that he was proud of the advancements the council has made to date.

### **6. Closing**

The meeting adjourned at 8:01 p.m.





## **AUDIT COMMITTEE REPORT (PUBLIC)**

**Monday, November 25, 2019**

**7:00 pm**

**Trustees' Committee Room**

**133 Greenbank Road**

**Ottawa, Ontario**

- Members: Mark Fisher (Trustee), Keith Penny (Trustee) (electronic communication), Erik Husband (External Member), Annik Blanchard (External Member)
- Staff and Guests: Lynn Scott (Trustee), Prasith Wijeweera (Student Trustee), Rob Clayton (Lead Audit Engagement Partner, KPMG LLP), Rebecca Prophet (Audit Senior Manager, KPMG LLP), Genevieve Segu (RIAT Manager), Brett Reynolds (Associate Director of Education), Janice McCoy (Superintendent of Human Resources), Michael Carson (Chief Financial Officer), Kevin Gardner (Manager of Finance), Sandy Owens (Manager of Business & Learning Technologies), Sandra Lloyd (Manager of Risk and Supply Chain Management), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Kim Lebrun (Finance/Project Officer), Ken Broomer (Supervisor of Network & Network Security), Nicole Guthrie (Senior Board Coordinator)

1. Call to Order

Trustee Fisher called the public session to order at 7:02 p.m and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

**Moved by Annik Blanchard,**

**THAT the agenda be approved.**

**Carried**

3. Delegations

There were no delegations.

4. Superintendent's Report

Chief Financial Officer (CFO) Carson advised that a work to rule strike action was taken by the Ontario Secondary School Teachers' Federation (OSSTF) and the Elementary Teachers' Federation of Ontario (ETFO). The work to rule campaign will involve the removal of some Ministry-related services and should not negatively impact the student experience. Staff met with principals on 25 November 2019 to discuss community messaging and monitoring to help mitigate potential issues.

CFO Carson advised that the District decided to close Alta Vista Public School to students and staff from 21 November to 22 November to permit emergency repair work as a result of a leak in the steam pipes in the heating plant. Remediation was completed and, unfortunately, involved the loss of student instructional time. CFO Carson noted that the District has other facilities with steam plants and continues to work on the program to modernize these, but owing to the nature of the buildings, the conversion is not always feasible. Facilities department staff continues to explore and review alternative heat provision. Staff noted that Alta Vista PS re-opened on 25 November and there are plans to host a meeting in the community to hear their concerns.

Trustee Fisher noted that the incident, while unfortunate, provided the District with a critical opportunity to review its incident response process. He suggested that the Audit Committee have an opportunity to discuss the subject.

## 5. Matters for Action

### 5.1 Review of Audit Committee Report

#### a. 25 September 2019

**Moved by Erik Husband,**

**THAT the Audit Committee Report dated 25 September 2019 be received**

**Carried**

#### b. Business Arising

There was no business arising from the report.

### 5.2 Report 19-101 Draft 2018-2019 Consolidated Financial Statements

Your committee had before it Report 19-101 seeking approval of the Draft 2018-2019 Consolidated Financial Statements.

During the presentation of the financial statements and in the ensuing discussion, the following points were noted:

- The consolidated financial statements are prepared in accordance with requirements under the *Education Act* and include activities of the Ottawa-Carleton Education Network, school generated funds and the Ottawa Student Transportation Authority;

- The District has a consolidated accumulated surplus of just over \$42 million available for compliance purposes of which \$2.7 million is restricted to offset amortization expense for committed capital, and there is a limited ability for the use of the funds;
- \$17.2 million has been set aside for contingencies;
- The independent auditor's report is positive and is accompanied by the unqualified opinion of KPMG LLP;
- New standards require a change in format for the audit opinion;
- KMPG LLP received the full cooperation of the District's finance team to complete the work;
- KPMG LLP found no significant issues;
- In response to a query from Ms. Blanchard regarding the identification of concerns regarding provincial funding and whether or not the concern is applicable to other boards across the province, Mr. Clayton noted that the District added the issue to the management report several years ago to ensure the concern with the funding of the system as a whole was formally acknowledged. Some boards include the statement, and others do not; and
- In response to a query by Trustee Scott regarding the changes in salary, wages, and benefits as noted at item 11 on folio 72, Manager Gardner noted that the amounts include the annualization of the costs related to the employee life and health trusts. The actual costs of benefits have increased, and staff was expecting the increase.

**Moved by Erik Husband,**

**THAT the Audit Committee recommend that the Board approve the Draft 2018-2019 Consolidated Financial Statements attached as Appendix A to Report 19-101.**

**Carried**

## 6. Matters for Discussion

### 6.1 Report 19-102, Analysis of the District's 2018-2019 Financial Results

Your committee had before it Report 19-102, providing the Audit Committee with information regarding the District's financial results for the year ended 31 August 2019.

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

- Changes in enrolment have impacted pupil foundation grants. The funding changes at elementary and secondary panels are outlined in the report;
- The changes in enrolment also impact funding for special education, English as a second language (ESL) and French as a second language (FSL);
- Appendix A on folio 86 highlights the changes in revenues and expenses;
- The funding for newcomers to Canada is based on a 4-year rolling average, and the District has benefited as a result of the increased enrolment;
- There were significant revenue increases in the extended day program (EDP). The childcare program benefited from an increase in government funding through the City of Ottawa, which helps reduce the deficit of the childcare program. The deficit was offset by EDP funding;
- A review of the service life of assets was conducted by the Ministry resulting in a reduction of both the amortization costs and associated revenues. Amortization of capital assets and the associated revenues decreased by \$3.7 million;
- In total, the District had a \$7.5 million surplus which increases the District's accumulated surplus to \$42.4 million;
- CFO Carson noted that enrolment growth was better than anticipated;
- In response to a query from Trustee Scott regarding the calculation of the costs for administering Priorities and Partnerships Fund (PPF) grants, CFO Carson responded that grants are a challenge to manage and it is difficult to calculate the administration costs;
- CFO Carson noted that he is unaware of any cost-benefit analysis of the grant system conducted by the province. As elements are incorporated into the grants for student needs, the process is simplified;
- In response to a query from Mr. Husband, Manager Gardner noted that on folio 86 the \$12.8 million identified as Instruction-related compensation costs is a decrease and represents a savings relative to the budget;
- In response to a query from Trustee Fisher regarding the risk of instruction-related compensation and teacher absences, CFO Carson noted that the District had seen an increase in costs as a result of absenteeism. The District was working with the School Boards' Cooperative Inc. (SBCI) on potential solutions and advised that it will never be eliminated;

- The District reviews the provincial averages for absenteeism for teachers and employee groups by panel and by grade. The District would need to compare with other districts of a similar size to set a formal target or benchmark; and
- Superintendent McCoy noted that since 2014, the District and other school boards across the province have seen an increase in the number of absenteeism days. The goal is to level it out and is investigating strategies to reduce absenteeism.

## 6.2 Report 19-117, Policy P.074.IT Computer Network Security

Your committee had before it Report 19-117, providing the proposed revisions to Policy P.074.IT Computer Network Security for consideration by the Audit Committee.

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

- The policy is intended to identify the key levels of control in the District's infrastructure and is focused on network security. The accompanying procedure, which is more detailed, has not yet been developed;
- Previous security audits identified areas of need, including a review of the policy.
- A security steering committee was created, and its first task was the revision of the policy. The committee determined that ongoing training of staff is an integral part of creating a security-aware organization;
- A Software Catalog Review Committee was formed to review software to determine if the applications teachers, administration, and support staff have requested are safe, secure, do not impact privacy and are pedagogically linked to the curriculum;
- Staff conduct routine security and privacy audits to ensure security compliance is maintained;
- In response to a query from Mr. Husband regarding a scheduled review of policies, Associate Director Reynolds noted that policies are reviewed every five years. Some may be reviewed as a result of amendments to legislation. Mr. Husband suggested that information technology, and the policies that relate to it, be adjusted and reviewed more frequently as they may be impacted by rapid changes in technology;
- The District aims to follow the International Organization for Standardization (ISO) 27001 as well as the National Institute of Standards and Technology (NIST). Mr. Husband suggested that reference to these

standards be referenced in the policy to enable the District to audit against the standard;

- Principals are required to review policies with staff as part of an annual review of documentation. Some policies require staff signatures to ensure they are reviewed annually;
- Associate Director Reynolds advised that the October documentation identifies policies and procedures, related to student safety, that must be reviewed annually by staff. District policies and procedures are binding directives. Staff noted that P.100.IT Appropriate Use of Technology is a part of the October documentation for staff and students;
- Trustee Fisher expressed concern that there are no regulatory mandates from the province related to cybersecurity. Staff noted that they anticipate an update from the province through its broadband modernization program;
- Staff indicated they would welcome input from KMPG LLP;
- Mr. Husband expressed the view that security is all about the identification of breaches, frequency, loss of information (digital or otherwise) and physical threats;
- Trustee Penny suggested that training should be addressed in the policy;
- Staff advised that ongoing training supports and other training-related statements would be provided in the procedure;
- Trustee Fisher remarked on the use of the words "computer" and "computer network" and noted that those terms appear limiting. Both computer and computer network are defined in the policy and include a variety of devices that are linked to the network;
- Mr. Husband expressed the view that it would be important for the Audit Committee to be apprised of the frequency of security breaches, loss of information and physical threats;
- Trustee Penny remarked on the absence of details on the training of personnel, and a statement regarding the quantity and type of training of staff and protection from vulnerabilities should be included. Gaps can then be identified and addressed. Staff have reviewed training and have identified areas that require more central support. This could be addressed and referenced in the companion procedure;
- Policy P.074.IT Computer Network Security focuses specifically on network security and is distinct and separate from the privacy policy. Computer and computer systems are clearly defined within the policy and include electronic devices and software. The definition would cover



equipment such as alarm systems, smart televisions, and other devices that are tied to the network or systems. Communication on the broad definition of computer and computer system may be required to ensure a more comprehensive understanding; and

- The report from the consultation will be presented to the Committee of the Whole for adoption early in 2020. Comments and suggestions from the Audit Committee will be included in the report. The external members will be provided with a copy of the final report.

## 7. Information Items

### 7.1 Regional Internal Audit Team (RIAT) Update

Genevieve Segu, RIAT Manager, advised that the attendance data visualization from Deloitte is being finalized to include some analysis.

In response to a query from Trustee Penny regarding a timeline for completion, Manager Segu noted that the RIAT should be in a position to present the results in January 2020.

### 7.2 Long Range Agenda

The long-range agenda was provided for information.

CFO Carson noted that he will meet with the new Chair of the Audit Committee to review the schedule and work plan to ensure the role and function of the Audit Committee are being met.

## 8. New Business

There was no new business.

## 9. Adjournment

The public meeting adjourned at 8:10 p.m.

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Mark Fisher, Chair, Audit Committee





## COMMITTEE OF THE WHOLE (PUBLIC) Report No. 19-123

10 December 2019

### Annual Student Achievement Report (ASAR), 2018-2019

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

#### PURPOSE:

1. This report provides an overview of OCDSB student achievement data for the 2018-2019 school year. Through discussion of the data presented, we aim to better understand the overall achievement of OCDSB students and improve supports to enhance learning for all.

#### CONTEXT:

2. The Annual Student Achievement Report (ASAR) serves as a progress monitoring tool to better understand areas of strength in student learning and identify opportunities for improvement. Produced in the fall of each year, it contains analyses of:
  - provincial achievement data (including student questionnaire data),
  - secondary report card data;
  - credit accumulation; and
  - cohort graduation rate.

Data has been analyzed to better understand our trends over time, OCDSB results in relation to those for the province, and for specific groups of students, including English Language Learners, students with special education needs, students from low income neighbours, students who self-identify as Indigenous, and males versus females.

3. Historically, the ASAR took an all-encompassing approach by presenting detailed data from multiple sources. While this approach made the ASAR a useful reference tool, the lengthy format was not ideal for facilitating meaningful discussion on our Wildly Important Goals<sup>1</sup>. To promote a focused discussion on key topics, the new format of the ASAR highlights data on student achievement and then delves a deeper into critical areas. This transition is an important one, given that next year's ASAR will also incorporate analysis of demographic data collected through *Valuing Voices – Identity Matters! Survey* (e.g., language, race,

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<sup>1</sup> "A goal essential to carrying out the organization's mission or strategy. Failure to achieve this goal will render all other achievements secondary." Chris McChesney, Sean Covey, and Jim Huling, *The 4 Disciplines of Execution* (London: Simon & Schuster, 2012), 301.

ethnicity, gender identity, sexual orientation, disability) and student achievement data. By integrating these two types of data, we will be able to narrow in on areas of need in order to better support student success.

4. Additional data on student achievement will be presented to the Board throughout the year, as we bring forward measurement reports on the strategic plan. As part of the 2019-2023 strategic plan, key performance indicators were identified to track progress towards building a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility. Progress on building a Culture of Innovation will be assessed, in part, by graduation rate, annual certification rate, EQAO results, achievement gaps, and survey data. This will supplement the information provided in the ASAR to provide a fulsome analysis of student achievement at the OCDSB.
5. EQAO results can be organized and filtered in many ways to be informative for a variety of purposes. Although it is not feasible to present all permutations in a single report, results can be accessed through the EQAO website. This is where District and school achievement results, as well as school context and information on student attitudes, are publicly available for all participating grades: <https://eqaoweb.eqao.com/eqaoweborgprofile/profile.aspx? Mident=86&Lang=E>

## KEY CONSIDERATIONS:

### 6. **Achievement Results, 2018-2019**

The following is a summary of OCDSB achievement results for the 2018-2019 school year and trends over time that are presented in the attached report.

- a) Overall Results on Provincial Assessments. The majority of OCDSB students achieved at or above the provincial standard in Grades 3 and 6 reading and writing, and were successful on the OSSLT. With the exception of Grades 3 and 6 writing, results were higher for OCDSB students compared to the province. Trends over time show modest improvements in Grade 6 writing and for both first-time and previously eligible students on the OSSLT. The remaining assessments have shown no change or slight declines of between 1 and 3 percentage points; similar trends were observed provincially.

Despite lower results in mathematics compared to reading and writing, most OCDSB students met the provincial standard in Grades 3, 6 and grade 9 academic math. OCDSB results were higher compared to the province, with the exception of Grade 9 applied math. OCDSB trends over time showed no change in Grade 9 math (applied or academic), and decreases of 1 to 2 percentage points in Grades 3 and 6 mathematics.

- b) Achievement Gaps for Specific Groups of Students. Across all provincial assessments, achievement outcomes continue to be lower for English Language Learners (ELLs), students with special education needs (excluding gifted; SpEd), and those who self-identify as Indigenous (FNMI) compared to all students. Outcomes based on gender tend to favour boys in mathematics, and girls in reading and writing. Gaps are much wider in literacy compared to math.

- c) *Report Card Data*. An analysis of report card data identified the subjects and course types that tended to pose the greatest barriers for students. Across the grades, math, science and English tended to be the courses that students experienced the most difficulty with. In Grades 9 and 10, student success was lower in applied and locally developed courses. In Grade 11, the types of courses with lower levels of achievement tended to be workplace, open, and college courses.
- d) *Credit Accumulation and 5-Year Cohort Graduation Rate*. Credit accumulation is an important indicator of whether or not students will graduate with their peers (typically within five years of beginning secondary school). Credit accumulation is presented for Grades 9, 10 and 11, with evidence that students have more difficulty obtaining the recommended credits for their grade level as they move through high school. The percentage of students earning the number of recommended credits by the end of June 2019 is comparable to the rates observed in the previous two years.

The 5-year cohort graduation rate for the OCDSB was 88% for the cohort of students who started Grade 9 in 2013-2014; this is marginally higher compared to the province at 87%.

## 7. **Summary and Next Steps**

The analysis of student achievement data from 2018-2019 reinforces that the area of greatest curricular need continues to be mathematics, and that student attitudes and perceptions towards mathematics are intricately connected to their achievement outcomes.

It is also clear that there continues to be inequities in student outcomes for students with special education needs (excluding gifted), students who self-identify as Indigenous, students residing in lower income neighbourhoods, and English language learners. There is an inverse relationship between the number of these groups to which a student belongs and achievement outcomes.

As students enter secondary school, they are required to accumulate a minimum of 30 credits in order to graduate with an OSSD. Students who are on track to graduate within five years of starting high school would typically earn eight credits each year. Credit accumulation rates decline with each year of high school that passes, putting students at an increased risk of not graduating with their cohort of peers. Students enrolled in applied, locally developed, college, and workplace courses are most at risk. English, mathematics, and science courses tend to have the lowest pass rates across all three grades.

The 2019-2020 Board Improvement Plan for Student Achievement and Well-being (BIPSAW) outlines some of the key strategies that will be undertaken to support students in their learning with a view to improving outcomes over time. Next year, demographic data from Valuing Voices – Identity Matters! will be analyzed in relation to student achievement data to help further refine our focus.

## **RESOURCE IMPLICATIONS:**

8. Ongoing monitoring of student achievement is supported by the District's regular operating budget.

## **COMMUNICATION/CONSULTATION ISSUES:**

9. The information contained in this report is shared with schools and departments to inform work that supports student learning. Specifically, Program and Learning (K-12) uses this information to help inform the development of the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW). With support from the Research, Evaluation, and Analytics Division (READ), school teams use this data to help guide analysis of their school data to inform the development of School Improvement Plans for Student Achievement and Well-Being. Research staff provide ongoing support to schools throughout the year in monitoring progress on school plans and in building school staff capacity in data literacy.

## **STRATEGIC LINKS:**

10. One of the goals identified in our 2019-2023 strategic plan is to champion high learning expectations for all students in all programs. The ASAR is a reporting mechanism for communicating our progress in this area, with a specific look at identified groups of students and areas of difficulty for our learners. Through this work, we can target supports moving forward. Progress in this area will continue to be monitored and will be reported on again in the measurement report for a Culture of Innovation.

## **DISCUSSION QUESTIONS:**

- Based on the data, what can we conclude about student achievement for 2018-2019?
- How is the data reflected in the 2019-2020 BIPSAW?
- How does the new format of the ASAR facilitate the discussion?
- How can we use this data to drive our progress on the strategic plan?

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Michèle Giroux  
Executive Officer,  
Corporate Services

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



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# Annual Student Achievement Report

2018-2019



Introduction



EQAO: Mathematics Assessment Results  
Grades 3, 6 and 9



EQAO: Mathematics Students Survey Responses  
Grouped by Success Rates



EQAO: Reading and Writing Assessment Results for  
Grade 3 and 6



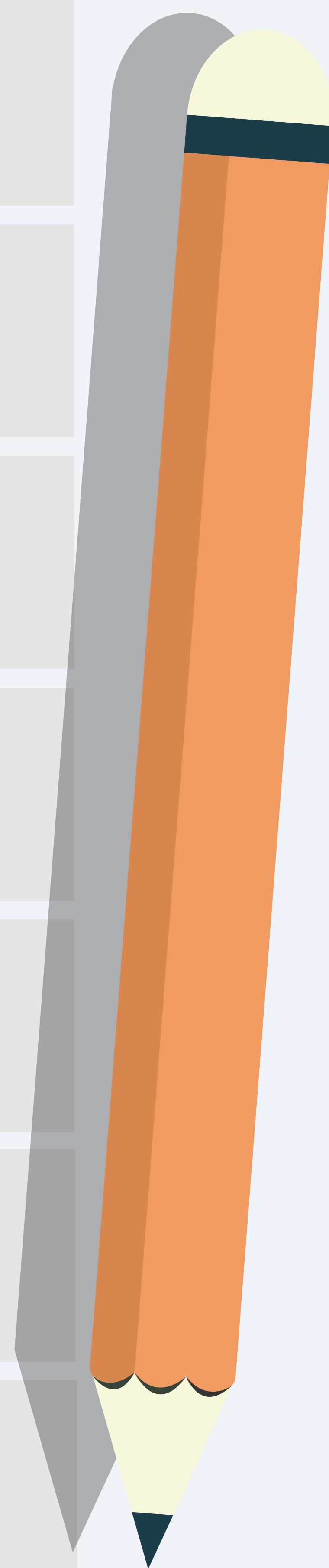
EQAO: Ontario Secondary School Literacy Test  
(OSSLT)



Credit Accumulation and Cohort Graduation rates in  
Grade 9, 10 and 11



CONCLUSION



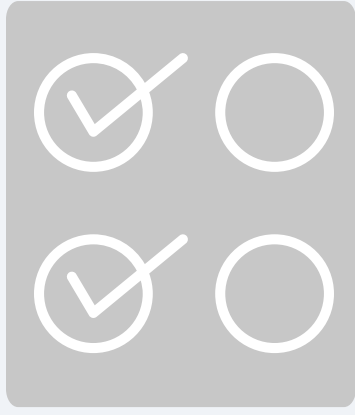


## 1

## Introduction

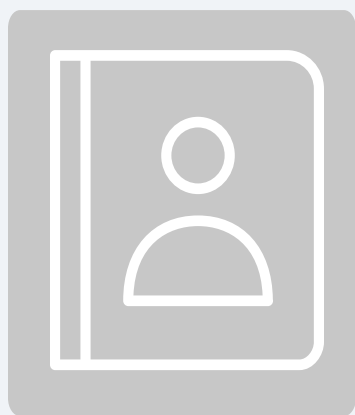
The **Annual Student Achievement Report (ASAR)** is an in-depth analysis of OCDSB achievement data which is used to measure progress in student learning and to help inform the development of strategies in our Board Improvement Plan for Student Achievement and Well-being. The ASAR data includes 2018-2019 provincial assessments (EQAO), secondary report card marks, and key achievements for students in the secondary panel. Taken together, the evidence helps frame our understanding of our strengths as a system, as well as areas where targeted efforts are needed.

## DATA SOURCES



## EQAO Test Results

The provincial Education Quality and Accountability Office (EQAO) is a government body that develops and oversees **reading, writing** and **mathematics** tests that Ontario students must take in **Grades 3, 6, 9, and 10**. The tests give parents, teachers, principals and school boards information about how well students have learned the Ontario Curriculum.



## Report Card Data

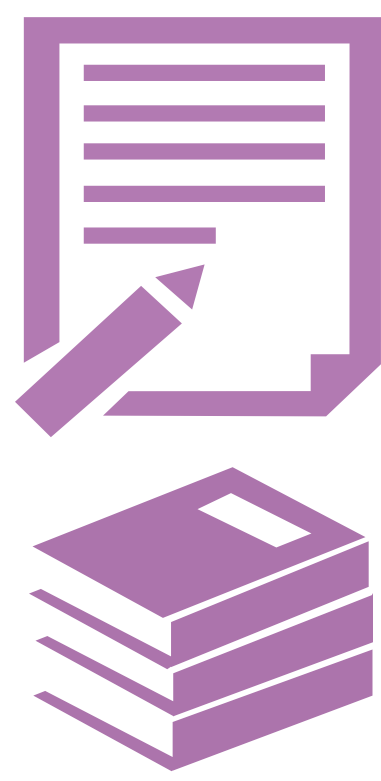
Report card data is another valuable source of data for measuring student achievement. It communicates each student's performance academically (e.g. Mathematics, English, etc.) and is issued periodically by the school to each student and their parents.



## measuring

## EQAO LITERACY.....

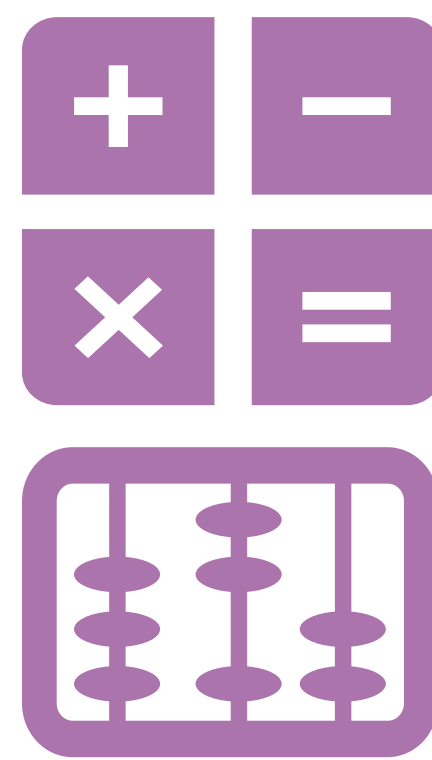
Achievement in the area of literacy is measured by OCDSB student performance on the provincial assessments in primary and junior reading and writing, and on the Ontario Secondary School Literacy Test. Achievement patterns from report card data for Grades 9, 10 and 11 is also presented for select subjects.



## measuring

## EQAO MATH.....

Achievement in the area of numeracy is measured by OCDSB student performance on the provincial assessment in Grade 3 and 6 mathematics, and Grade 9 Applied and Academic mathematics, as well as secondary report card data patterns.



## measuring

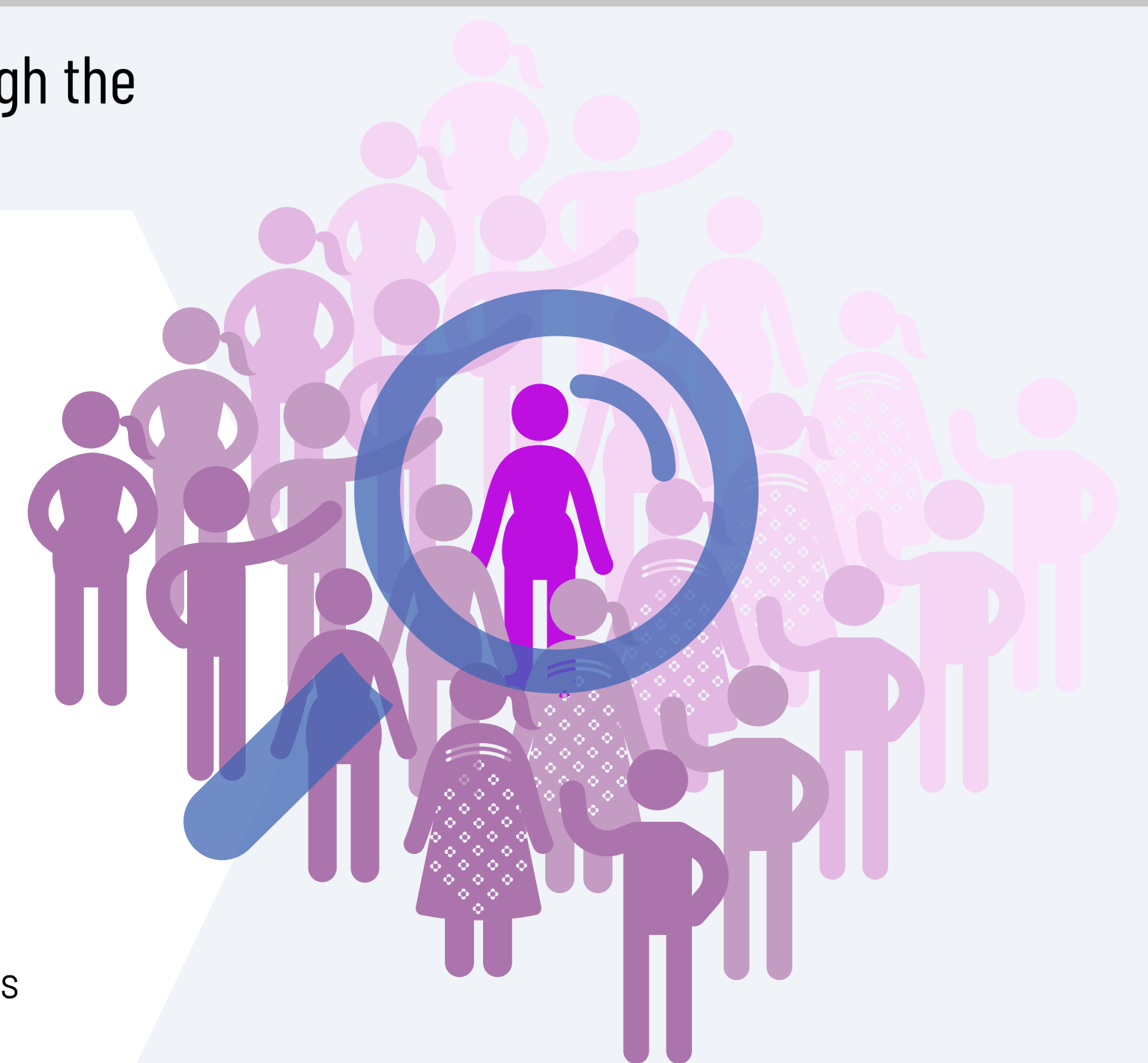
## PATHWAYS.....

Achievement in the area of pathways is measured by student performance across select subjects, as well as overall credit accumulation and cohort graduation rates.



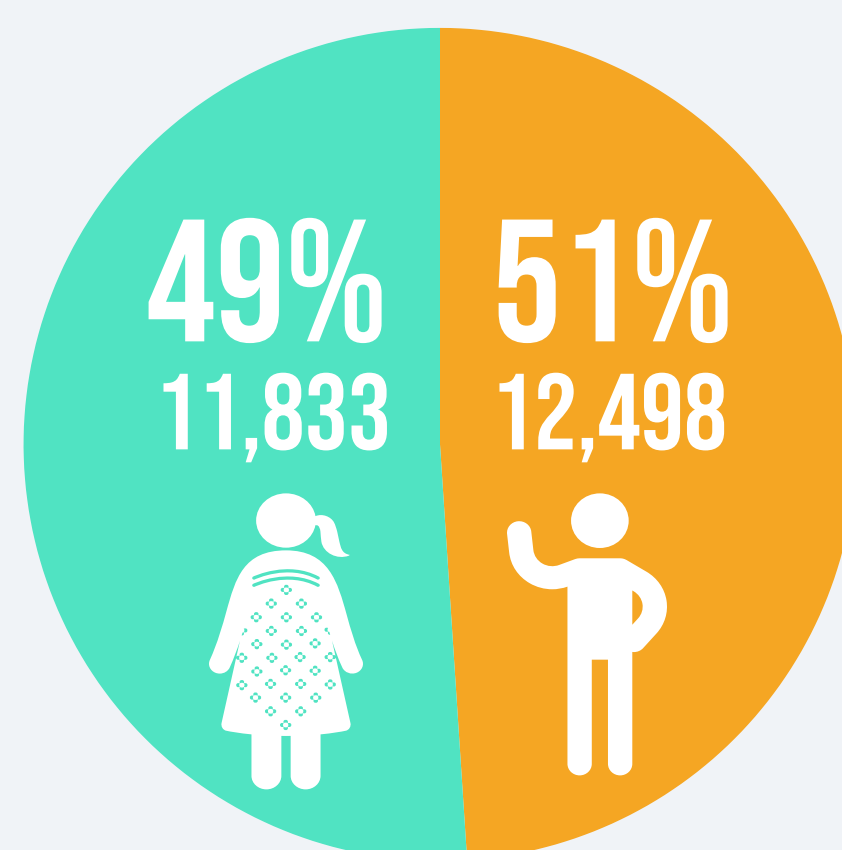
Results are provided for all students, specific groups and cohorts of students as they move through the education system. The specific disaggregations include:

- ALL** ALL STUDENTS
  - ELL** ENGLISH LANGUAGE LEARNERS
  - SES** STUDENTS RESIDING IN LOWER-INCOME NEIGHBOURHOODS
  - INDG** STUDENTS WHO HAVE SELF-IDENTIFIED AS INDIGENOUS
  - SpEd** STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)
  - FEMALE** FEMALE
  - MALE\*** MALE\*
- \*OCDSB recognizes that gender is not a binary construct; however, current data collection and reporting practices locally and provincially preclude the disaggregation of gender data beyond these categories.

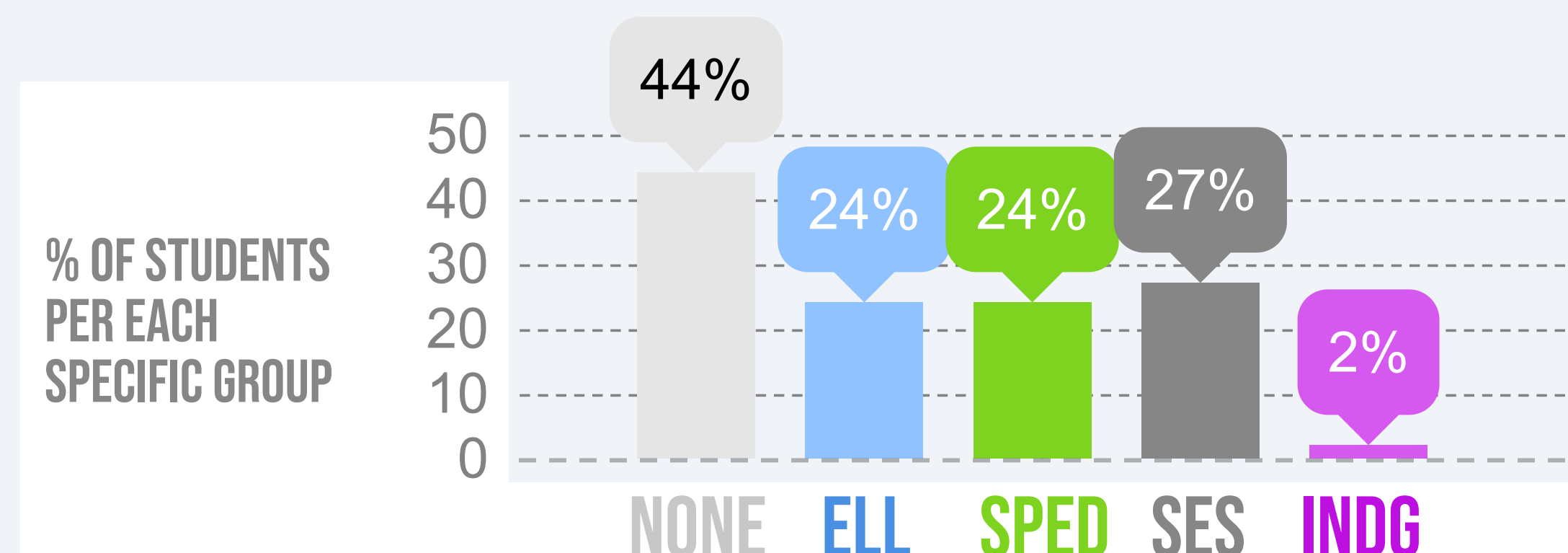
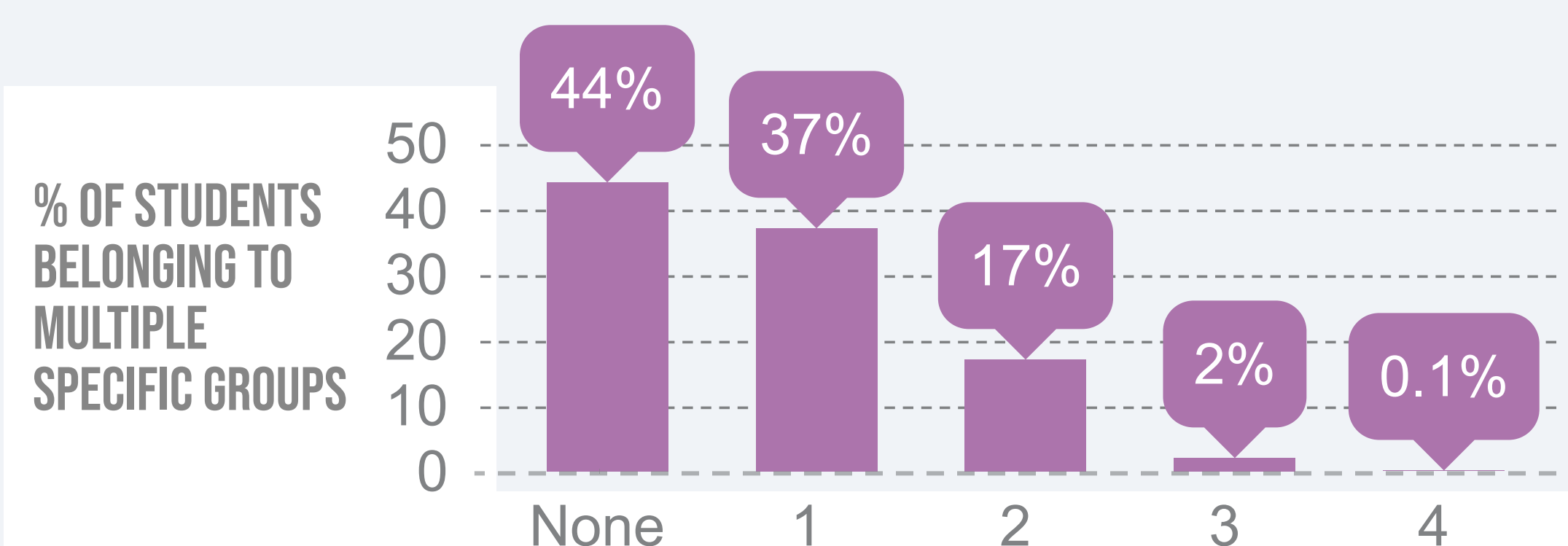


## Key enrollment facts:

- Overall, a total of 74,719 students were enrolled in the OCDSB schools on October 31, 2018. Of these, 24,331 participated in the EQAO assessments during 2018-2019.
- 56% of students belong to at least one of the specific groups of students, including 2% percent (484 students) who reported belonging to three of the four and 0.2% (18 students) who belong to all four.



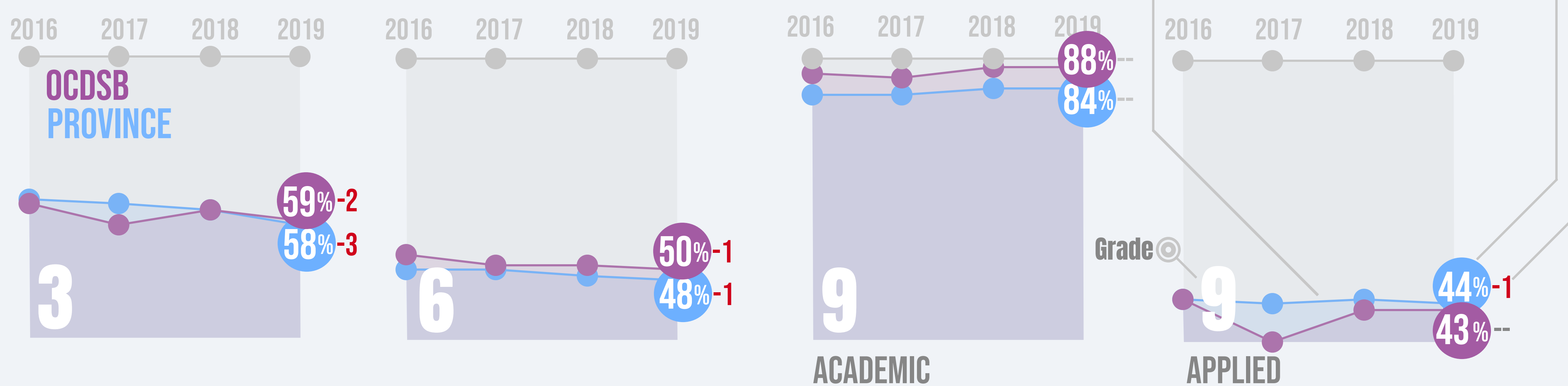
TOTAL PARTICIPATION IN THE EQAO ASSESSMENTS: **24,331**  
 GRADE 3: **5,060**  
 GRADE 6: **5,228**  
 GRADE 9 MATH: **5,697**  
 GRADE 10 OSSLT: **8,346**



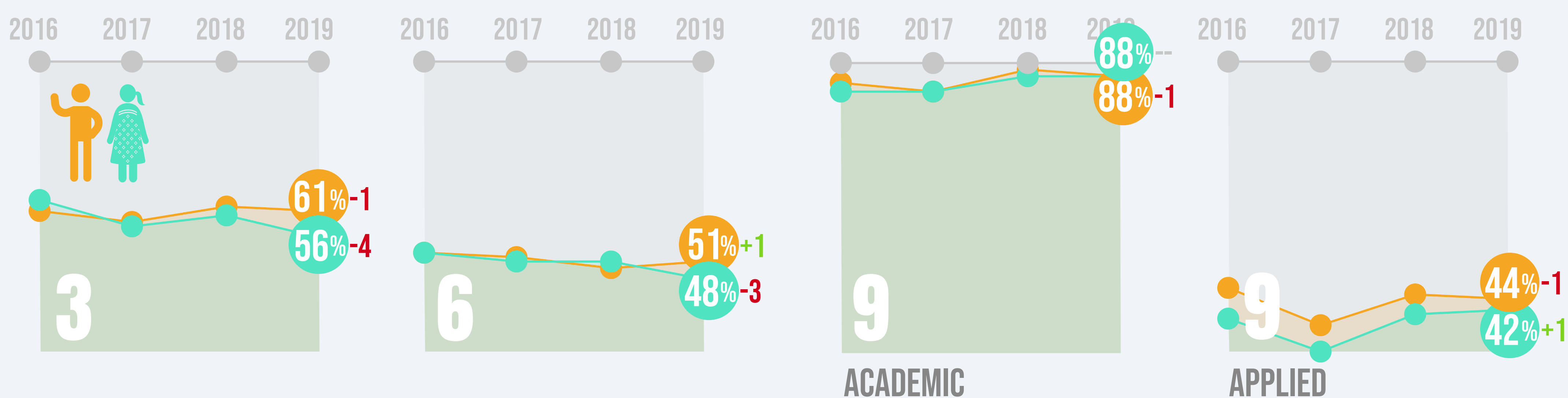


# 2 EQAO: Mathematics Assessment Results, Grades 3, 6 and 9

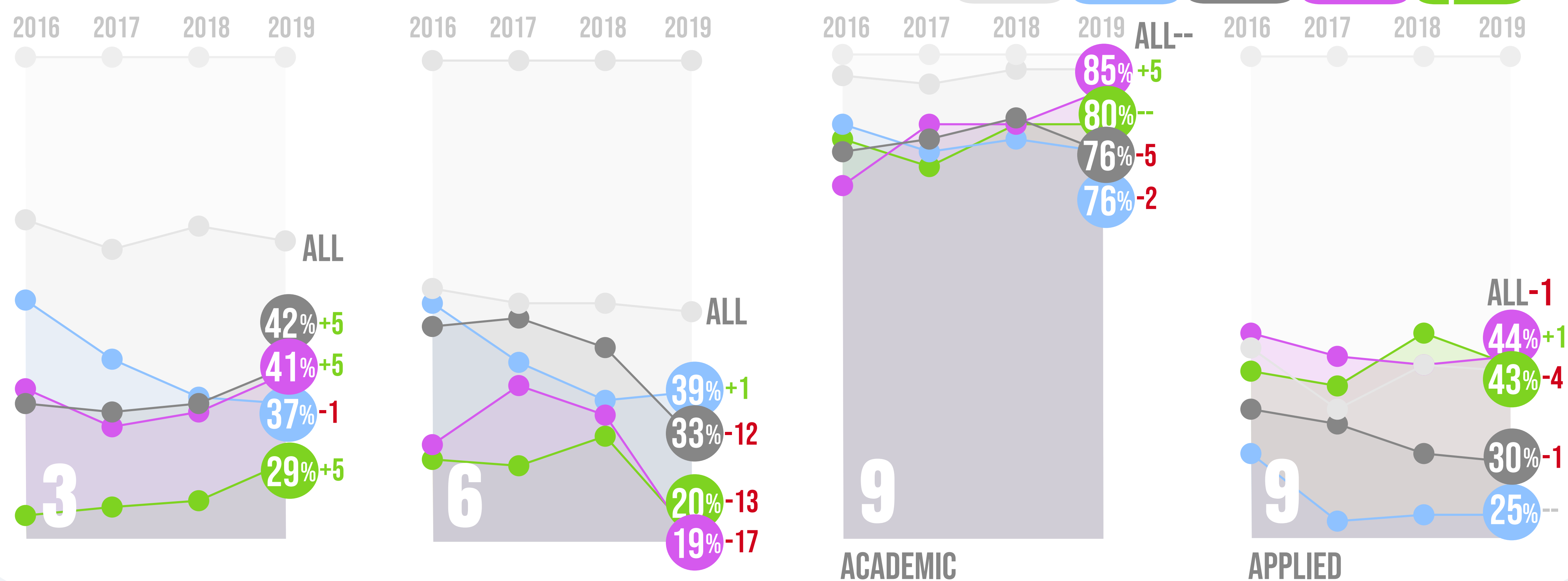
## % OF STUDENTS WHO MET THE PROVINCIAL STANDARD



## GENDER GAP: OCDSB



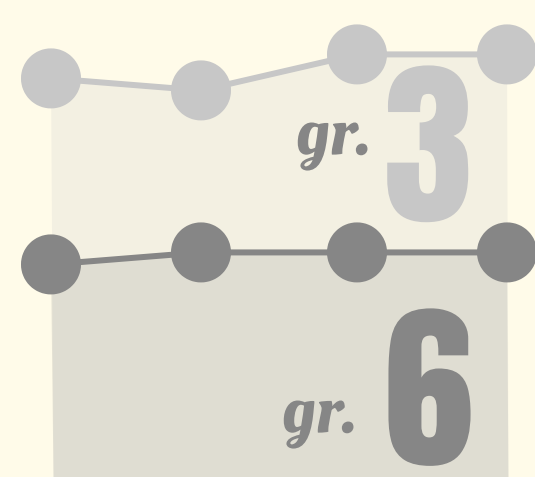
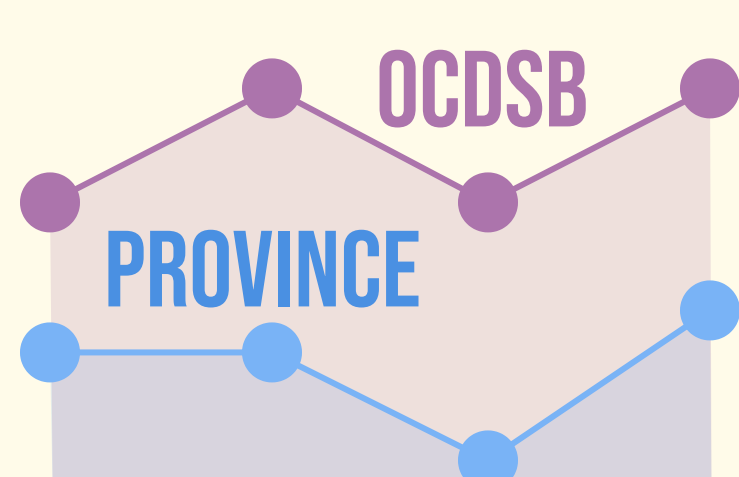
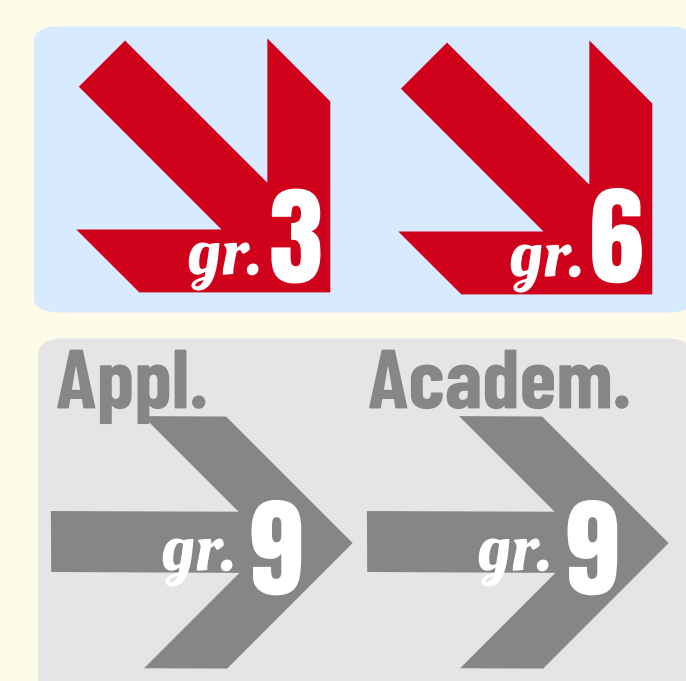
## ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS



## OBSERVATIONS:

### PASS RATES SINCE 2018:

- Grade 3 and 6 are experiencing a downward trend. Grade 9 trends are static.
- OCDSB continues to outperform the province across almost all areas (except for Grade 9 Applied math).
- Grade 3 achievement rates continue to be higher in comparison to Grade 6 (unlike reading and writing where an opposite trend is visible)



### GENDER GAP

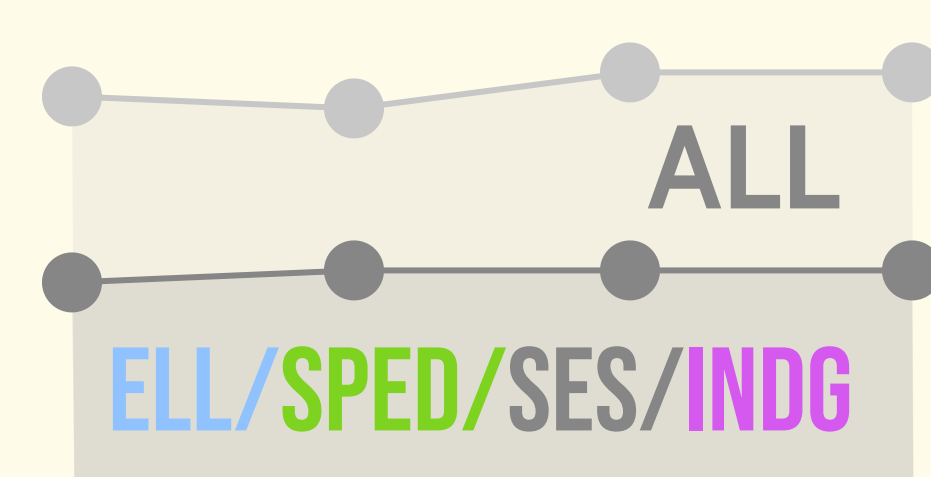
- Male students continue to slightly outperform female students across almost all areas (unlike reading/writing, wherein an opposite trend is visible). The gap appears to be static.



Gap is very small and static

### GAP FOR SPECIFIC GROUPS

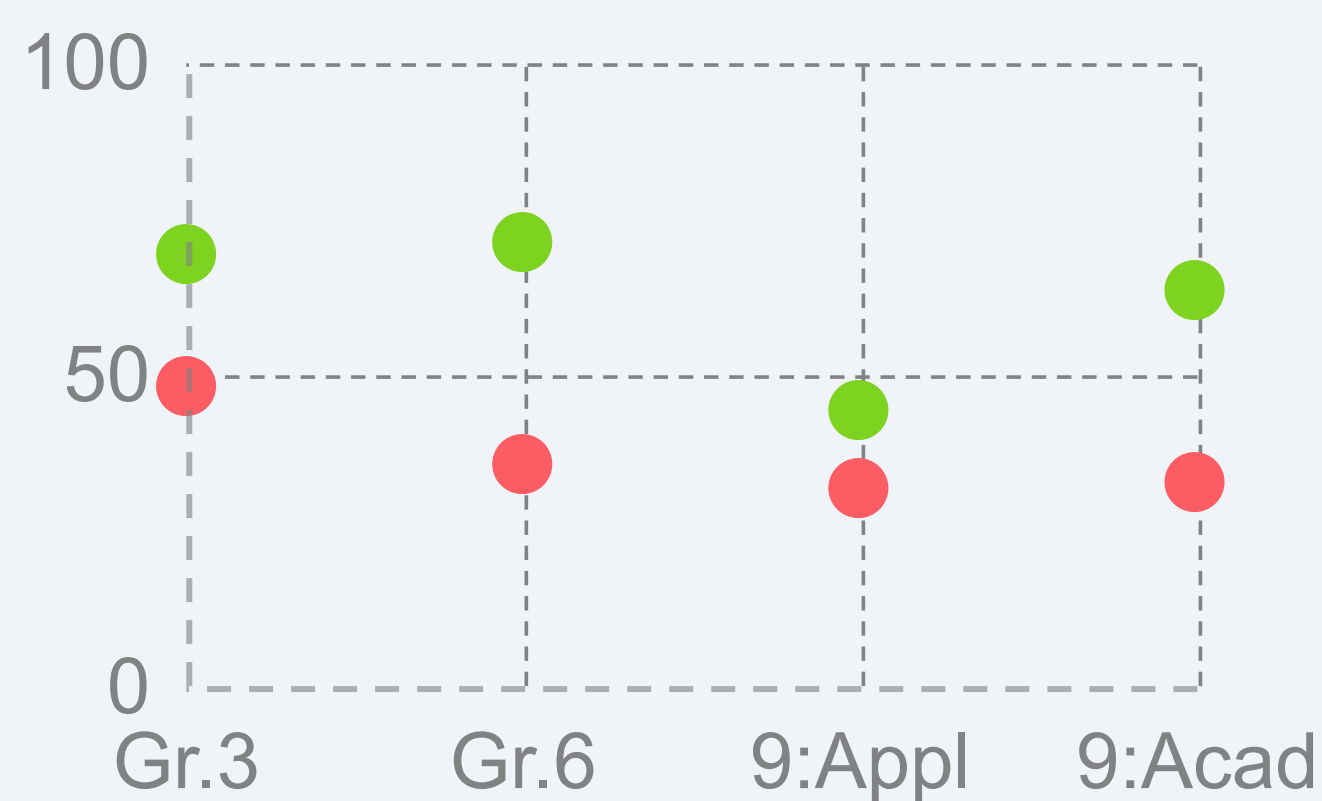
- In comparison to all students, achievement rates within the specific groups of students continue to be lower.



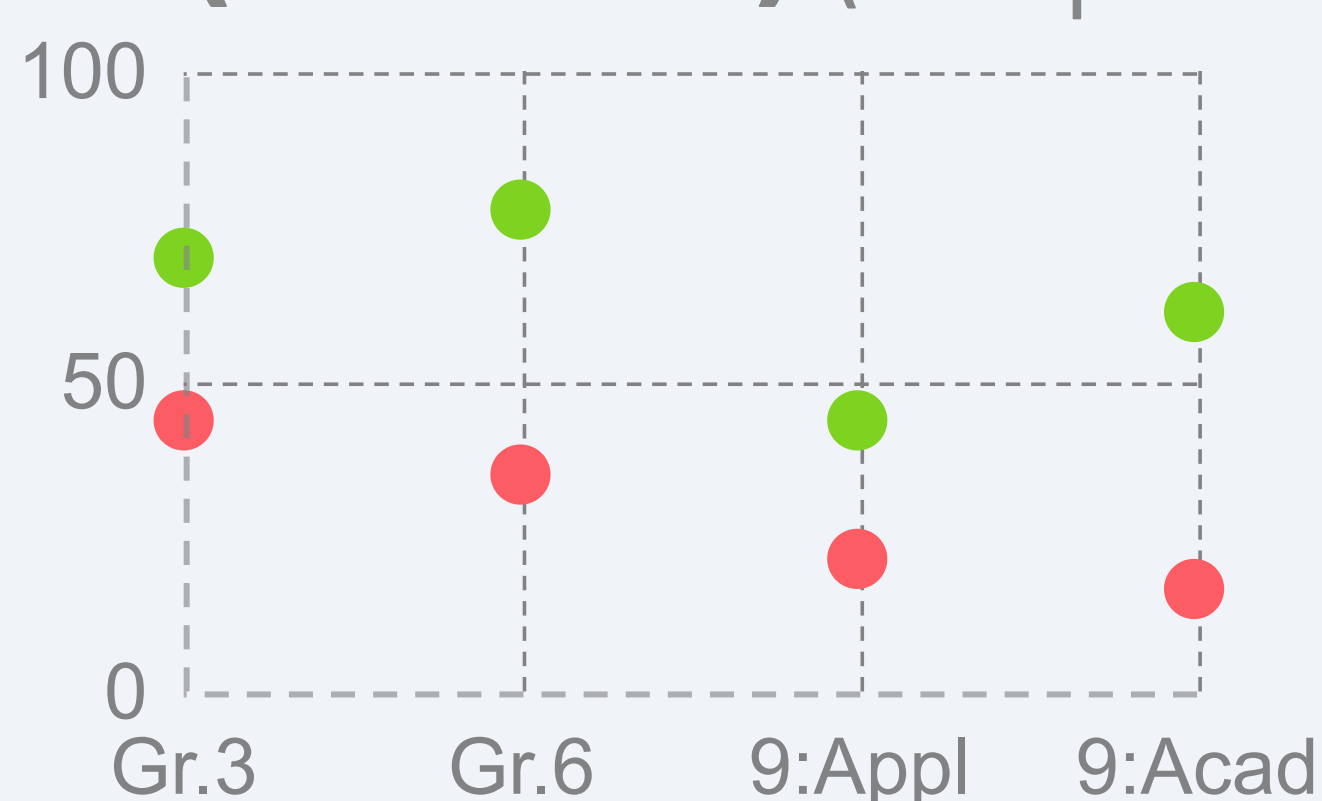
# EQA0: Mathematics Students Survey Responses Grouped by Success Rates

**MET** **DID NOT MEET**

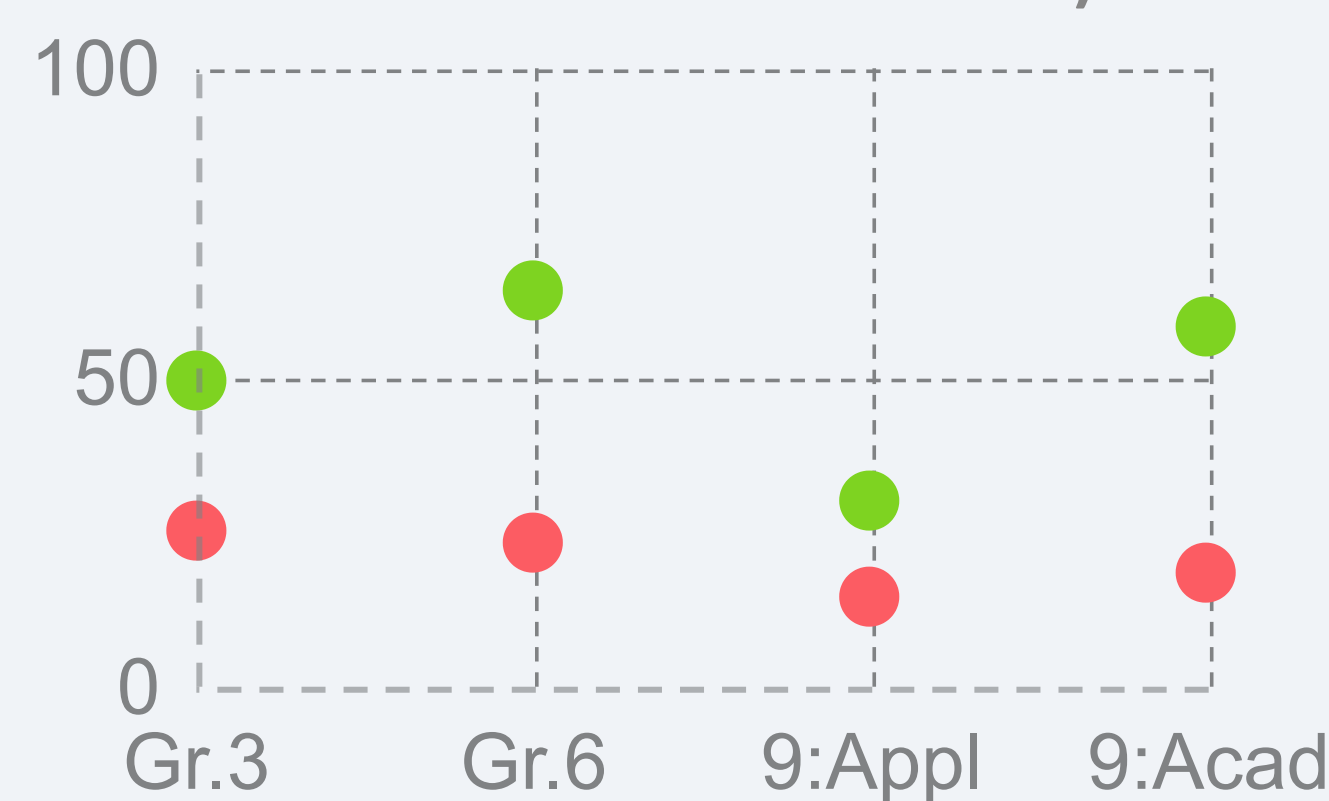
## STUDENT SURVEY - MATH SUPERPOWERS (ALL GRADES) (% reporting agreement with the statements)



I like mathematics



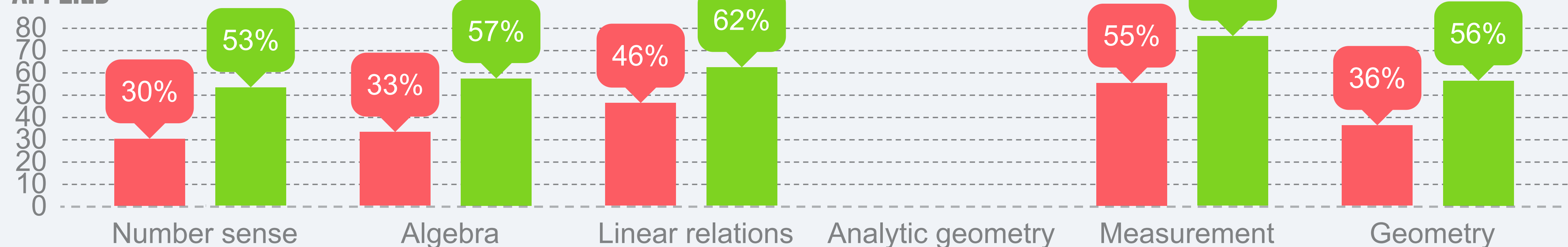
I am good at mathematics



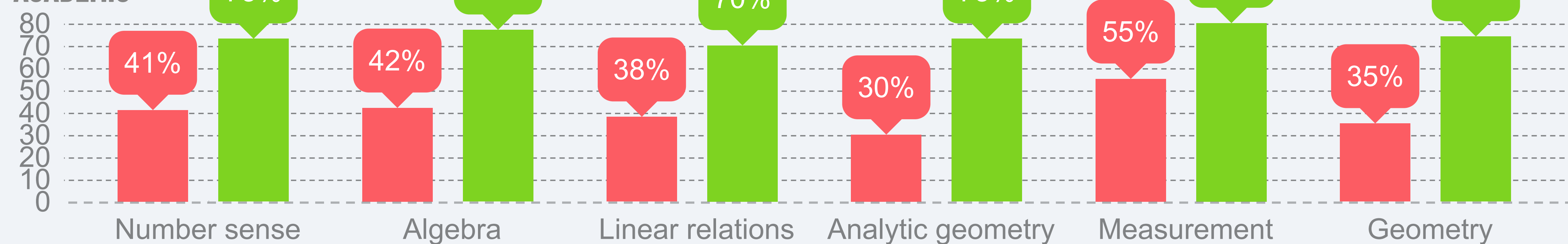
I am able to answer difficult mathematics questions

## STUDENT SURVEY - CONFIDENCE BY MATH STRANDS (GRADE 9) (% reporting confidence)

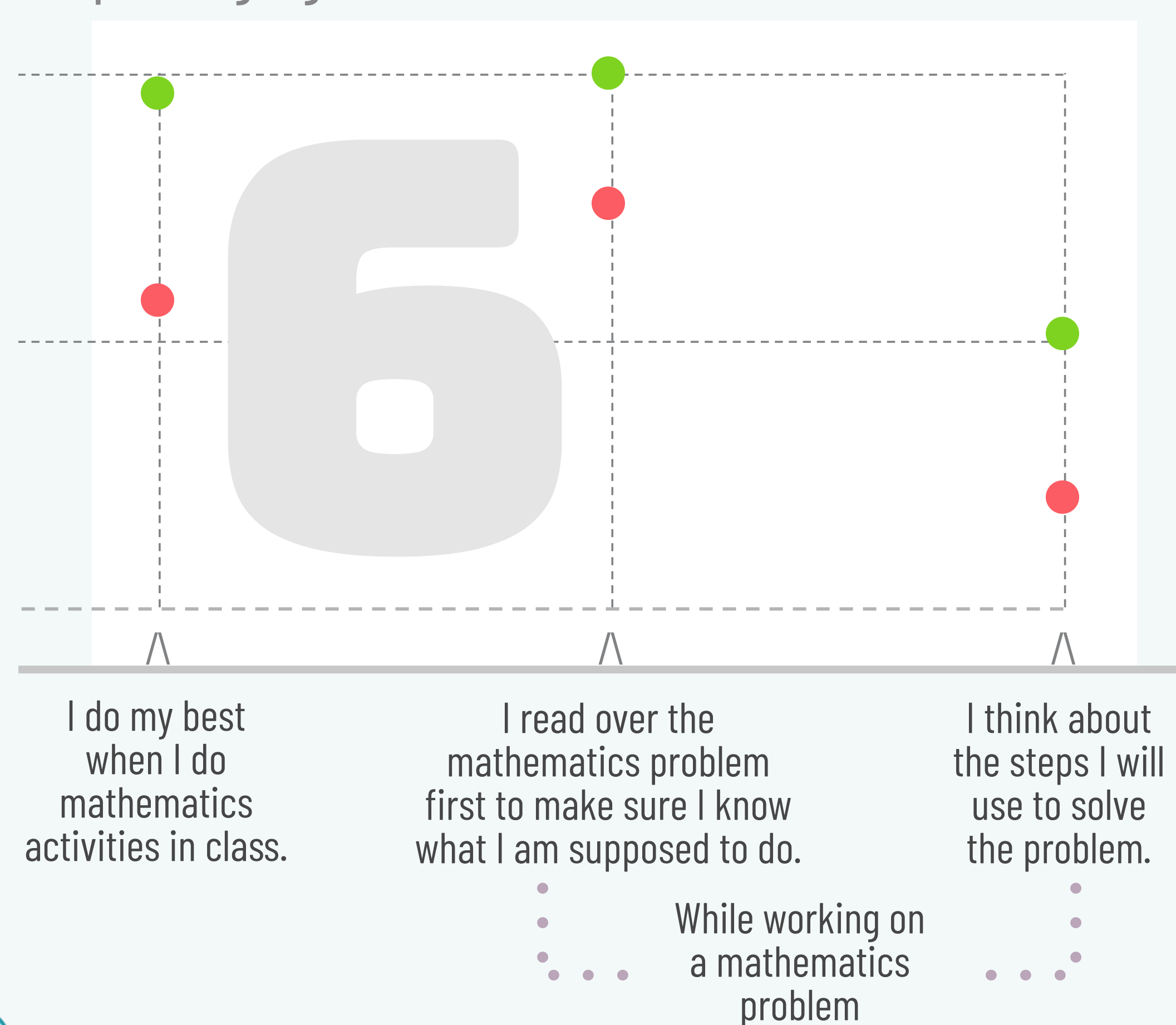
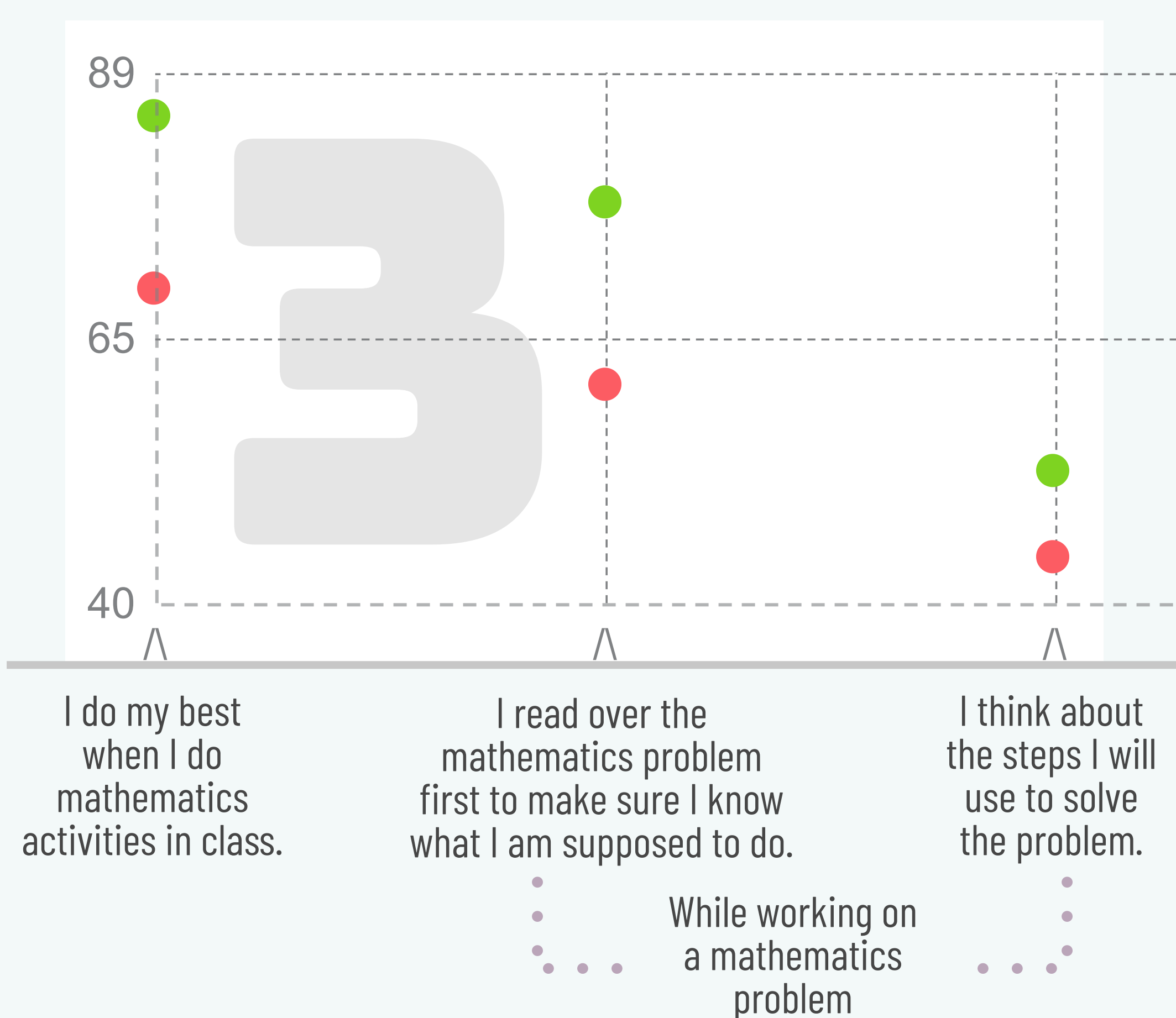
### APPLIED



### ACADEMIC



## STUDENT SURVEY - SELF PERCEPTION, GRADES 3 and 6 (% reporting agreement with the statements)



### OBSERVATIONS:



#### Students who met provincial standard:

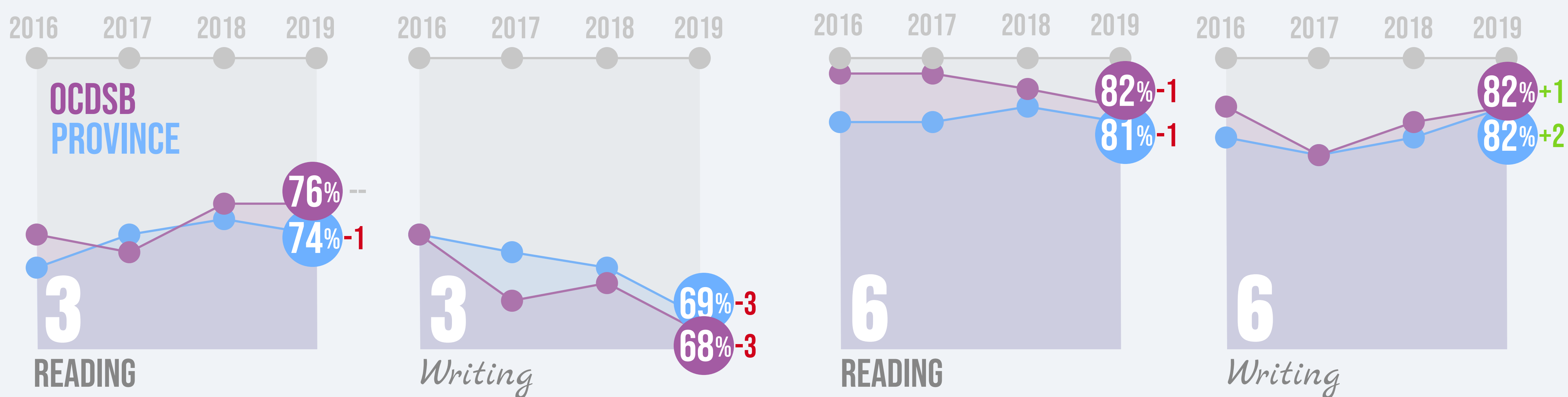
- Reported enjoying math more, and had more positive beliefs about their ability in math and their efforts towards math activities.
- Reported higher confidence across all math areas in both course levels.
- Reported more engagement in mathematics in class, and were more likely to make use of cognitive strategies to solve mathematics problems.

- Overall, the patterns reveal that students' beliefs and attitudes towards, and practices in mathematics are good predictors of whether or not they will meet the provincial standard in the subject.

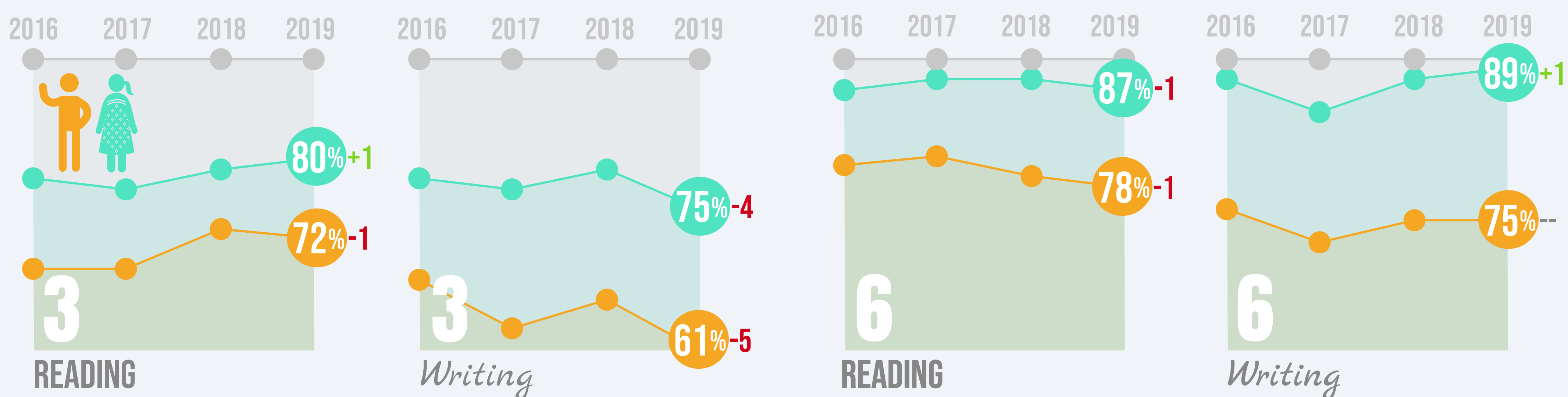


# 4 EQAO: Reading and Writing Assessment Results, Grade 3 and 6

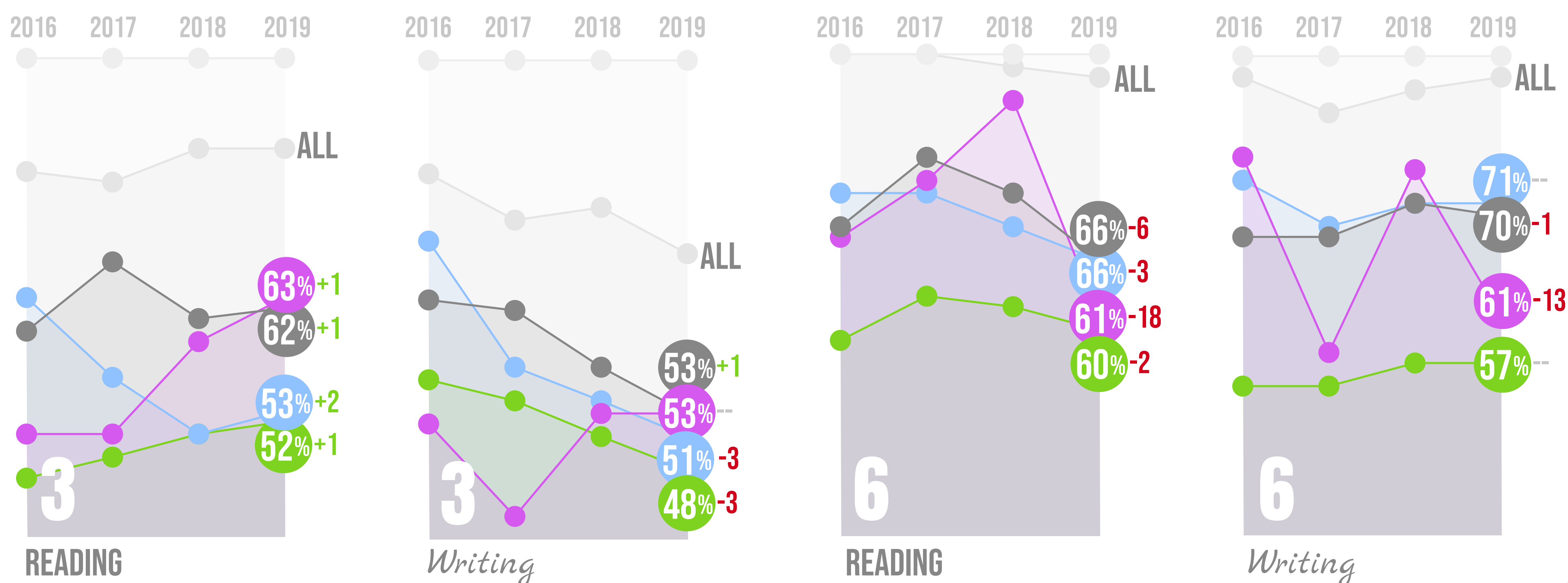
## % OF STUDENTS WHO MET THE PROVINCIAL STANDARD



## GENDER GAP: OCDSB



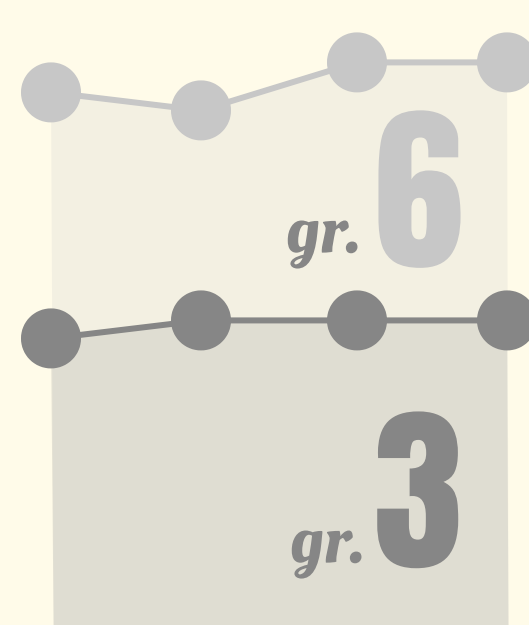
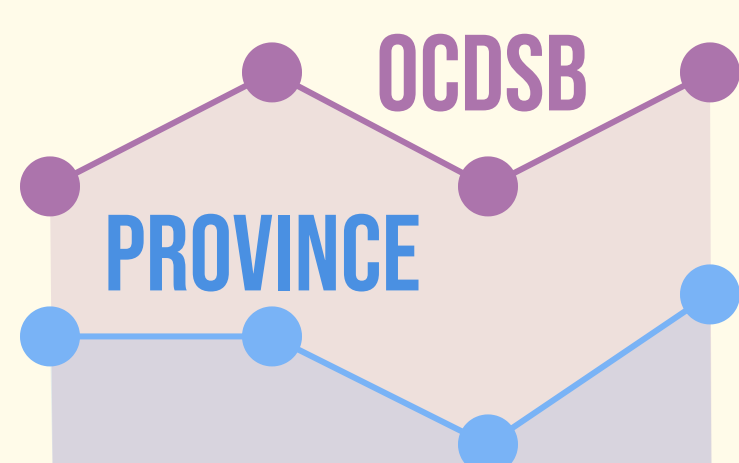
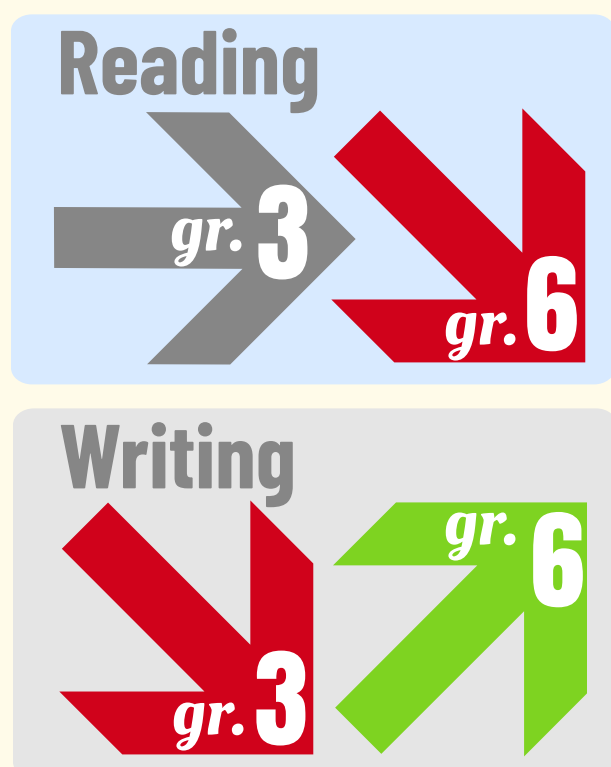
## ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS



### OBSERVATIONS:

#### SUCCESS RATES SINCE 2018:

- With an exception of Grade 6 writing, wherein a slight increase is visible, other areas are experiencing a negative or static trend.
- OCDSB continues to outperform the province across almost all areas.



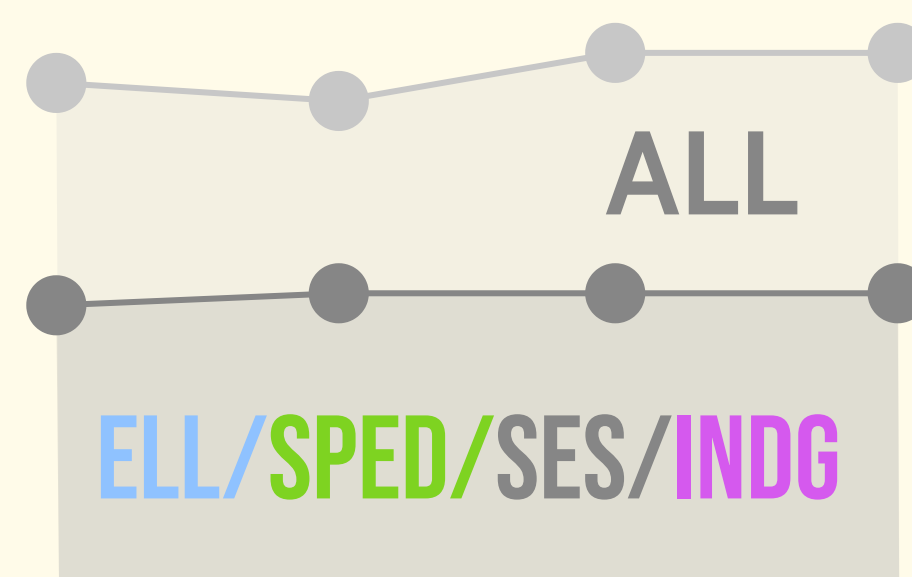
#### GENDER GAP

- Female students continue to outperform male students across all indicators by a notable margin. The gap appears to be slightly widening in the last four years.



#### GAPS FOR SPECIFIC GROUPS

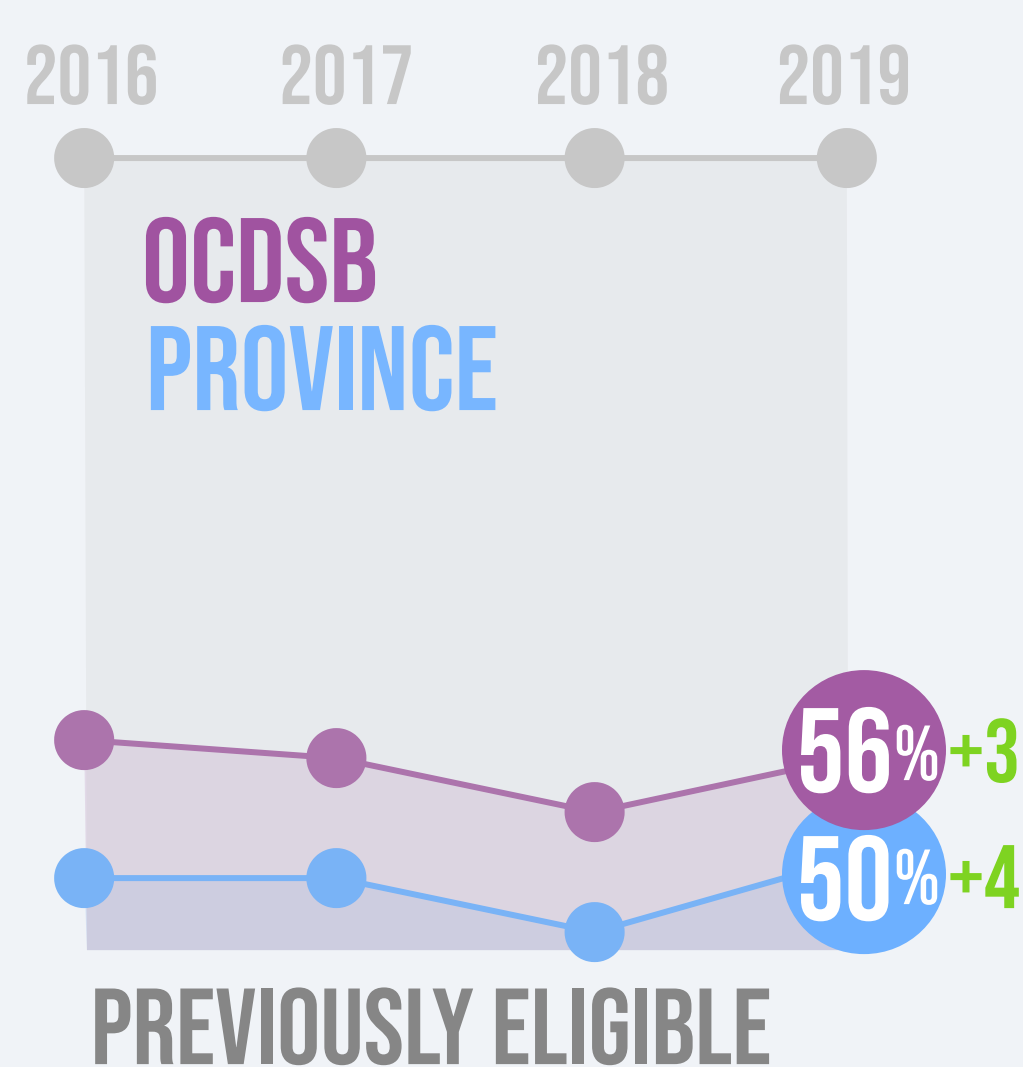
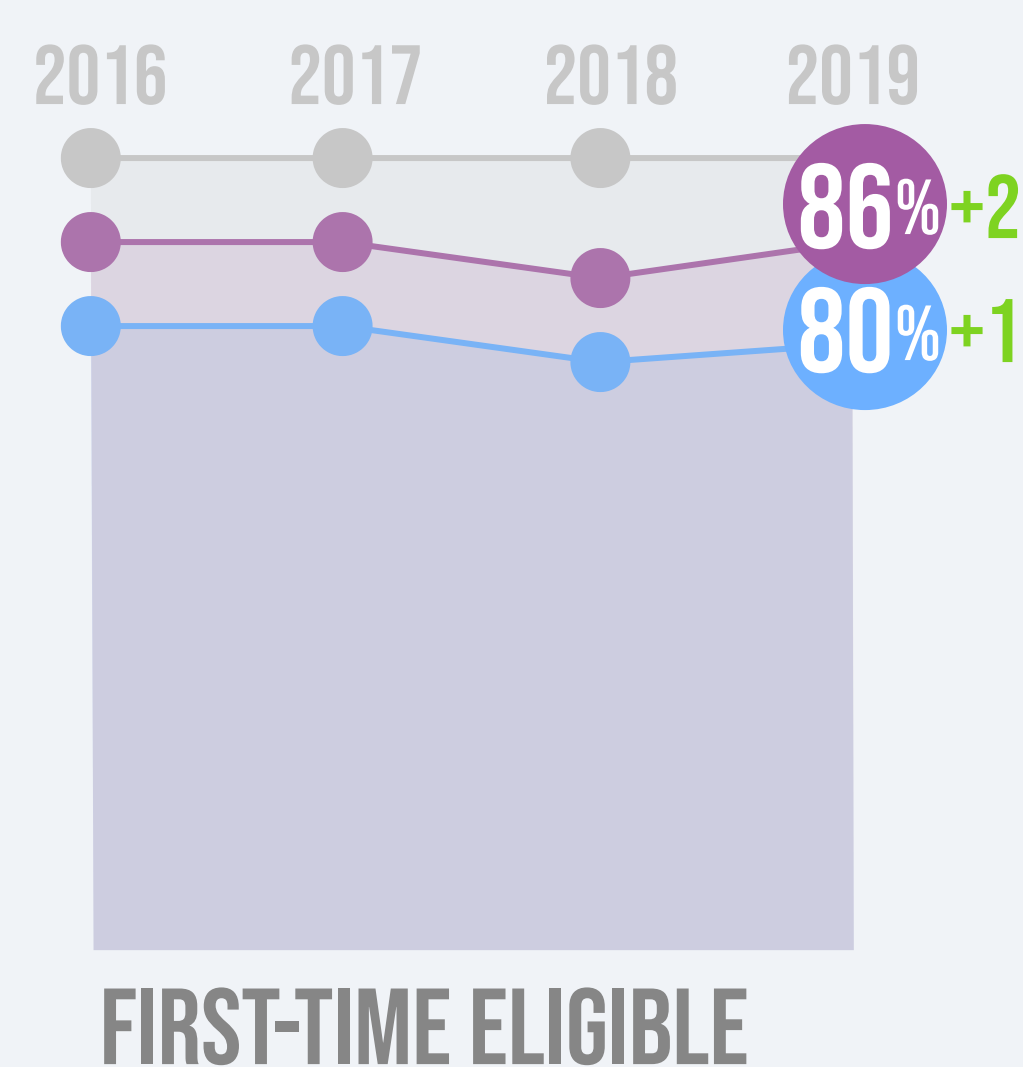
- In comparison to all students, achievement rates within specific groups of students continue to be lower, especially among students with special education needs.



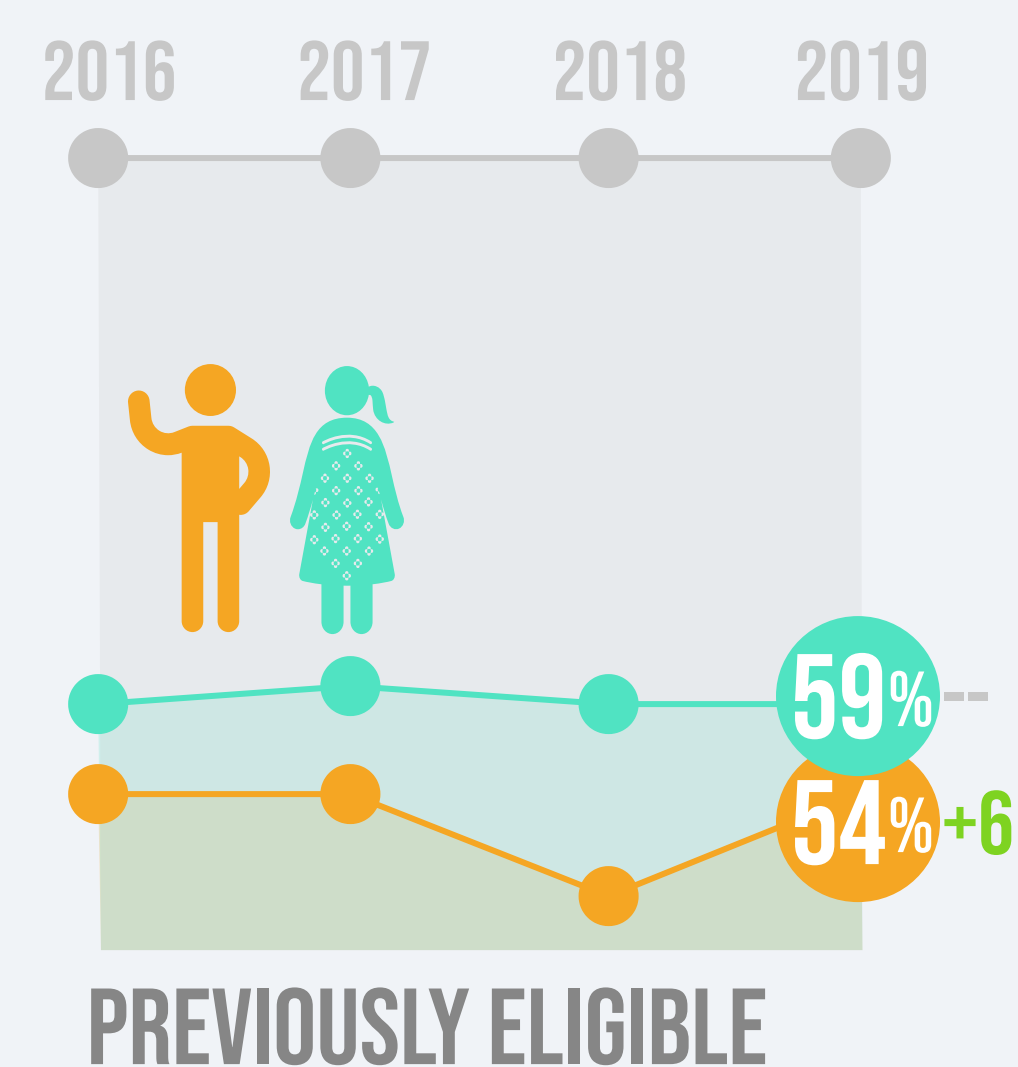
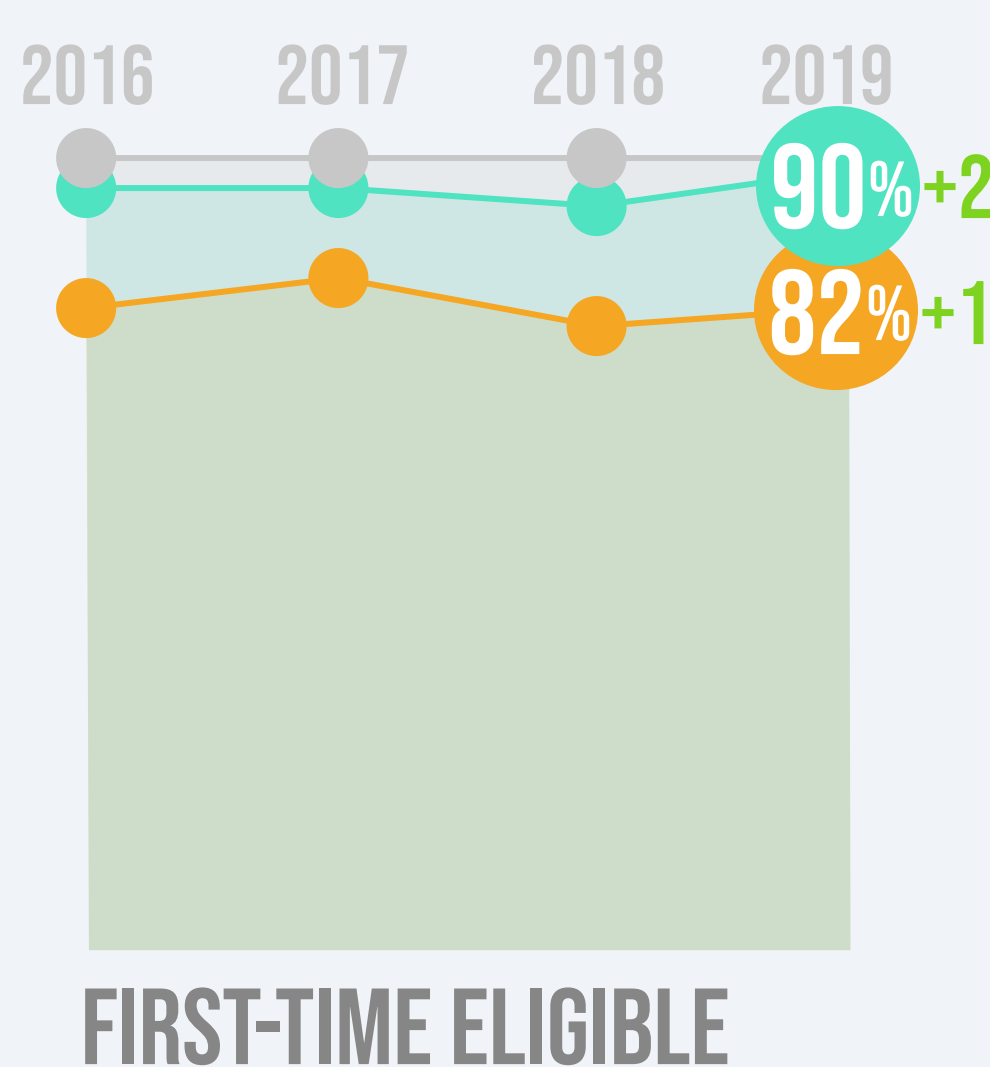
5

# EQA0: Ontario Secondary School Literacy Test (OSSLT)

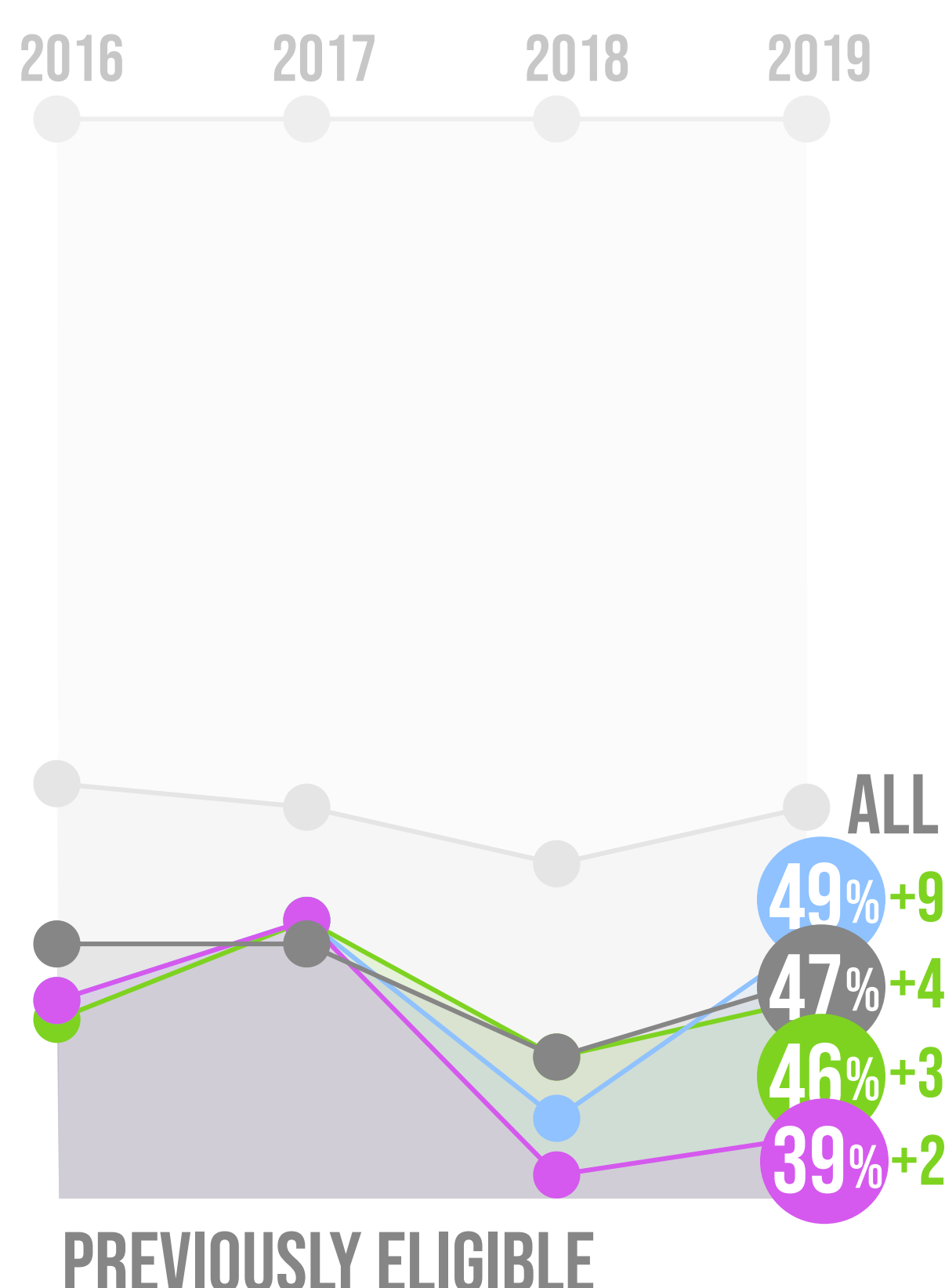
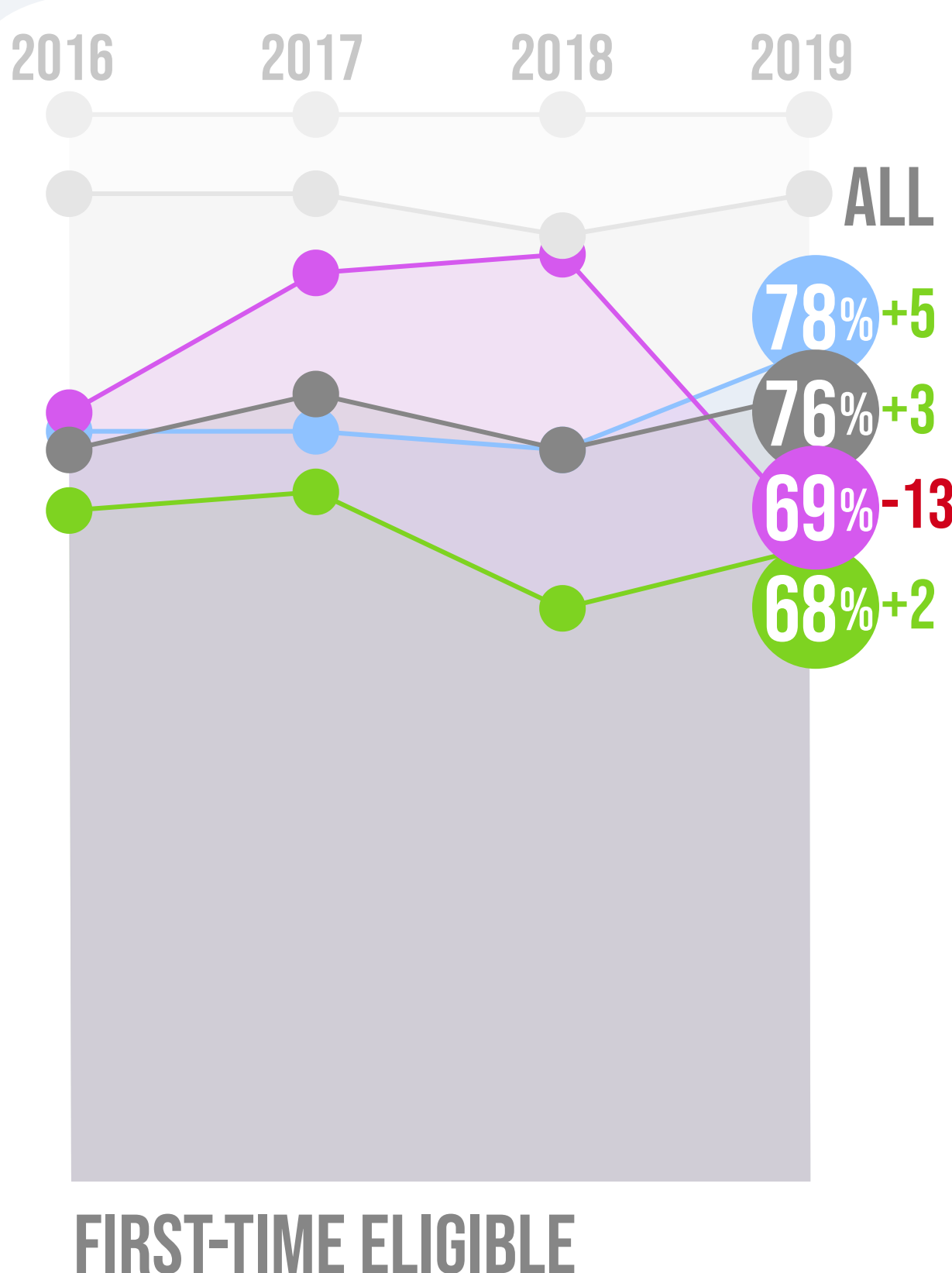
## % OF STUDENTS SUCCESSFUL



## GENDER GAP: OCDSB



## ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS

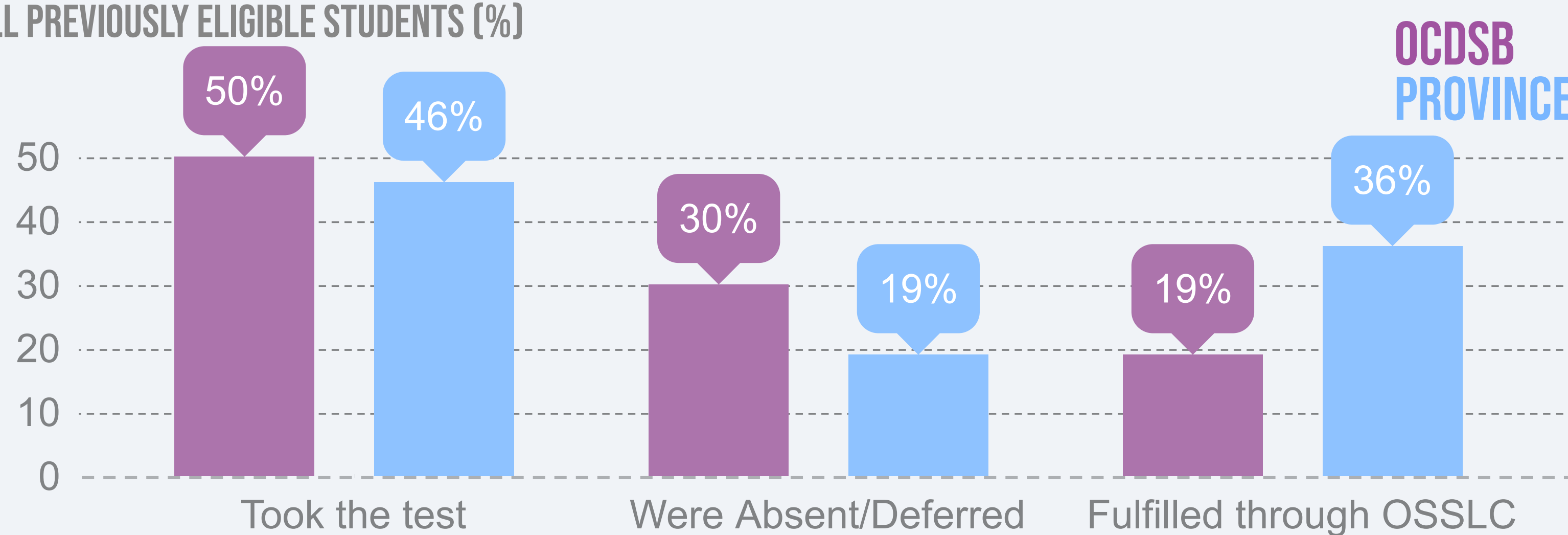


ALL ELL SES INDG SpEd

- Achievement in the specific groups appears to have slightly improved since last year, except for first-time eligible indigenous students

## PARTICIPATION IN THE OSSLT AND ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

ALL PREVIOUSLY ELIGIBLE STUDENTS (%)



- 19% of the previously eligible students fulfilled the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)

### OBSERVATIONS:

#### SUCCESS RATES SINCE 2018:

- A positive trend is visible across both first-time and previously eligible students.
- OCDSB continues to outperform the province for both groups.
- Success rates among first-time eligible students continue to be much higher in comparison to those that were previously eligible.

#### GENDER GAP

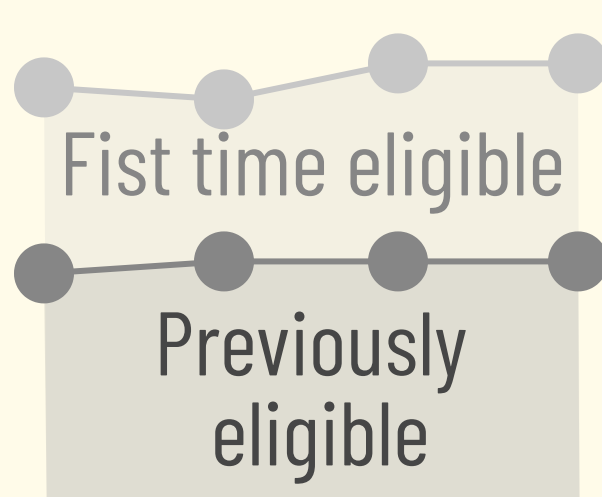
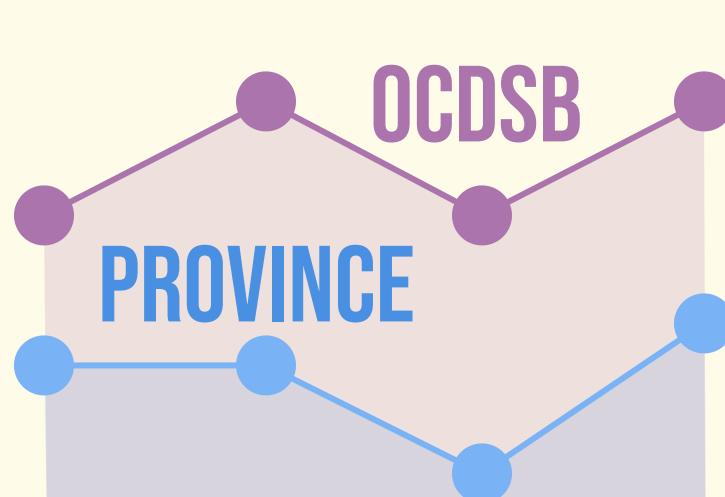
- Female students continue to outperform male students across all areas by a notable margin. The gap appears to be static across the years with slight fluctuations.

#### GAP FOR SPECIFIC GROUPS

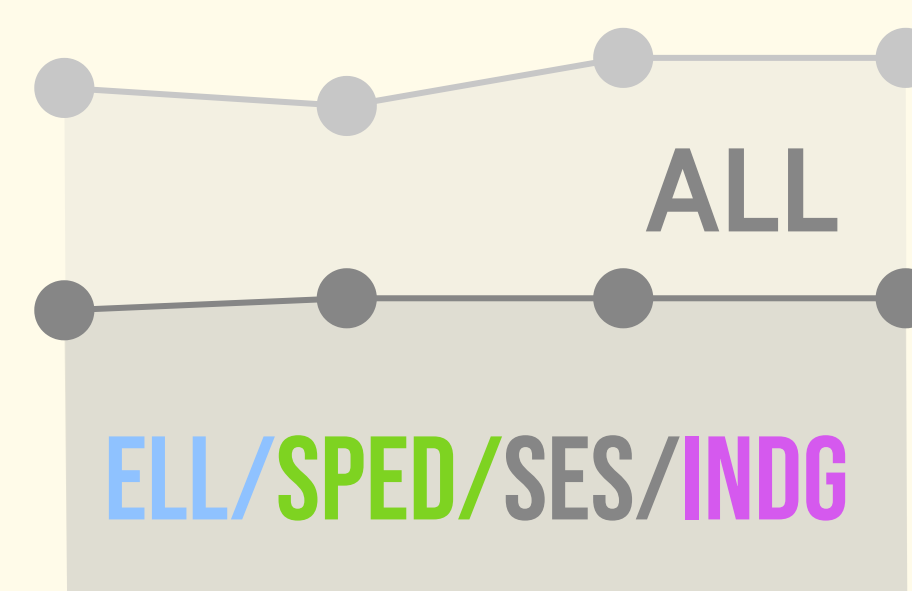
- In comparison to all students, success rates within the specific groups of students continue to be lower, especially among students with special education needs.

First-time eligible

Previously eligible



Gap is static

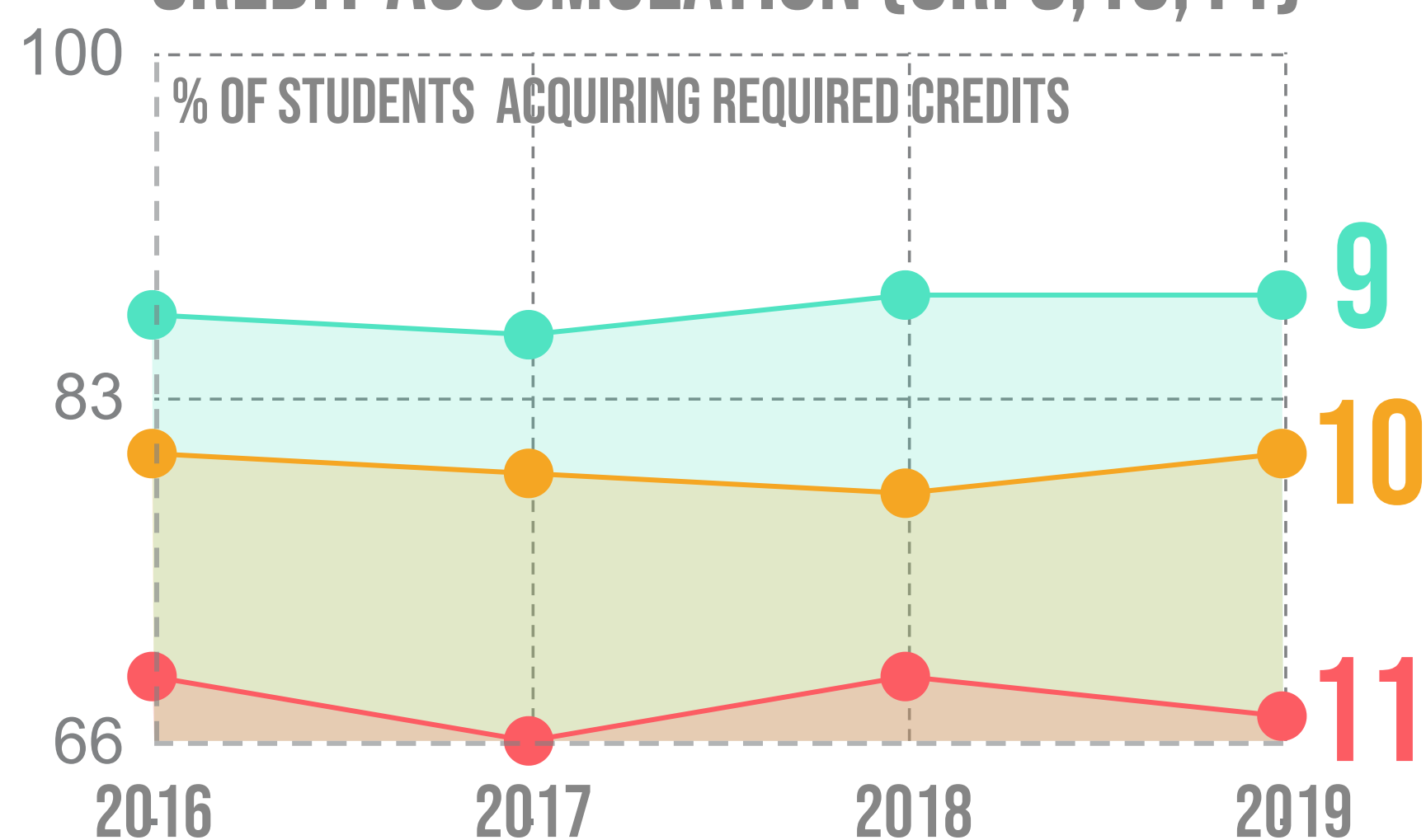




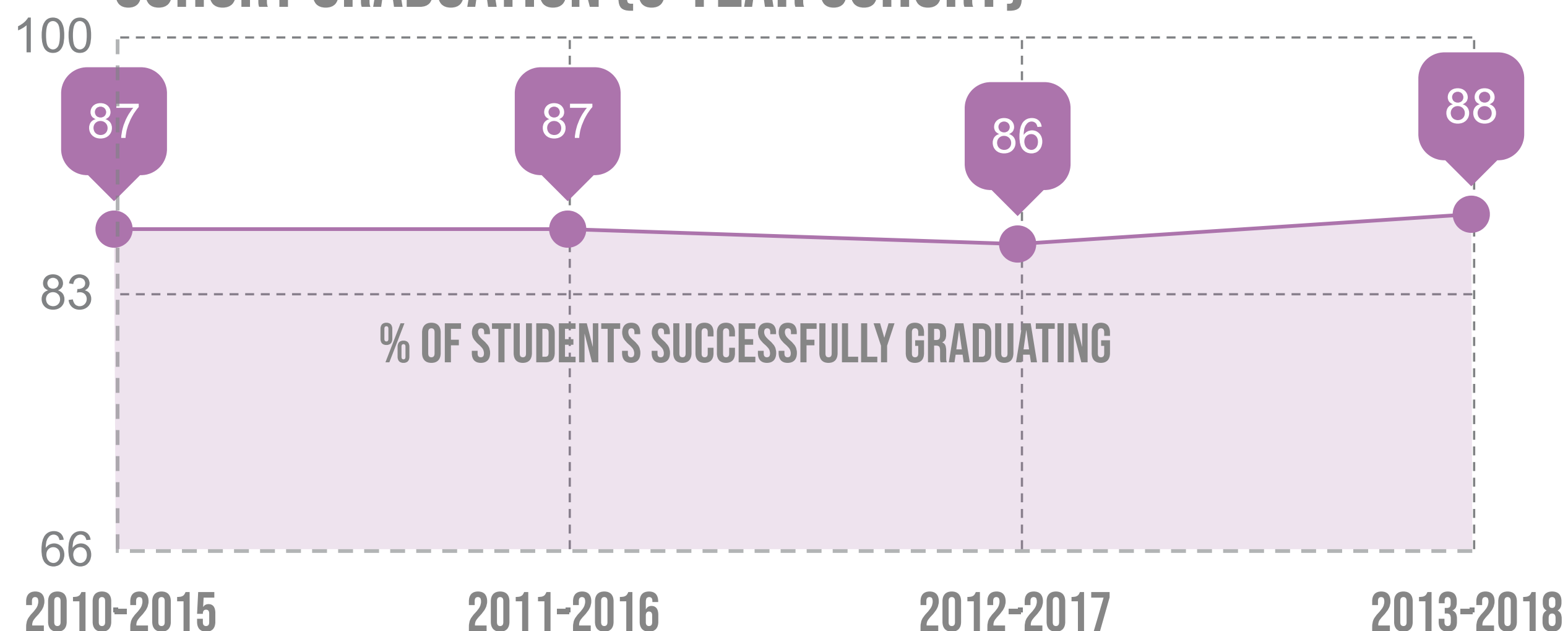


# Credit Accumulation and Cohort Graduation rates in Grade 9, 10 and 11

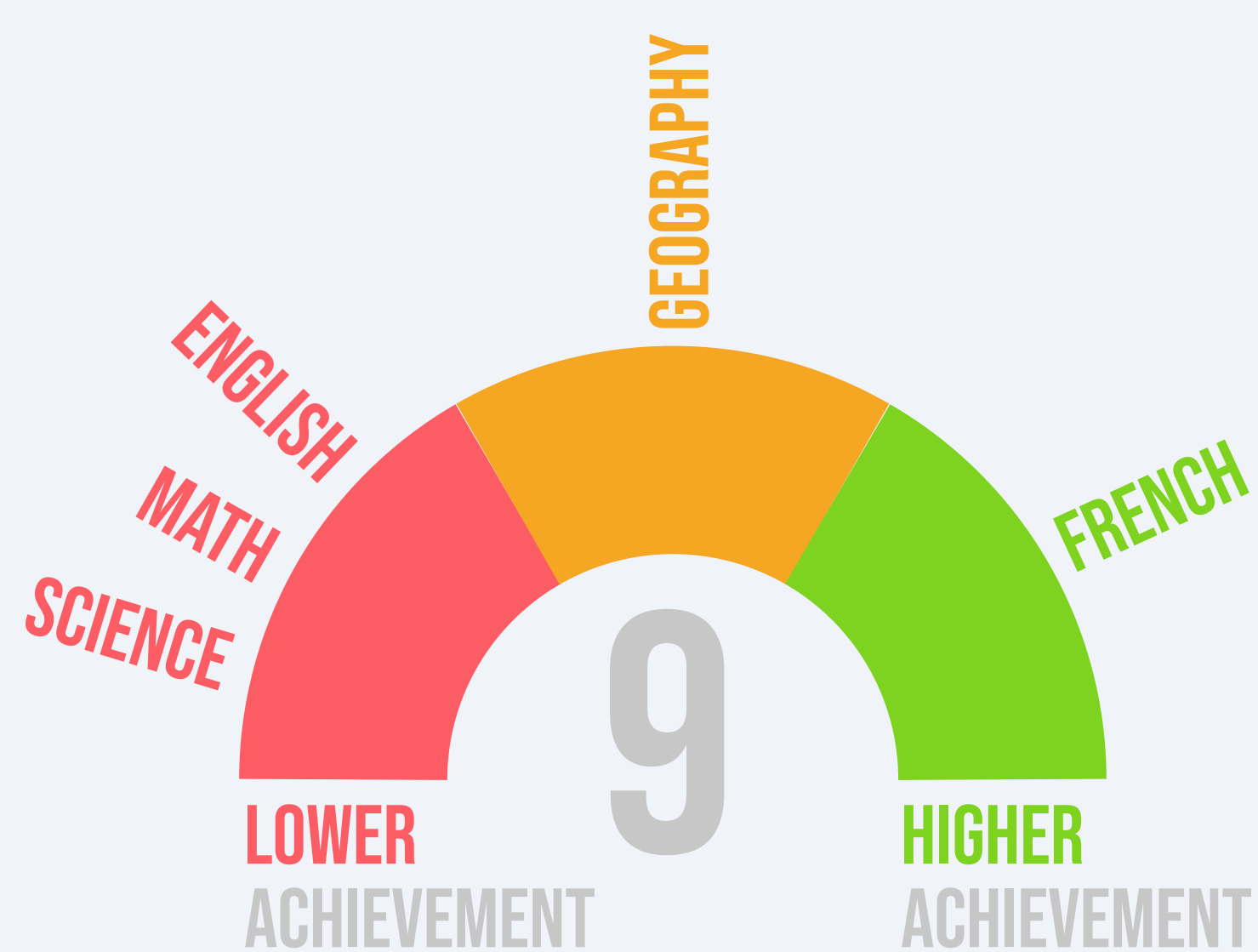
## CREDIT ACCUMULATION (GR. 9,10,11)



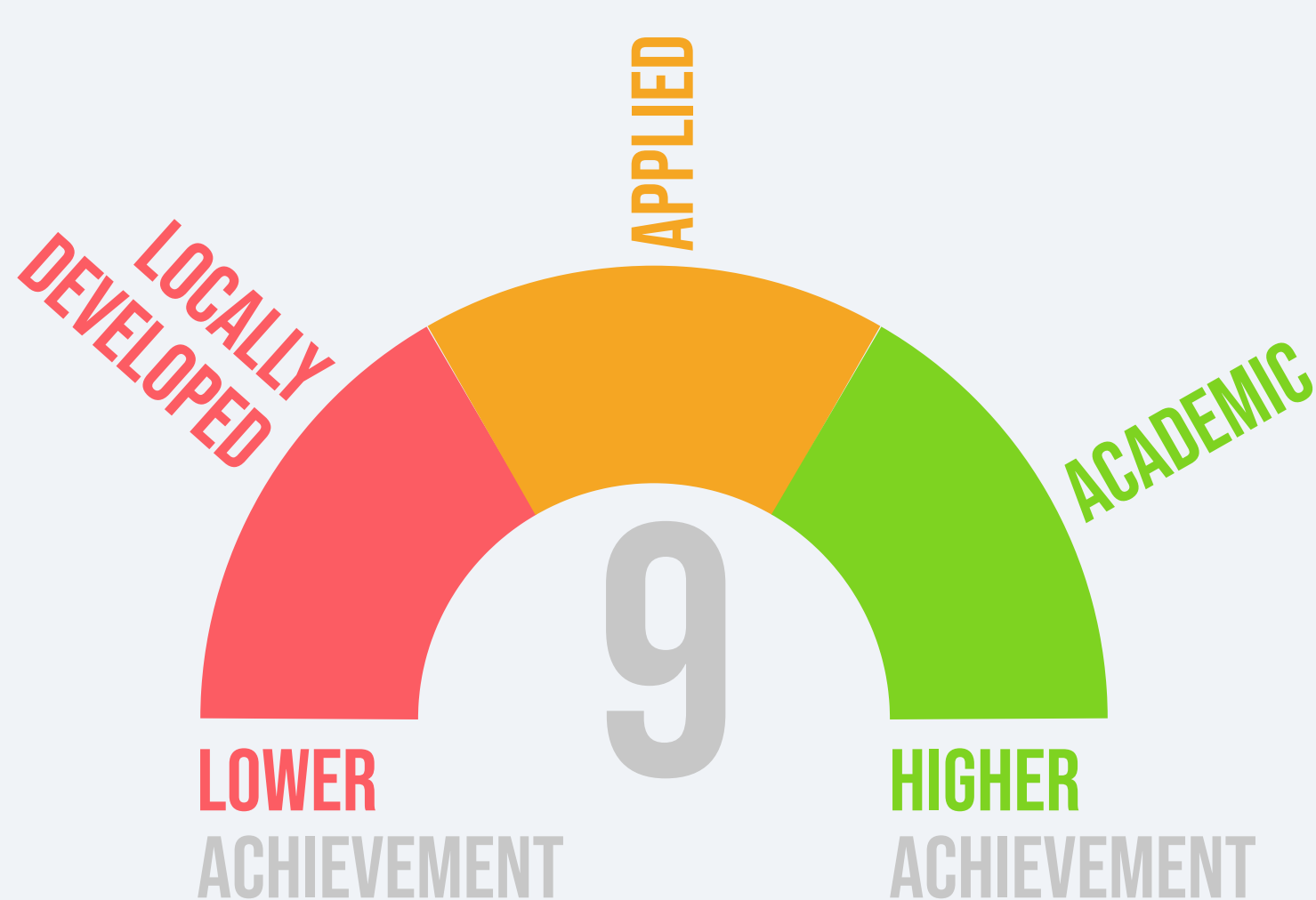
## COHORT GRADUATION (5-YEAR COHORT)



## REPORT CARD DATA: ACHIEVEMENT PATTERNS BY SUBJECT



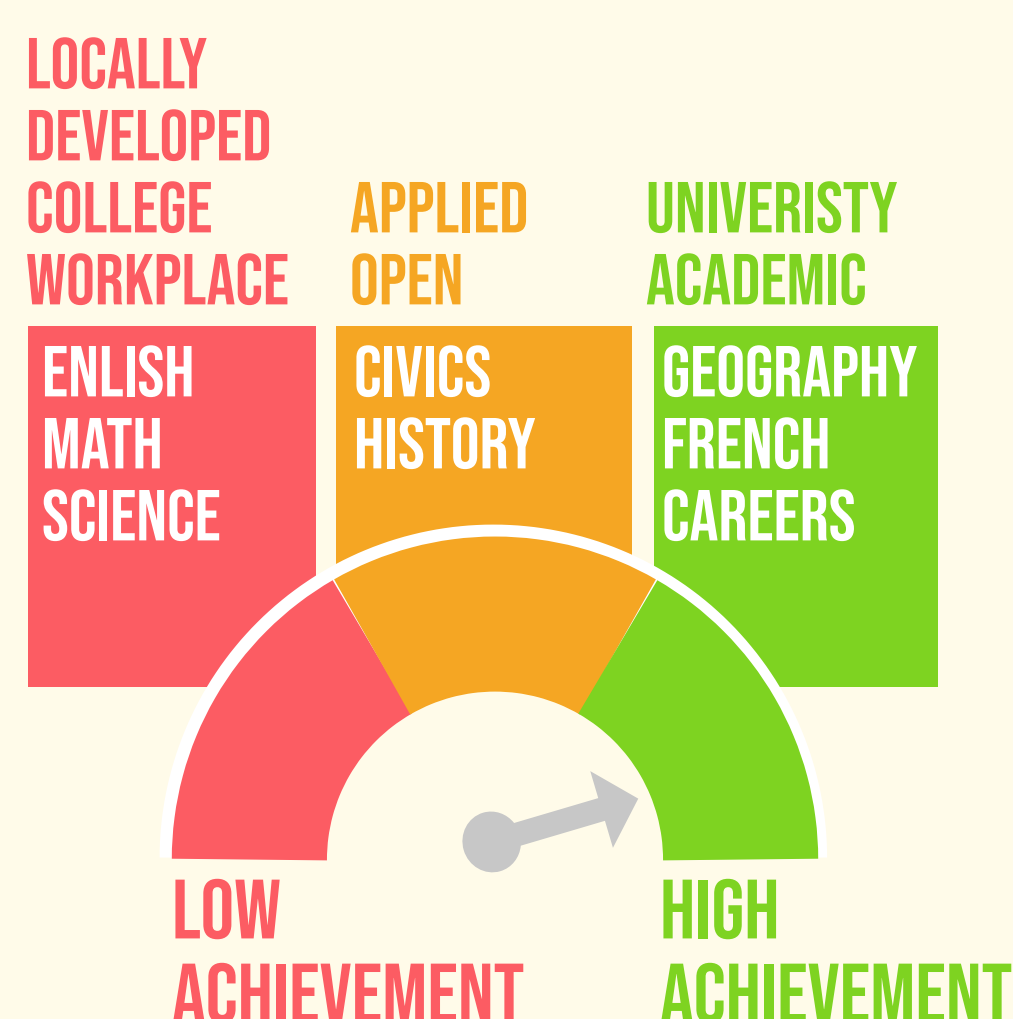
## REPORT CARD DATA: ACHIEVEMENT PATTERNS BY COURSE TYPE



## OBSERVATIONS:

### CREDIT ACCUMULATION:

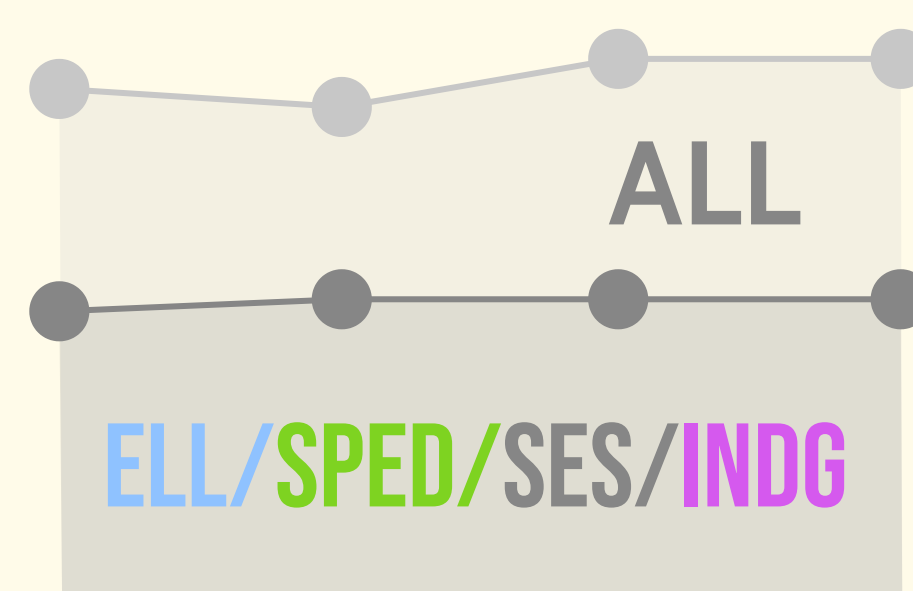
- As students progress through Grades 9, 10 and 11, credit accumulation requirements also increase (8+ at Gr.9, 16+ at Gr.10 and 23+ at Gr.11), making it increasingly harder to accumulate the required credits while progressing through high school.
- Comparatively lower achievement is visible in Math, English and Science, especially in Workplace, Locally Developed, College and Applied courses.



### CREDIT ACCUMULATION

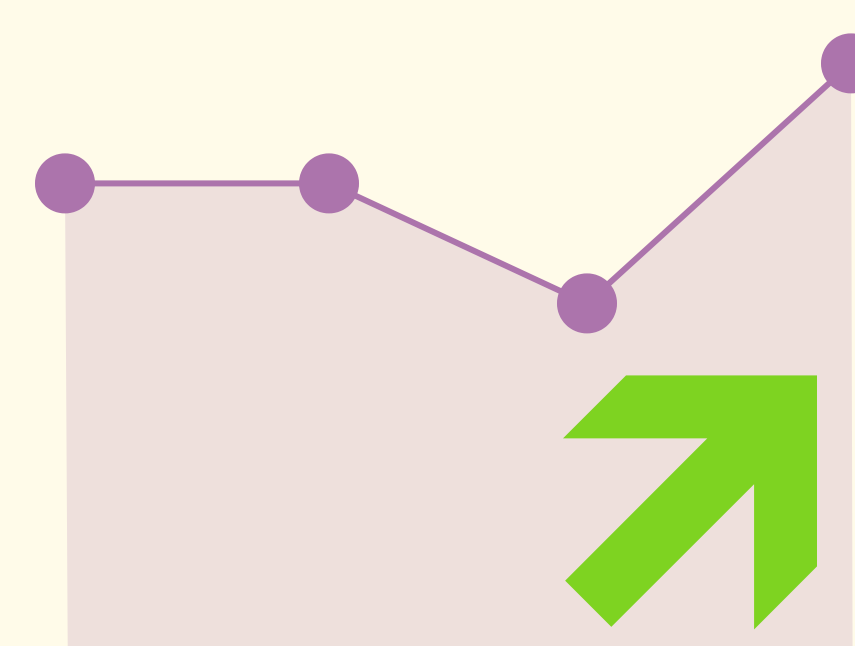


- Group-wise comparison, as seen in overall student performance in the EQAO assessments, demonstrates that the specific groups of students, especially Indigenous students and students with special education needs continue to underperform, as compared to all students.



### COHORT GRADUATION:

- Overall cohort graduation trends seem to have a positive trajectory over the past four years, with the only decline recorded in the 2017-2018 academic year.



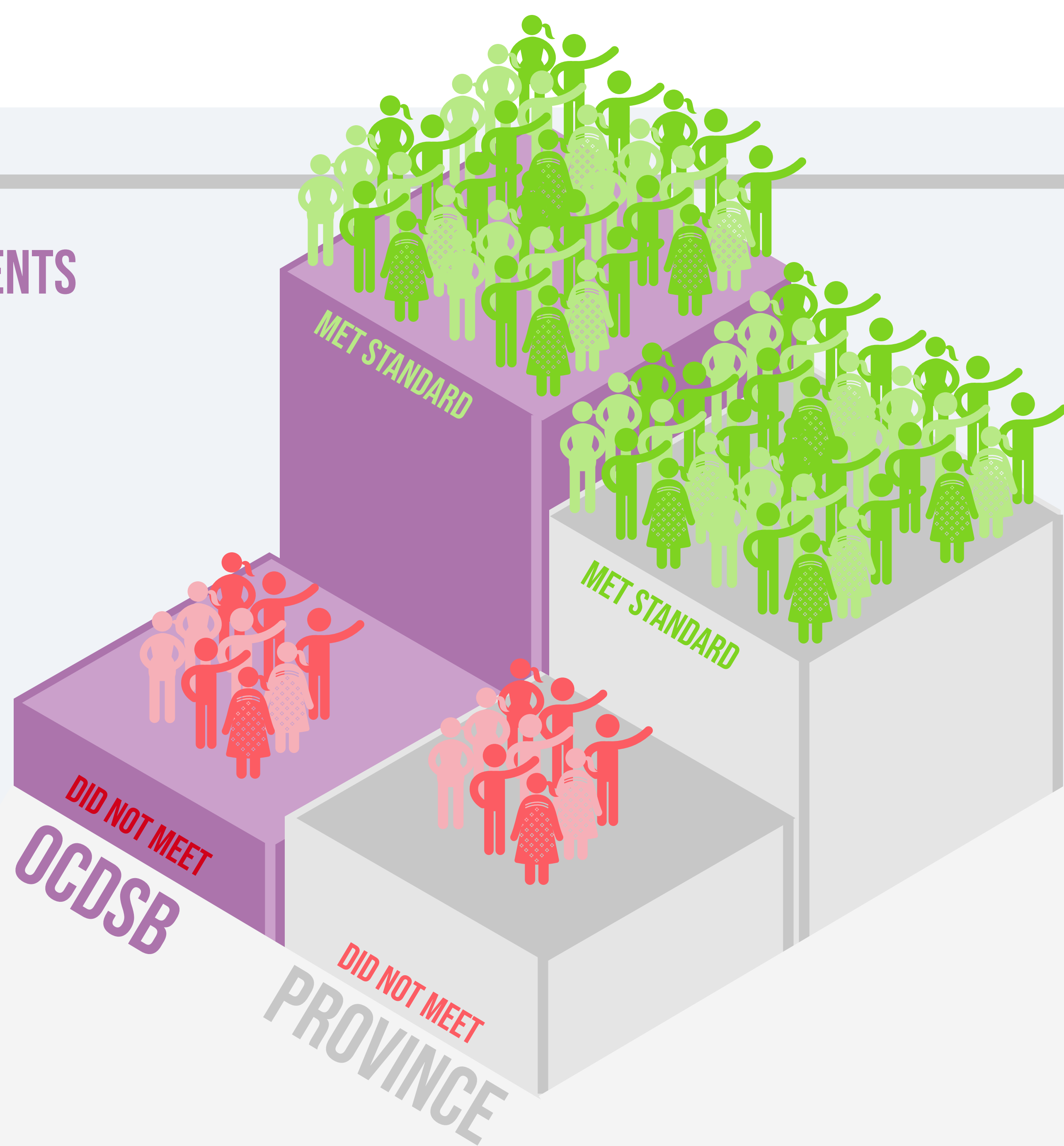
Upward trend since last year



## OVERALL RESULTS ON PROVINCIAL ASSESSMENTS

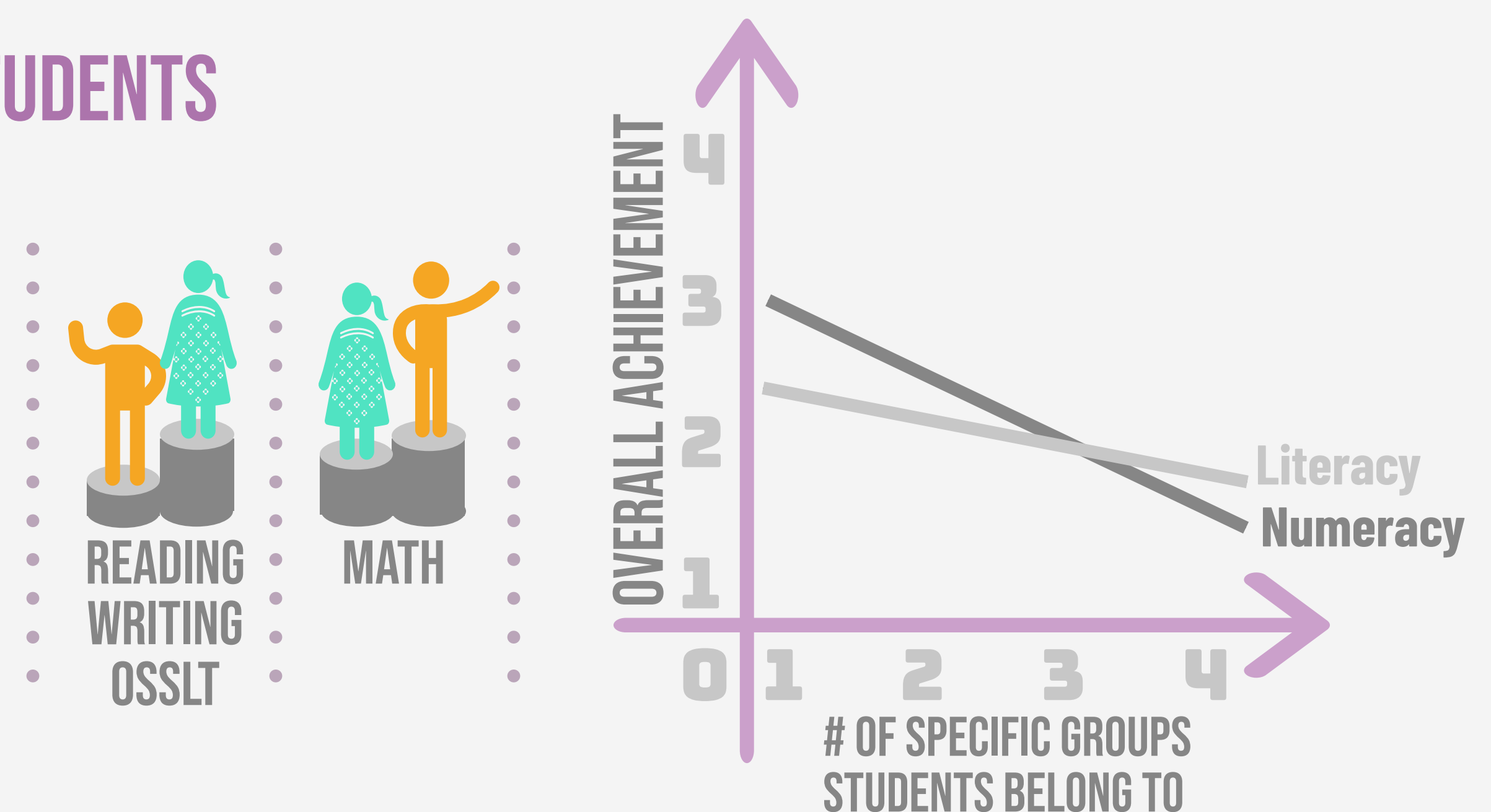
The **majority of OCDSB students** achieved **at or above** the provincial standard in Grades 3 and 6 reading and writing, and were successful on the OSSLT. With the exception of Grade 3 writing, results were higher for OCDSB students compared to the province. Trends over time show modest improvements in Grade 6 writing and for previously eligible students on the OSSLT. The remaining assessments have shown no change or slight declines of between 1 and 3 percentage points. Similar trends were observed provincially.

Despite lower achievement results in mathematics compared to reading and writing, most students met the provincial standard in Grades 3, 6 and Grade 9 academic math. **OCDSB results were higher compared to the province**, with the exception of Grade 9 applied math. OCDSB trends over time showed no change in Grade 9 math (applied or academic), and decreases of 1 to 2 percentage points in Grades 3 and 6 mathematics.



## ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS

Across all provincial assessments, achievement outcomes **continue to be lower** for English Language Learners (**ELLs**), students with special education needs (excluding gifted; **SpEd**), students residing in low income neighborhoods (**SES**), and those who self-identify as Indigenous (**INDG**), compared to all students. The data suggests that the more groups the students belong to - the lower their achievement is, especially in numeracy. Outcomes based on gender tend to favour **boys** in **mathematics**, and **girls** in **reading, writing** and the **OSSLT**. Gaps are much wider in literacy than they are in math.

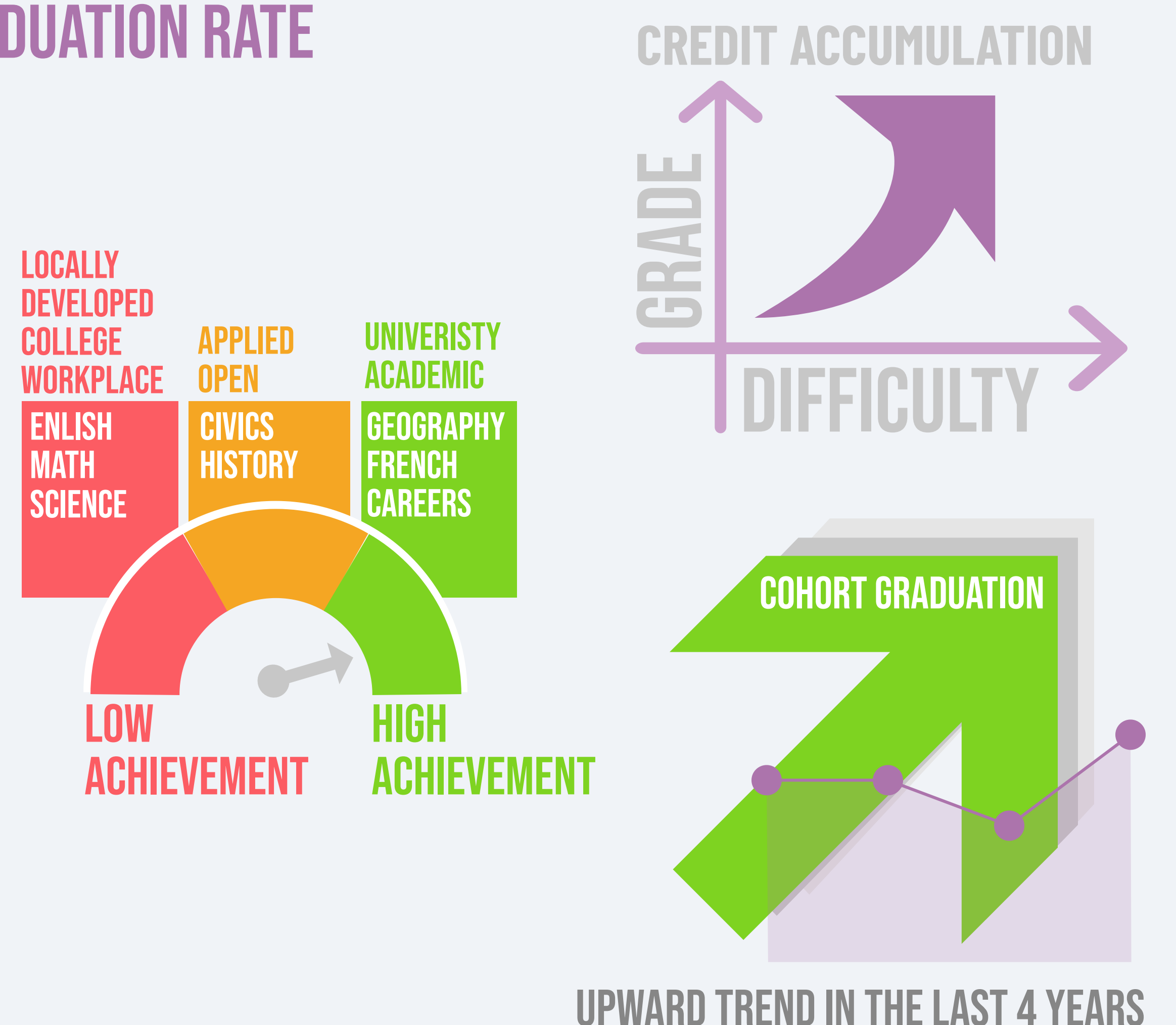


## CREDIT ACCUMULATION AND 5-YEAR COHORT GRADUATION RATE

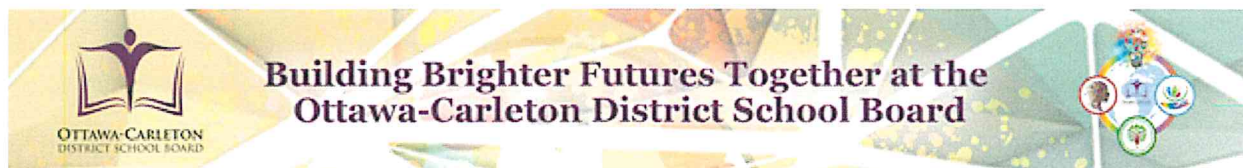
In the OCDSB, 2018-2019 credit accumulation rates in Grades 9, 10, and 11 were 88%, 80%, and 67%, respectively. An analysis of report card data showed that the courses that posed the greatest barriers for students were: (i) Grade 9 applied level science, math, and English; (ii) Grade 10 applied level math; and English; and (iii) grade 11 workplace, open, and college level science, math and English courses.

The 5-year cohort graduation rate for the OCDSB was 88% for the cohort of students who started Grade 9 in 2013-2014, compared to the provincial rate of 87%.

Key strategies for how we move forward as a District to improve outcomes for all students can be found in the 2019-2020 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW).







**COMMITTEE OF THE WHOLE (PUBLIC)**  
**Report No. 19-113**

**10 December 2019**

**Board Improvement Plan for Student Achievement and Well-being (BIPSAW)**

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**PURPOSE:**

1. This report outlines the 2019-2020 Board Improvement Plan for Student Achievement and Well-being and is presented for discussion purposes.

**CONTEXT:**

2. The Ministry of Education requires all district school boards to submit a Board Improvement Plan annually. The plan lays out the key work, deliverables and anticipated outcomes in support of student achievement and well-being for the current school year. The Board Improvement Plan for Student Achievement and Well-being (BIPSAW) is informed by analysis of data, and is created in consideration of the direction for the next four years that is set out in the OCDSB 2019-2023 Strategic Plan. In a process that is closely aligned to the BIPSAW process, schools also create plans to improve student achievement and well-being (SIPSAW). The school level work is supported by the district-wide strategies that are implemented through the BIPSAW. The reciprocal nature of the goals, strategies and monitoring that is shared in the Strategic Plan, BIPSAW and SIPSAW ensures that work in support of student achievement and well-being in the OCDSB is aligned across departments, schools and programs.

**KEY CONSIDERATIONS:**

**3. Developing the Plan**

Assumptions that underpinned the development of the OCDSB BIPSAW for 2019-2020 include commitment to:

1. Authentic engagement in a collaborative process;

2. Analysis and application of lessons learned in higher performing districts in Ontario;
3. High learning expectations for all students;
4. Closing gaps in student achievement and well-being;
5. Analysis of data in service of precision of foci and strategies.

### **Precision of Focus**

In alignment with research on District improvement suggesting that focusing on a few key goals leverages effectiveness (Strong Districts and Their Leadership; Leithwood 2013), the BIPSAW 2019-2020 identifies three goals selected through an analysis of data, and in consideration of strategic priorities:

- a) **Champion high learning expectations for all students**  
(Focus in 2019-2020- Increase student achievement in mathematics.);
- b) **Prioritize the dignity and well-being of students in inclusive and caring classrooms**  
(Focus in 2019-2020 - Build system capacity in equity, inclusive practices and mental health literacy); and
- c) **Build authentic engagement with and among our communities**  
(Build system capacity to support parent/guardian, family, staff and student engagement in the classroom, school and district levels to support student learning and well-being).

When considering which data sources inform the BIPSAW, focussing on a few key measures, and avoiding the distraction of data sources not directly related to the anticipated achievement goals, support greater precision and focus in planning, implementation and monitoring of impact. EQAO data provides achievement trends over time within districts, as well as across districts in the province. In addition to the targets set related to credit accumulation and graduation rate, in the 2019-2020 BIPSAW, achievement and attitudinal targets for Grades 3, 6, and 9 will be based on EQAO data.

### **4. New in 2019-2020**

In developing the BIPSAW for the 2019-2020 school year, every effort was made to ensure:

- a) **Integrated planning for improvement in student achievement and well-being**  
This acknowledges the symbiotic nature of well-being and achievement. Student well-being does not stand alone, nor is it an initiative. Research underscores the fact that well-being underpins every aspect of the teaching-learning environment, school, and broader school community.
- b) **Focus on mathematics.**  
Detailed analysis of district-wide achievement data indicates that increasing student outcomes in mathematics is the area of greatest need at this time in the OCDSB. (A full analysis of student achievement is presented in Report 19-123 ASAR). Research demonstrates that



perceptions, attitudes and self-efficacy in mathematics impact student achievement. As such, targets for improvement in these areas have been set in the BIPSAW and in all school SIPSAWs.

c) **Focus on learning conditions**

Through focusing on implementation of diagnostic and gap closing tools and collection of identity-based data, capacity will be built to increase precision and personalization in meeting student learning needs. Intentionally personalizing instruction, and fostering safe, inclusive and welcoming learning conditions will improve achievement and well-being outcomes for all students.

d) **Alignment of Board and School level planning to improve student achievement and well-being**

Through identifying common goals, implementation and monitoring strategies across the plans, there is increased coherence in the work supporting student achievement and well-being.

e) **Building of authentic engagement**

Through the use of intentional feedback mechanisms (eg. surveys, focus groups etc.) as well as revised resources for engagement (student surveys, school council SIPSAW template and support materials, newsletters, speaker series etc.), data will be collected in order to respond to needs identified by our communities (students, staff, parents/families, school councils) related to the SIPSAW process.

f) **Inclusion of targets and metrics to measure progress**

By identifying the quantitative and perceptual data that will be collected in all schools, and feeding that data directly into the BIPSAW at three set times in the school year, the impact of implemented improvement strategies will be measured throughout the school year. In the current school year, the impact of work in support of well-being will be measured through identified EQAO perceptual data questions, while staff focus on developing more precise well-being metrics for the 2020/21 BIPSAW. In addition to achievement and perceptual data sources that are clearly laid out in both SIPSAW and BIPSAW templates, school and district level staff will systematically record actions taken in support of improvement work and provide evidence of impact.

## **RESOURCE IMPLICATIONS:**

5. Implementation of the OCDSB Board Improvement Plan for Student Achievement and Well-being for the 2019-20 school year will be supported by board budget and additional funds received from the Ministry of Education. The province provides funding to support school boards through the Renewed Math Strategy. The ministry will provide funding for all schools, and additional funding for targeted schools with the greatest need in mathematics. This funding is

intended to strengthen math teaching and foster learning environments that lead to improved student performance. The expectation is that the funding provided through this Transfer Payment agreement will be focused primarily on supporting improved math performance for students in grades 3, 6 and 9 applied, in addition to some support for students who will be transitioning into these grades.

## COMMUNICATION/CONSULTATION ISSUES:

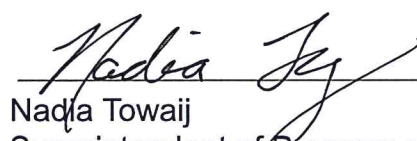
6. The Board Improvement Plan for Student Achievement and Well-being is the result of a collaborative process involving input of staff across departments and consultation with a council of school principals / vice principals. In addition all teachers of grades 3, 6, and 9 applied math were surveyed and discussions about the plan took place at the Parent Conference and with PIC, Student Senate, and the Council of Co-Presidents. A meeting with OCASC has been scheduled for January, 2020. The plan will be shared with principals and vice principals in November 2019, and with School Councils in December 2019/January 2020. Program and Learning will be creating resources and modules of support to assist with school level communications and engagement of parents, guardians, and students in support of the BIPSAW and SIPSAW.

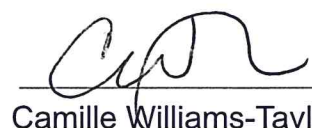
## STRATEGIC LINKS:

7. Explicit links have been made to the goals, outcomes and strategies in the *OCDSB Strategic Plan 2019-2023* in the areas of learning, equity, well-being and engagement.

## GUIDING QUESTIONS:

8. The following questions are provided to support the discussion of this item by the Committee:
  - How does the BIPSAW support student learning and well-being expectations established in the *OCDSB Strategic Plan 2019-2023*?
  - How can the SIPSAW process (BIPSAW Goal#3), help the district to build authentic engagement within and among our communities?

  
 Nadia Towaij  
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 Secretary of the Board

## Appendices:

- Appendix A - BIPSAW Information Tool \*
- Appendix B - BIPSAW Monitoring Tool \*
- Appendix C - SIPSAW School Monitoring Tool (sample elementary)
- Appendix D - SIPSAW School Council Discussion Tool (sample elementary)
- Appendix E - SIPSAW School Monitoring Tool (sample secondary)
- Appendix F - SIPSAW School Council Discussion Tool (sample secondary)

\*revised copy will be distributed at meeting